THE DISSERTATION RESEARCH REQUIREMENT
IN SECONDARY READING

by

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We accept this thesis as conforming to the required standard.

Advisor and
Thesis
Supervisor

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UNIVERSITY OF BRITISH COLUMBIA

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ABSTRACT

In examining the dissertation requirement in secondary reading procedures followed included (a) identification of abstracts in *Dissertation Abstracts International* (Volumes 20 to 36, June 1961 to July 1976) relating to the field of secondary reading; development of classification parameters; rewriting and condensation of each abstract into an enriched annotation; arrangement of the resultant body of annotations within the classification scheme; and generation of Keyword in Context and author indexes (b) tabulation of the demographic variables of year of completion, degree awarded, institution granting degree and sex of author; and of content variables including type of research, educational domain, content classification, number of pages, data analysis techniques and data gathering techniques, and (c) bivariate analysis with data realigned and contingency tables developed and analyzed using Pearson's chi-square to examine the relationship of date of completion, degree awarded and sex of author to selected content variables.

Literature reviewed in several areas including the process of graduate education, focusing primarily on the dissertation requirement; the communication and dissemination of research results; information science research on tools used in providing access to document
collections; and content analysis methodology provided the conceptual framework and supported design and methodological aspects developed for the study.

A body of 567 dissertation abstracts relating to secondary reading since 1960 was identified, empirically classified by content, and enriched annotations written for each of the studies. The resultant annotated bibliography, organized by content classification and within content classification by year of completion and accompanied by computer generated Keyword in Context and author indexes is appended. An average of slightly less than six keywords per document provide entry to the collection.

Univariate analyses of the collection in terms of ten demographic and content variables reflected the diversity of interests, research methodology and design encountered in secondary reading, consistent with the view of secondary reading as an emerging field. Bivariate analyses, in terms of three demographic variables, indicated year of completion as maintaining the strongest relationship with the content variables considered.

Conclusions emphasized the diversity of the dissertation collection; the limitations imposed by reliance on the secondary source (Dissertation Abstracts International); abstracts of uneven quality; trends toward a
greater number of Ph.D. Degrees and female authors; continued emphasis on the cognitive domain and reliance on standardized tests; no relationship between degree granted and content variables except for content classification; the utility of computer generated Key Word in Context indexes; and the potential use of the annotated bibliography.

Recommendations included improvement and standardization of abstracts submitted to Dissertation Abstracts International; provision for making the annotated bibliography available in the open literature; and provision for alternate vehicles of announcement of completed dissertation research. Further research in the area was suggested including examination of dissemination of dissertation research in the open literature of the field; further content analyses of dissertation research in additional fields; identification and synthesis of substantive conclusions emanating from dissertations and consideration of these in relation to the current state of art in the field; application of citation analysis to dissertations to consider the degree to which extant literature has been utilized by dissertation authors; and a broad indepth study of the status of the Ed.D. Degree.
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CHAPTER I

INTRODUCTION AND STATEMENT OF THE PROBLEM

BACKGROUND

The focus of this study is the dissertation requirement in secondary reading. The potential value and at the same time limited utilization of the body of education dissertation literature in general is increasingly recognized. In his 1976 presidential address to the American Educational Research Association, Glass commented, "The dissertation literature is huge and filled with gems. It's a scandal that few persons other than doctoral students ever enter it" (p.12). Dossick (1972) contended that dissertations:

Contribute much to knowledge because of the highly specialized character of the data, the results of minute research under expert guidance, and because of the wide use of primary sources, experimental investigations, statistical information etc. ..... Over and above much of the pedestrian and at times, mediocre, there remains a huge vast storehouse of valuable research which represents a 'frozen asset' of data ready to be tapped like a rich vein in a mine. (p.2)

Starr (1964) decried the fact that:
Working assiduously and with single-minded determination, doctoral candidates produce dissertations which are often relegated to the limbo of the library reference rooms, or to the dark recesses of microfilm cans. These products of sacrifice, sweat and tears, frequently go unnoticed, unheralded, uncriticized and unutilized. (p.iii)

Calam (1969), calling for changes in the dissertation format, pointed out the paradox in advanced studies which "frequently generate dissertations that are not studied" (p.6).

The sheer bulk of the dissertation literature is impressive with 340,000 doctor's degrees awarded between 1861 and 1970, and a projected figure of 340,000 more for the 1971-1980 decade (Wolfe & Kidd, 1971, p.784). The value of these contributions is inevitably lessened by the difficulties involved in obtaining access to the information. Glass (1976), attempting to integrate the outcome evaluation literature in psychotherapy and counselling, stated:

A major practical problem in collecting literature concerns dissertations. Considering the importance of the body of this work, it is astounding that it is consistently avoided by reviewers -- astounding but understandable. In professional and clinical fields, excellent dissertation research may be pursued but never published in journals; perhaps the student's interests are professional, not scholarly. There grows a thesis literature of significant quality and size that is accessible only to those who will go to the work of reading Dissertation Abstracts, purchasing the microfilms and reading them. (p.12)
The field of information science supports dissemination of results as an integral part of the research process. Carter (1967) observed: "If knowledge stays confined to the intimate community in which it originates, it will have little impact on the larger community concerned with the application and exploitation of knowledge" (p. 2). Allen and Gerstberger (1967) suggested that accessibility and ease of use are stronger correlates of information channel use than is technical quality.

Thus, an impressive body of dissertation research exists, but it is often underutilized largely because of problems involving accessibility. Facilitating better access is, however, merely a first step. As Novak (1975) pointed out: "If dissertations are to be utilized fully, some way of analyzing and describing them must be developed. A format for arranging the information in a logical form is needed" (p. 2). Yesseldyke and Pickholtz (1975) concluded: "Perhaps the best indicator of research interests and trends in a particular field is a review of theses and dissertations being completed for doctoral degrees" (p. 264), while Glass (1976) called for "the orderly summarization of studies so that knowledge can be extracted from the myriad individual researches.... We need more scholarly effort concentrated on the problem of finding knowledge that lies untapped in
completed research studies" (p. 5).

Techniques from library and information science can be applied in improving access to and organization of the dissertation literature while content analyses can generate information which can lead to better understanding of doctoral research conducted in the field of secondary reading. Content analyses of dissertation literature in specific fields has been conducted: to develop indexes (Draper, 1974); to identify trends in research methodology and determine relationships between completed studies and previously identified research needs (McDonald, 1974); to provide a base for personal conclusions about individual doctoral experiences in a particular institution (Palmatier & Austin, 1974); to motivate further research in areas neglected by previous dissertation research (Palmatier & Rood, 1975); and to summarize existing research (Worthington, 1975).

**STATEMENT OF THE PROBLEM**

This study has three major purposes:

1. Identify the dissertation literature in secondary reading, develop an empirically generated classification scheme, construct enriched annotations and provide better access to dissertation research in secondary reading in the
form of an organized annotated bibliography with Key Word in Context (KWIC) and author indexes;

2. Describe the demographic and content characteristics of the body of dissertation research related to secondary reading including: dissertations completed by year, sex of author, type of degree, institution awarding degree, length of dissertation, content classification, educational domain, type of research, data analysis techniques, and data gathering techniques;

3. Analyze the relationship between year of completion, type of degree and sex of author and the variables of number of pages, content classification, type of research and data analysis technique.

The dissertation literature under consideration includes theses identified in Dissertation Abstracts International (DAI) relating to the sub-field of secondary reading and completed between 1960 and the end of 1975.

Specific steps involved in each of the major parts of the study include:

1. The classified abstract bibliography: identification of relevant DAI abstracts; development of classification parameters; rewriting and condensation of abstracts; arrangement of the resultant body of annotations within the classification scheme; and generation of KWIC and author
indexes.

2. **The demographic and content analysis**: tabulation of demographic variables including year of completion, institution awarding degree, degree awarded and sex of author; and of content variables including type of research, content classification, educational domain, data analysis techniques, data gathering techniques and length in number of pages.

3. **The bivariate analysis**: realign data and develop tables for analyses comparing year, degree and sex with number of pages, content classification, type of research and data analysis techniques.

**SIGNIFICANCE OF THE STUDY**

Since 1960 there has been a dramatic growth of interest in the specific area of reading in the secondary school within the broad field of reading. All types of information sources on the topic have exhibited marked growth including the journal literature, professional textbooks, report and fugitive sources and dissertations. Over 550 doctoral dissertations have been identified for the period 1960 through 1975 which relate to secondary reading. The size of this output should not be surprising in view of the universality of the dissertation requirement. Surveying
doctoral offerings in education at 145 American institutions, Robertson and Sistler (1971) found that more than 90 percent of both Doctor of Philosophy (Ph.D.) and Doctor of Education (Ed.D.) programs used the formal dissertation as the only acceptable means for satisfying the terminal research requirement. Palmatier and Manzo (1974) examining data on doctoral programs in reading from 18 institutions representing each major geographical region in the U.S., found the only point of total consensus was the requirement of a doctoral thesis from both Ph.D. and Ed.D. candidates.

Certainly, in any field, the existence of over 500 individual studies over the past 15 years seems worthy of attention. Additionally, when these studies have been carried out at major institutions of higher education and must be seen as reflecting research interests and trends not only of the individual researchers, but also of the wider community of professors and researchers involved as instructors, committee members and consultants, their importance as information sources should not be underrated.

A major obstacle to better utilization of this vast information resource appears to be access. For example, it is a formidable task to simply identify those dissertations of interest, particularly in a field such as secondary
reading where they are not isolated as a separate category, but rather appear under any number of headings in the major abstract publication *Dissertation Abstracts International*. Provision of a general Key Word Out of Context Index (KWOC) for use in searching *DAI* alleviates some problems in retrieval but the system is not functional for finely tuned searches related to specific sub-topics such as secondary reading. In a related study, Dossick (1971) found identifying and classifying the 4336 dissertations completed in Education at New York University to be a five year project. In secondary reading, to merely seek out those abstracts of interest to the field on a monthly basis requires several hours of assiduous handsearching through each of the *DAI* volumes for each year. As Glass (1976) noted it is little wonder that "few persons other than doctoral students" ever search out the "gems".

Methods of overcoming some of the access problems have been developed in the field of information science where "abstract and retrieval systems are considered an essential part of the scientific and technical information dissemination system" (Nelson, 1974, p.16). Concepts from information science are finding increasing application in the field of education.

While improving access to the body of dissertation
research in secondary reading is seen as of great importance, better description and content analyses can facilitate usage and provide data concerning research trends and developments in research on secondary reading since 1960.

LIMITATIONS

Others have noted the difficulty of working with abstracts of uneven quality (Gross, 1972, p.555) and it is recognized that the value of both the annotated bibliography and the analyses is inevitably limited by dependence on secondary sources. Problems of access in terms of both time and money, however, precluded examination of the complete dissertations and the assumption is tendered that the abstracts appearing in DAI fairly represent the documents themselves.

Reliance upon DAI also restricted examination to those dissertations submitted to University Microfilms and subsequently reported in the abstract publication. While there are exceptions, most American and Canadian universities require this submission. The resultant body of abstracts while not inclusive of every dissertation completed relating to the field of secondary reading is, nevertheless, a representative sample sufficient for the
purposes of this study.

The relevant abstracts were identified by handsearching the Education sections of each pertinent volume of DAI-A series. Several graduate students have been involved in identifying relevant dissertations over a period of years. It is assumed that previous searching has been accurate but also recognized that some dissertations may have inadvertantly been omitted. However, such omissions constitute a small percentage of the total and would not have an adverse effect on the general conclusions of the study.

OVERVIEW

In Chapter II a review of related literature is presented including background, history, universality and current status of the dissertation requirement, as well as the role of the dissertation as an information source, and previous content analysis studies of dissertation collections.

Chapter III presents the methodology of the study including the development of the classification parameters, identification and annotating procedures, classification methods followed in the demographic and content analysis of the dissertations, and data analysis techniques used.
Chapter IV presents the results of the study including development of the annotated bibliography and KWIC and author indexes and discussion of the univariate and bivariate content analyses.

Chapter V includes the summary, conclusions and recommendations for further study.

The annotated bibliography, with dissertations subjectively classified according to major topic of interest and the related KWIC and author indexes appear in the Appendix.
CHAPTER II

REVIEW OF THE LITERATURE AND CONCEPTUAL BASE

THE DISSERTATION REQUIREMENT

The conceptual base for this study is derived from the literature related to several areas including: the process of graduate education with special attention given to the dissertation requirement; the communication and dissemination of research results; content analysis as an unobtrusive technique in social science research; and information science research on tools employed in the classification, indexing and abstracting of document collections. Relevant literature is reviewed and organized into three sections: the dissertation requirement, the dissertation as a source of research information, and content analyses of dissertation collections.

From 1861 when Yale became the first American university to grant the Ph.D. through 1970, American universities awarded 340,000 doctor's degrees. Half of these were awarded in the last nine years of the period. If the current projections of degree trends are borne out, another 340,000 (and probably more) will be awarded in the 1971-1980 decade. (Wolfe & Kidd,
Almost from its inception the doctor's degree represented a "highly significant acknowledgement of intellectual nobility" with the first doctorates probably the Doctor of Civil Law and the Doctor of Canon Law, awarded in Bologna in the twelfth century (Schweitzer, 1965, pp.6-8). The Doctor of Philosophy (Ph.D.) developed as a licence to teach but required research as a basis for teaching, a requirement solidified in the German system and standardized in the American system of higher education (Simonds, 1973) with the German university spirit of "search for knowledge and concomitant emphasis on productive research" transplanted in large measure to America (Rudy, 1962, pp.20-21). The earned doctorate was introduced in America at Yale in 1861 with the following requirements.

Admission for students with bachelors' degree, three years of study, knowledge of French and German; general examinations written or oral or both; and a dissertation which embodied original research, a defence of this dissertation before faculty members and publication of the dissertation. (Walters, 1965, p.14)

Three Ph.D.'s were awarded at Yale in 1861. William D. Whitney, classics, presented a six page handwritten thesis in Latin on the proverb "Brevis vita, ars longa"; Arthur William Wright, physics, submitted "Having Given the Velocity and Direction of Motion of a Meteor on Entering the

The establishment of Johns Hopkins as a graduate school in 1876 saw the standardization of the Ph.D. program in the United States (Simonds, 1973) and by 1900 when about 382 doctorates were awarded most universities had adopted requirements very similar to those outlined at Yale in 1861 (Walters, 1965, pp.14-15). Prior (1965) noted:

In specific details there have been changes over the years: the requirement for the dissertation to be published has been abandoned; the language requirement has become less inflexible; formal course work has, perhaps unfortunately, been increased; and the qualifying examination, usually written, has become almost universal and has replaced in importance and in rigor, the old oral "defence of the thesis". In the main, however, the basic aims and expectations have remained unaltered in essence. (p.35)

From the inception of the doctoral degree the dissertation requirement has been the subject of often acrimonious criticism. Professor James M. Taylor of Vassar College expressed fear, in 1894, of the domination of the doctoral degree with dissertation stating that too much emphasis on specialization might well bring about the neglect of broad scholarship (Walters, 1965, p.17). The University of Virginia representative at the 1908 American Association of
Universities conference commented:

I agree with the views published years ago by such men as Mommsen, Bluntschli and Carl Vogt, that the German dissertation is in most cases a pretentious humbug. The same is true of the American article... I do not believe in artificially luring men of mediocre ability into publication of stupid monographs upon wholly uninteresting themes, and in persuading such men that they have been doing 'original research'. (Prior, 1965, p.43)

Edwin E. Slosson, in a 1909-1910 article for The Independent questioned the meaning of "original contribution" as applied to the dissertation suggesting the requirement of publishing the dissertation to maintain high standards and strengthen the doctoral degree (Walters, 1965, p.18). President Ray Lyman Wilbur of Stanford, however, recommended to the Association of American Universities in 1924 "that the standard for the degree be so changed that the recipient ... would be freed from the necessity of taking set courses of any kind. It should be a degree conferred upon one who has done original research" (Walters, 1965, p.18).

Emergence of the Ed.D.

Responding in part to the practice of using degrees for increased salary and rating in the public school system, Harvard University in 1922 decided to award the Doctor of Education (Ed.D.) for work not in arts and sciences but in education.
A similar pressure within the undergraduate colleges and universities for the doctor's degree as a prerequisite for faculty members raised the question of the status of the Ed.D. Other universities while following the practice of Harvard University which granted this degree in its School of Education broadened the number of fields in which the Ed.D. might be obtained. The problem of the status of the Ed.D. was not solved during this period and has not been solved at this writing. (Grigg, 1965, p.16)

Ashton (1965) noted that any theoretical differences between the Ed.D. and the Ph.D. have long since been lost with the only real difference being that the Ed.D. seldom requires knowledge of a foreign language, while Spurr (1970) found the Ed.D. basically parallel to the Ph.D. with similar requirements and grouped with the Ph.D. in graduate school statistics. He commented:

> Whether correctly or not, students and faculty alike regard the Ed.D. as an inferior Ph.D. and will opt for the later if given the choice, settling for the former only when that is the only possible doctoral award.... While there seems to be little justification for the Ed.D. as a second class Ph.D. there is every justification for a truly professional Doctor of Education program (p.141)

The dissertation has become as ubiquitous as an Ed.D. requirement as it is for the traditional Ph.D. with 91.1 percent of the Ed.D. programs in Education at 145 American universities described as permitting a formal dissertation "as the only acceptable terminal research project" (Robertson & Sistler, 1971, p.53). Covering the
period of 1965 to 1969 only six responding institutions indicated that a choice between a formal dissertation and a field study was possible for Ed.D. candidates in their schools. Robertson and Sistler (1971) noted a distinct trend toward the formal dissertation as an Ed.D. requirement and suggested "the net effect of this appeared in making the Ph.D. and the Ed.D. more nearly similar... indicating a lack of differentiation between the two degrees" (p.82).

Ashton (1965) concurred having determined that:

Graduate school bulletins do not disclose any striking difference between the research and dissertation for the different degrees. Almost every institution speaks of expecting the dissertation to be an "original contribution to knowledge" whether it be for the Ph.D., the Ed.D., the Doctor of Engineering or any other degree. (p.69)

Williams (1971) lamented that Ed.D. projects "have taken on all the traditions of the dissertation process in their efforts to become more 'hardnosed'"(p.755).

Universality of the Dissertation Requirement

Despite continuing criticism (McGrath, 1959; Carmichael, 1961; Barzun, 1968; Williams, 1971; Jordan, 1970/71) the dissertation as a doctoral requirement appears firmly entrenched in the graduate education process. Prior (1965) found that the chief common element in Ph.D. programs has been the emphasis on independent investigation
as a preparation for continued scholarly activity and while
the most determined and severe critics would not regret the
elimination of the requirement, such a radical revision is
unlikely, as "the dissertation has always been a distinctive
feature of a degree which leads up to an exercise in
independent investigation" (p. 45). With respect to the
education dissertation requirement in Canadian institutions
Robertson (1971) stated:

The Canadian university, from the moment the
prospective student applies for admission to the
program, attempts to make it clear that all else
is contributory to the research; whatever course
work, seminar, or internship is part of the
student's program, this is required by way of
preparation for his research project. (p.12)

Berelson (1960) saw no prospect of the dissertation
being dropped as a central requirement for the Ph.D. stating
that "almost everything else would have to yield before it
would" (p.172), and Mayhew and Ford (1974) commented:

The thesis as the proper culmination for a
Ph.D. program seems almost as well entrenched as
ever ... A few institutions are exhibiting a
willingness to substitute scholarly essays in
place of a dissertation requirement; but the
number of institutions exploring this kind of
change is still quite limited. (p.212)

In her study of graduate education in ten leading
American institutions, Heiss (1970) found:
Dissertation requirements appear to be consistent, if not virtually the same, for all universities in the sample. Each university stipulates that the dissertation or thesis must embody significant ideas, be the product of independent investigation, and make a valuable contribution to knowledge in the field. It is expected to be of such scope and skillful presentation as to indicate the candidate's command of his subject, ability to contribute a fresh outlook or fresh knowledge, and demonstrate his mastery of the research methodology in his discipline. In most cases the dissertation must be judged as having 'substantial merit' and be passed by a committee of at least three members of the graduate faculty including the major professor. In its directive on this requirement, one institution explicitly states that the topic must be one of 'significance to the candidate's field but at the same time must not be beyond his experience or ability', most institutions imply this limitation in their informal communications. (pp.127-128)

Perusal of representative current Canadian and American graduate calendars confirms the universality of the dissertation requirement.

All candidates must submit a dissertation embodying the results of original research (York University)

A thesis is required of every candidate for the degree of Doctor of Philosophy. The thesis must consist of the candidate's own account of his/her research... The candidate must indicate in what respects his/her investigations have increased the knowledge of the subject. (University of Western Ontario)
A thesis embodying the results of original investigation conducted by the student is required. The thesis will report on results of a study, which might address theoretical issues applicable to professional concerns and practice, or which might focus directly on the exploitation of knowledge in order to study or influence aspects of educational practice. (Ed.D. OISE, University of Toronto)

The candidate should clearly indicate what elements in the thesis he considers to be contributions to original knowledge. This requirement is mandatory for a doctoral thesis (McGill University).

A candidate must present a thesis which embodies the result of original research and mature scholarship. (McMaster University)

The results of a candidate's research shall be presented in a thesis. The material must be of sufficient merit to meet the standards of reputable scholarly publication. (University of Alberta)

Research conducted by the student while in programme shall be presented in the form of a thesis. The material must be of sufficient merit to meet standards of reputable scholarly publications. (University of Calgary)

The thesis, based upon original investigation, must demonstrate mature scholarship and critical judgement on the part of the candidate as well as familiarity with tools and methods of research in his special field. To be acceptable it must be a worthwhile contribution to knowledge and warrant
An essential feature of Ph.D. study is the candidate's demonstration of his competence to complete a research project and present his findings. The thesis must constitute a distinct contribution to knowledge in his major field of study and the material must be of sufficient merit to be, in the judgement of the examiners, acceptable for publication. (University of Manitoba)

Recommendation for the degree will be made only after the acceptance of a dissertation which must be a contribution to knowledge and the results of independent work, expressed in satisfactory form. (Stanford University)

The dissertation should show that the student has technical mastery of the field of specialization, is capable of doing independent scholarly work, and is able to formulate conclusions that will in some respect modify or enlarge what has been previously known. (Yale University)

The Doctor of Philosophy is primarily a research degree and the candidate must demonstrate a capacity for independent research by production of an original thesis on a topic within a major field of study. (University of Illinois)

A thesis is required for the Ph.D. degree and must be of sufficient value to warrant publication. (Indiana University)
The dissertation must show that the candidate has technical mastery of the field and is capable of independent research. This study must enlarge or modify what was previously known, or present a significant new interpretation of known materials. (Princeton)

The special research carried on as part of the doctoral work is expected to make a definite contribution to the candidate's chosen field of knowledge - a contribution of sufficient importance to merit publication. The candidate must therefore prepare a thesis showing the results of his research. (Purdue University)

Evidence of a high degree of scholarship, competence in scholarly exposition, and ability to select, organize and apply knowledge must be presented by the candidate in the form of a written thesis. The candidate must demonstrate a capacity for independent thought as well as ability and originality in the application of educational principles or in the development of new generalizations under scientific controls. A thesis may be based upon a product or a project of a professional nature provided scholarly research is involved. (Ed.D. Pennsylvania State University)

An acceptable dissertation based on original investigation is required. The dissertation must show technical mastery of a special field, capacity for independent research, and scholarly ability. (University of Southern California)

The dissertation is expected to exhibit scholarship, reflect mastery of technique, and make a distinctive contribution to the field of knowledge in which a candidate's major lies. (Ed.D. Temple University)
A dissertation which is a definite contribution to knowledge of sufficient importance to warrant its publication shall be offered by the candidate. (Ohio State University)

Each Ph.D. or Ed.D. student must register continuously for a course in doctoral dissertation advisement offered by the department at a certain stage of progress. (Columbia University Teachers College)

The candidate is expected to submit to the department or committee an acceptable doctoral dissertation. (University of Chicago)

Although an indepth analysis of the problem is beyond the scope of this study it is interesting to note that the overall quality of graduate education has been consistently researched in North America. In its statement on excellence, the American Council on Education in 1960 noted that quality of graduate education is a composite of the teacher, the learner, the curriculum and the educational environment.

The impetus provided by the collection of fine minds and by well-designed and well-organized physical facilities, the esthetic appreciation to be drawn from good literature, conversation, lectures, and various art forms, and the timeliness and timelessness of the instruments of knowledge will, when properly combined provide an ethos and an environment conducive to intellectual quality. (as discussed by Heiss, 1970, p.20)

Stating specific criteria of excellence has, however, been a persistent problem in research on quality of graduate education. Earlier studies emphasized polling distinguished
scholars (Hughes, 1962) or securing ratings by department chairmen (Keniston, 1959). Berelson's 1960 nationwide study of U.S. Graduate education is considered to be definitive in the field and will be discussed in detail in later sections. Carter's (1966) research included 106 graduate institutions evaluated by 900 department chairmen, 1,700 distinguished senior scholars, and 1,400 junior scholars. Variables included the quality of the graduate faculty, accessibility of faculty, curricula, educational and research resources, and quality of graduate students. The 1970 study by Heiss reported an in-depth analysis of ten leading graduate programs in the U.S. selected in part on the basis of rankings of the Carter study. Extensive data were gathered on the nature of the graduate programs offered and faculty opinion and student appraisal with respect to the quality of the programs. The study by Mayhew (1972) reviewed prospects for reform in graduate education in arts and sciences and cited the Thompson (1963) study of graduate education in sciences in Canadian universities.

Two recent rankings have been reported of leading schools of education. Ranks were based on the quality of faculty research competence and overall attractiveness of institutions based on such factors as reputation and accessibility of faculty, curricula, innovative programs,
library resources, other educational facilities, quality of
students and prominence of alumni (Phi Delta Kappa, 1977).
The 1975 (Margulies & Blau, 1975) ranking with the
evaluation made by education deans, placed Stanford,
Columbia University Teachers College and Ohio State
University in the first three positions. The 1976 (Phi Delta
Kappa, 1977) ranking rated by scholars in the field, placed
Stanford in a pre-eminent position with Harvard and the
University of Chicago grouped fairly close in second and
third place.

Allington (1977) examining criteria for ranking
graduate programs in reading noted that while traditionally
the number of doctorates produced has been used as an
indication of a quality program, award winning dissertations
have frequently been generated by smaller departments with
fewer graduates.

The extent of the dissertation requirement and
resultant mass of dissertation literature is also reflected
by the numbers of dissertations reported in American
Doctoral Dissertations during the period 1960 to 1975
(University Microfilms, 1974-1975). Table I reveals that of
the total of 349,624 dissertations, 63,929 (18.28%) have been
reported in education.
<table>
<thead>
<tr>
<th>Year</th>
<th>Education</th>
<th>Total</th>
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<tbody>
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<td>1960</td>
<td>1440</td>
<td>9,927</td>
</tr>
<tr>
<td>1961</td>
<td>1554</td>
<td>10,303</td>
</tr>
<tr>
<td>1962</td>
<td>1866</td>
<td>11,827</td>
</tr>
<tr>
<td>1963</td>
<td>1896</td>
<td>13,108</td>
</tr>
<tr>
<td>1964</td>
<td>2166</td>
<td>13,576</td>
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<td>34,821</td>
</tr>
<tr>
<td>total</td>
<td>63,929</td>
<td>349,624</td>
</tr>
</tbody>
</table>
Doctoral programs in education in Canada are relatively new, the first being inaugurated at the University of Alberta in 1956-58. Robertson's (1971) interview study of three top producing institutions (University of Alberta, Ontario Institute for Studies in Education, University of British Columbia) revealed steady early growth in programs at the three institutions with an upsurge in the late 1960's (p.3).

In the specific areas of reading education Palmatier and Manzo (1974) examining data from 18 institutions representing each major American geographical region and a total of 300 candidates with a major concentration in reading, found that the only point of total consensus among institutions was the requirement of a doctoral thesis whether for the Ed.D. degree or the Ph.D. in reading education.

Value of the Dissertation Requirement

As Berelson (1960) noted:

Near the center of many issues in doctoral study -- its purpose, program, quality and duration -- stands the doctoral dissertation. Sooner or later the debate gets to it, and any decisions made about it are likely to affect most other areas of graduate education. (p.172)

Berelson's report was based on data derived from questionnaires to graduate deans, graduate faculty members,
recent recipients of the doctorate, college presidents and representatives of industry, summarizing the opinions of some 4700 individuals. It is the most ambitious and inclusive empirical study of the status of graduate education undertaken and its impact is evidenced by the frequency with which it is still cited. Regarding the dissertation, Berelson presented data on (a) the value of the dissertation as a contribution to knowledge and as a research training device, balancing these against the investment in time and money (b) amount of direction and supervision given to the student particularly in the area of topic selection (c) time required to complete the degree, and (d) length of the dissertation. Berelson's study is perhaps most notable for presenting conclusions from a significantly large data base rather than merely offering opinions based on personal observation, a more common technique in analyses of higher education.

Central to virtually all examinations of the dissertation requirement, whether armchair or empirical, lie its nature and value. Berelson (1960) noted that the dissertation was:

supposed to be an original contribution to knowledge... The notion of significant contribution has come in for some hard questioning... If the dissertation is not to be judged by these traditional terms, then what is the alternative? It is to consider the
dissertation an instrument of research training--- The primary test would be... whether it contributed to the students' knowledge, not the world's. (p. 173)

Carmichael (1961) suggesting that a series of problems clustered around the dissertation commented:

The character and purpose of the dissertation itself are not agreed upon. In a recent list one dissertation was 26 pages long; another 326, and others ran as high as 1000. It is clear from an examination of topics listed that no common agreement has been reached as to whether the dissertation should be original work, creative work, an account of research in the laboratory, a collection and organization of facts to prove a thesis or a contribution to knowledge. (p. 54)

Grigg (1965) observed that "in practice, the dissertation is becoming more and more a training instrument"(p. 61), and Prior (1965) responding to McGrath's (1959) criticism of "mechanical, pedestrian intellectual operations" involved in "original 'factual' research rewarded with the Ph.D. degree" (p. 44) noted that serious proponents of the thesis requirement tend to avoid the phrase "original contribution to knowledge" (p. 12). Barzun (1968) applauding the disappearance of the "old monumental eiderdown quilt dissertation" stated that sensible departments now tacitly regard the dissertation as a "trial run in research" rather than an addition to knowledge, and charged "the dissertation proves nothing; it comes out of a last minute tutorial in essay writing" (p. 36, 261).

Members of the same department, who privately view each other's intellectual operations as completely without value must sit together on doctoral committees and somehow transform the intellectual standard of 'contribution to knowledge' into a professional standard of competence. (p. 25)

The doctoral dissertation ... is supposed to be in some way an original piece of creative work... [the candidate] is told to take a 'manageable' topic, limit it rigorously, work efficiently -- and produce something worthwhile... Surely it is obvious that no good can come from such a system. (p. 27)

Spurr (1970) observed that the student is required to prepare a dissertation theoretically embodying the results of original research which often, in fact, practically compensates for the lack of originality by length (p. 120) and cited the American Graduate Council Committee on Policies in Graduate Education (1957) which suggested that the thesis be a modest specimen eruditionis evidencing the use of techniques of research, ability to organize findings and competence in verbal presentation showing original, but not necessarily creative work (pp. 35-48).

Presenting recommendations for future directions in Higher Education, The Assembly on University Goals and Governance (American Academy of Arts and Sciences, 1971), considering the dissertation requirement, advised:
The dissertation requirement remains a confusing obligation in too many disciplines; every effort should be made to clarify what is required and modesty ought to be the general rule. Many disciplines would be well advised to consider what has become commonplace in the natural sciences where students frequently obtain their advanced degrees in a relatively short time, having demonstrated their capacity for independent research. In too many fields the use of stilted nineteenth-century scholarly formulae result in the production of huge pretentious documents that mock the presumed intention of dissertation requirements. Neither student nor professor is enhanced by the rules of the dissertation game as it is too frequently played at present. (p. 20)

More recently, Mayhew and Ford (1974) advised:

as a general rule the nature of doctoral dissertations should be modified to allow a greater range of appropriate topics and methodology. If a given kind of scholarly activity can be judged as appropriate for a professor and become the basis on which he is rewarded, the same kind of activity should be judged as appropriate as a dissertation for a graduate student. (p. 212)

In surveying graduate school faculty, candidates and alumni, Kleiner (1975) found agreement that a dissertation should be "directed to the acquisition of broad research skills and the organization and effective communication of research results for the ultimate enhancement of man's fund of knowledge" (p. 6).

If any consensus can be found in the diverse comments and criticisms on the nature of the dissertation, it would appear to be that the dissertation today should not be bound by the traditional concept of "an original contribution to
knowledge" but should be considered more in the nature of a training instrument wherein the candidate evidences original work which may or may not be a significant contribution to knowledge in the field.

While many critics have urged the demise of the dissertation requirement surveys of those most intimately concerned in the process -- faculty, candidates and recent recipients -- overwhelmingly indicated the dissertation experience to be of great value to both the candidate and the field.

An early report (Edwards, 1944) based on three studies involving 12,467 graduate students and on-site visits to 11 universities, found that faculty members frequently considered that the thesis or dissertation gave the student his most valuable training, and perhaps even more interesting, invariably considered adequate whatever procedures were currently practiced at their institutions.

McPhie (1959) found, using questionnaire data from 288 authors of dissertations in the field of social studies from 1934 to 1957, that 97.5 judged the dissertation experience to have been valuable to their professional preparation. Berelson (1960) reported that 76 percent of the graduate faculty surveyed and 81 percent of the recent recipients were "fairly satisfied" or "very satisfied" with
dissertations done in their departments and with their own dissertations. Asked to evaluate eight major aspects of the doctoral program, both the graduate faculty and recent recipients put work for the dissertation at the top of the list of those "particularly valuable" (p. 176). Berelson also presented data on responses to "Do you think that the value of the dissertation is primarily as an original contribution to knowledge or primarily as an exercise in research training? Which should it be?" finding that 15 percent of the recent graduates viewed it as primarily a contribution to knowledge with 25 percent of both faculty and recipients indicating that as its proper role. Fifty-seven percent of the faculty and 31 percent of the recipients found the dissertation constituted an exercise in research training and 26 percent and 42 percent respectively felt this was satisfactory. Viewing the dissertation as equally a contribution to the field and a research training exercise were 26 percent of the faculty and 42 percent of the recipients, while 42 percent and 56 percent respectively indicated this combination optimum.

Karstetter (1963) concluded, from questionnaire data for a sample of 108 recipients of doctoral degrees in speech from 1890 to 1970, that 80 percent evaluated the dissertation experience favourably, holding the opinion that
no better preparation exists for the scholar teacher. Less than one percent of the sample took an unfavourable view of the requirement (p. 122-123). Wood (1967) with a 55 percent return of questionnaires mailed to all doctoral recipients in education for 1955-1956, reported that the majority agreed that the experience of planning and completing the dissertation research was an essential part of the learning experience, that the dissertation experience was valuable in terms of its preparation for professional roles in education, and that their dissertation research made a competent contribution to the field with the issues investigated significant and valuable. Nelson (1973), however, using questionnaire responses from students in Curriculum and Secondary Education at Michigan State University, found that an alternative to the dissertation would be selected by a substantial majority of doctoral students if such alternative was available, and Friedman (1974) with a response rate of 83 percent to a mail questionnaire to 69 graduates of the Counsellor Education Program at Boston University, 1966-1971, concluded that alternatives to the dissertation should be allowed for those students more interested in developing service competencies rather than research skills.

Analyzing selected criteria associated with the
successful completion of doctoral dissertations in physical education, Medlock (1975) surveyed graduates from nine selected southern universities and, based on an 82 percent return from 450 graduates, found that over 54 percent utilized their research technique in subsequent work with over 60 percent continuing work in the area of their dissertation subject after completion of the doctorate. More than 39 percent had had recommendations from their dissertations implemented.

In her study of ten leading graduate programs in the U.S., Heiss (1970) found the dissertation serving as the capstone in the Ph.D. program.

Serving as a capstone in the Ph.D. Program, activities leading to the culmination of the dissertation requirement such as the selection of a topic, the preparation of a prospectus, the collection, ordering, and analysis of data and the actual writing of the dissertation contributed more than any other experience in the development of the doctoral respondents in this survey. The travail that frequently accompanies the all-consuming demands of the dissertation is apparently mitigated by the satisfactions the student feels over his independent effort. (p. 128)

With few exceptions, those who have participated in the completion of a dissertation report the experience to have been a valuable one.
Selection of the Dissertation Topic

Another area of concern, both to researchers and critics, is that of thesis topic selection. McPhie (1959) found that over 75 percent of the authors surveyed chose their own research topics and most continued to favour this method following receipt of the degree, although some 25 percent, in retrospect, would have preferred to select a topic in consultation with an advisor. According to Berelson (1960), part of the original work involved in the dissertation is supposed to be the student's selection of his topic, but on the basis of his survey, he concluded that the faculty cannot escape direct responsibility for poor dissertation topics as 89 percent of the faculty respondents indicated that the sponsor either independently or jointly with the student selected "most" topics. The recent doctoral recipients, however, viewed this process somewhat differently with only 54 percent seeing the sponsor involved. It is of interest to note that Berelson found that the more "prestigious" a discipline, the less likely that the student selected his topic independently with education having the highest percentage of solely student selected topics (19 percent) and the physical sciences the lowest (2 percent).

Carmichael (1961) was particularly critical of the
areas investigated in doctoral studies.

More attention should be paid to dissertation subjects. The unsuitability of some topics and the triviality of others are matters of great concern to thoughtful educators. If they are the criteria by which American higher learning is to be judged, they constitute a sad commentary on it. (p. 153)

[Dissertation Abstracts] To read with care one of these volumes leaves one depressed over the state of American higher learning. (p. 9)

Prior (1965) attempted in part to answer these and other criticisms.

The reason that the titles of some doctoral theses in the humanities evolve a smile is not that they are narrower and more minute than the subjects pursued by scientists, but that narrowness and minuteness seem so hopeless when compared with the vast expanse of the humanities themselves. (p. 42)

One of the paradoxes of the current debate is to find in one and the same discussion a recommendation that breadth and imaginative synthesis be required of a dissertation, and also a condemnation of the Ph.D. program for taking too long. A survey of Microfim Abstracts reveals many dissertation titles which suggest problems which are not merely technical and that require synthesis and critical judgement, but such topics would still have to be limited in order to avoid superficiality and reliance on second hand knowledge and opinion. (p. 47)

Grigg (1965) suggested that the basic problem is that the "Ph.D. suffers from a lack of uniformity in quality and from the rather trivial nature of some of the dissertation topics" (p. 106). Examining factors of attrition in doctoral
study, Renetzky (1966) found that "ABD's" exhibited significantly less ability to crystallize a dissertation topic early in graduate school and to stick with this topic once selected.

Williams (1971) attacking the dissertation, particularly in the field of education, contended:

An examination of dissertation abstracts at many graduate schools of education will reveal, more than anything else, the bizarre generation of amazingly tangential relationships to the human condition which are usually of negligible social and personal impact. (p. 775)

Attempting to determine factors considered in the selection of dissertation topics in the field of student personnel and guidance, Sessions (1971) surveyed a random sample of recent graduates and their advisors as identified in Dissertation Abstracts International with 522 (74 percent) responding. The chi square for goodness of fit indicated a large degree of congruence between candidates and advisors concerning important and irrelevant factors in the selection of a dissertation topic. Both advisors and recipients suggested a need for the student to participate in topic selection. Of the list of 15 factors agreed upon by graduates and faculty as important considerations in topic selection, the majority relate to the background, interests, needs and capabilities of the student.
Robertson and Sistler (1971) found that of 124 responding institutions offering doctoral degrees in education, more than 96 percent required the student to write a proposal under supervision and about 42 percent required that the dissertation be an outgrowth of the student's instructional program (p.56). Medlock (1975) reported that over 78 percent of the physical education graduates surveyed had had either moderate or considerable involvement with their topic before undertaking the dissertation study.

In his study of the education doctorate in Canadian institutions, Robertson (1971) pointed out that most programs emphasized formal approval of the research proposal prior to or as part of the oral candidacy examination; concentration on the thesis proposal as early as possible in the program; and a combination of student initiative and advisor supervision in determining the research area.

Generally then, research indicates that while faculty play a large role in the selection of dissertation topics, student interests, needs and capabilities are a major consideration with students themselves accepting a significant responsibility for selection of their own topics. While criticism often revolves around the narrowness and alleged triviality of some topics, the time and cost
factors as well as the experiential background of the students and the traditional requirements of graduate school may in themselves, preclude the investigation of broad critical problems. A recurring suggestion that a broader choice of dissertation topics be allowed in many areas seems to have been incorporated at a number of institutions.

### Length of the Dissertation, Time to Completion

The two related problems of length of the dissertation and time to completion have received a good deal of attention. Perhaps the greatest area of consensus among critics of the dissertation is that dissertations should be shorter. Graduate deans, graduate faculty and recent doctoral recipients surveyed by Berelson (1960) agreed that the dissertation was too long. Dissertations submitted in 1957-1958 ranged in length from 15 pages to well over 1000. Berelson quoted a graduate dean who contended:

> the dissertation is neither fish nor fowl so far as scholarship is concerned - neither a book nor an article, the two products scholars produce. We cannot require the first so why not require the second? (p. 183)

Berelson concluded:

> the dissertation should be shorter... No fixed number of pages can be set for a dissertation considering the range of fields and topics, but, to give a sense of order of magnitude, I suggest aiming at a median of 100 pages or so in fields where it is not now the practice. (p. 239)
The general feeling that the dissertation should be shortened was underscored by Grigg (1965).

Many feel that much wasted effort has gone into dissertations, just to make them conform to some preconceived idea that they be lengthy documents. Dissertations reporting findings in physical and biological sciences have traditionally been much shorter than those in the social sciences and humanities. It is the hope of many that these latter disciplines will shortly follow the example of the former. (p.61)

The amount of elapsed time between entering a doctoral program and completing the last degree requirement, almost invariably the dissertation, has been a matter of great concern. Berelson (1960) found that the median time spent working directly on the dissertation ranged from 1.7 years in the physical sciences to 0.9 years in education, and noted that the mean was nearly one-half year longer in all cases. Causes cited for this length of time included a faulty start, a late start, the wrong topic and lack of contact with sponsor. Berelson accepted these, but noted that in the fields where they least apply, the sciences, dissertation work requires the longest time. He postulated that, inevitably, quality may have something to do with time devoted to the dissertation (p.181). Carmichael (1961) expressed concern over time lost by students who receive no help in selecting a topic. Academic Media (1969) reporting on the period from 1964 to 1966, found statistics for all
fields indicating a median elapsed time of 8.2 years from baccalaureate to doctorate with the median registered time 5.4 years. Wolff (1969) was eloquent on the evils of the dissertation stage where candidates "linger painfully for years ... No one will ever total up the marriages ruined, the children neglected, the anguish suffered, and the years of fruitful work blighted by the curse of unfinished dissertations" (p. 26).

Summary
Since its inception in North America, the dissertation has been surrounded by controversy, often the subject of vitriolic criticism. Few changes have occurred, however, since the late 1800's and graduate faculty and recipients of doctoral degrees continue to value the dissertation experience, frequently above all other graduate requirements. While there has been a tendency to tacitly consider the dissertation a training instrument rather than an "original contribution to knowledge", no other significant changes have appeared in spite of concerns expressed concerning such factors as topic selection, length of time to completion, and length of the document itself. The dissertation continues to be almost universally required as the only acceptable terminal research project not only
for the Ph.D. but also for the Ed.D., a degree whose status has never been satisfactorily determined.

THE DISSERTATION AS A SOURCE OF RESEARCH INFORMATION

A central problem expressed in the dissertation literature is the need to make research findings more readily available to the scholarly community. Problems of dissemination of information are general to all scholarly fields and recent years have seen unique developments in the areas of locating, organizing, synthesizing and disseminating information of all types. The doctoral dissertation could serve as a unique vehicle to transmit the results of comprehensive research. However, the doctoral dissertation as a source of research information has not received widespread attention. Lists of major abstracting publications rarely include Dissertation Abstracts International (DAI) the announcement vehicle for doctoral dissertations in Canada and the United States; introductions to bibliographies and reviews of the literature frequently note the exclusion of dissertation research; researchers, asked to cite major information sources, seldom mention dissertations; and citation analyses of journals (Boyer, 1972; Barnett, 1976; Dartnell, 1977) and textbooks (Summers, Allen & Matheson, 1977) fail to indicate substantial use of
the dissertation as an information source. Calam (1969) noted that the "paradox of advanced studies is that they frequently generate dissertations that are not studied. This writing for oblivion proves unfulfilling. It reduces years of work to a private requirement" (p.6).

The concept of transfer and dissemination of research

In a landmark paper on the transfer of information, reporting for the U.S. President's Science Advisory Committee Weinberg (1963) affirmed "Transfer of information is an inseparable part of research and development" (p.1). He suggested that all those involved in research must take the same responsibility for the dissemination of results as they do for the original research, and foresaw a number of problems if these responsibilities were not met.

Science and technology can flourish only if each scientist interacts with his colleagues and his predecessors and only if every branch of science interacts with other branches.... Because of the tremendous growth of the literature, there is a danger of science fragmenting into a mass of repetitious findings, or worse into conflicting specialties that are not recognized as being mutually inconsistent. (p.36)

We believe information is part of research: that the links in the information transfer chain are welded together, and that in this age of information crisis, the creator of information must assume as much responsibility for the subsequent dissemination and retrieval of
information he creates [as for the original research]. (p.59)

Canada has also engaged in study of its own idiosyncratic information problem. The Science Council of Canada produced several analytical publications emphasizing development of a national policy for the dissemination of scientific and technical information (Science Council of Canada, 1969). A statement from the report of the Council illustrates the parallel Canadian interest.

Knowledge permeates all interests and areas of our lives. It is vital to our existence and must be effectively utilized for our development. A fundamental Canadian need today is to encourage the use and further the exploitation throughout all regions and all sectors, of the vast amount of world knowledge. It is the master resource. (p.1)

Several Canadian authors and groups have examined information needs specifically related to education and made recommendations for development of policies and operational systems of various types including: The Canadian Teachers' Federation (1971); the National Library (Summers, 1974); the Canada Studies Foundation (Summers, 1972); the Ontario Institute for Studies in Education (Auster & Lawton, 1973); the Canadian Society for the Study of Education (Summers, 1974); and the University of British Columbia (Summers, 1975). Carter (1967) noted "If knowledge stays confined to the intimate community in which it originates, it will have
little impact on the larger community concerned with the application and exploitation of knowledge..." (p. 2). The Committee on Scientific and Technical Communication (1969) stated "A fundamental article of faith in scientific and technical communication is that research is not complete until results are made available" (p. 86).

While there is consensus regarding the importance of communication of research results, the problem of "information overload" is also well documented. As Weinberg (1963) stated "We have been unable to make much progress in deciding how much communication is about right" (p. 38) with "the amount of scientific literature the user will pay attention to ... limited" (p. 40).

The size of the information problem as well as the developments in information handling techniques place new burdens upon the student. He must learn more about how to keep in touch with his subjects that did students of an earlier generation. (p. 47)

Licklider (1966) found the information problem largely one of "human cognition, human behaviour and human organization" (p. 1046) and noted "it is a flood of information and not a flood of knowledge that is causing the trouble..." (p. 1044). Glass (1970) commented that while knowledge about education is not increasing at the rate often alleged, "the proliferation of the educational research literature is obvious" (p. 323).
If research information is to receive adequate dissemination, the journal article is the most likely tool for the task. Traditionally, the professional journal has been the major vehicle for transfer of research information. It has been estimated that 200,000 scholarly journals are in existence; 45,000 are published in North America with over 700 directly related to the field of education. Kessler (1967) described the journal as the "most successful and ubiquitous carrier of information in the history of science". Nelson and Adams (1973), surveying authors of educational research publications found that journal articles, mentioned by 67 percent of the sample, were the most frequently indicated source of technical and scientific information.

Weinberg (1963) found the information process to comprise "generation, recording and exposition, cataloging, storage and dissemination, retrieval and exploitation by the user" with the ultimate aim "to connect the user, quickly and efficiently, to the proper information and to only the proper information" (p.40). He suggested that an information switching system:

To be effective, must be more than a passive switch: it must select, compact, and review materials for the individual user so that he actually assimilates what he is exposed to, and he is not exposed to too much that is unimportant or irrelevant. (p.41)
Science can ultimately cope with the information expansion only if enough of its gifted practitioners will compact, review and interpret the literature for their own use and for the benefit of more specialized scientists. (p.41)

Weinberg cited a number of ways in which the individual author can improve the transfer of information, including the use of "specific and meaty" words in the title, continuing "What is true of titles and keywords is also true of abstracts: no-one can abstract an article as economically as can the author" (p.49). He found review writing a task "worthy of the deepest minds, able to recast, critically analyze, synthesize and illuminate large bodies of results"(p.51), and suggested that reviews, articles, and critical bibliographies are means of easing the information crisis.

The central depository where documents are acquired within the field of responsibility, announced in regular bulletins, with copies of full text available on order is offered as an attractive technical solution to the information problem. Weinberg, however, saw a number of problems requiring solution before this method could become the primary means of dissemination, the major one being that the depository provides only for retrieval of documents when what the specialist wants is retrieval of information contained in the literature, not the literature itself.
Licklider (1966) was also concerned with methods of information rather than document transfer, stating "During the present decade, the needed external arrangements for storage, organization and retrieval of information are becoming the objects of widespread concern. He saw three possible lines of action (a) reduce the rate of publication (b) improve the arrangements for selecting pertinent documents, and (c) improve the arrangements for processing the information the documents contained.

Information Transfer and Dissemination Within Education

In recent years, the transfer of information within the discipline of education has been the object of increasing concern.

The Educational Resources Information Center (ERIC) was established to provide control of and access to educational report and journal literature through creation of a system of clearinghouses in educational disciplines coordinated through a central processing unit (Brandhorst, 1977; Educational Resources Information Center, 1974; Fry & Kiewitt, 1974; O'Donnell, 1974; Marron & Sullivan, 1971; Johnson, 1974; Simmons, 1975; Wright, 1973). Since its inception in 1966, the ERIC system has processed over
250,000 reports and journal articles through its two index publications Resources in Education (RIE) and Current Index to Journals in Education (CIJE). Herner, Griffith and Herner (1968) surveying educational researchers, found an expressed preference for abstracts over bibliographic citations with four main types of abstract use reported (a) to obtain substantive information directly usable in one's work (b) to maintain general awareness of work being done in a field (c) to determine whether one should read the original document, and (d) to prepare bibliographies for use by students or in support of an inquiry.

In an editorial comment in the Review of Educational Research, Glass (1970) called for knowledge to be packed down:

Into assimilable portions either in reviews of literature or in textbooks. The integration of isolated research reports and the criticism of published works serve an essential purpose in the growth of a discipline. The organization and maintenance of old knowledge is no less important than the discovery of new knowledge. (p.323)

Two articles (Nelson, 1974; Nelson, Greaner & Hack, 1974) have dealt with the use of abstract and information retrieval services in educational research. The first listed 18 abstracting services containing material relevant to education operations. The second article, reporting data on a random sample of American Educational Research Association
members, found a need for a comprehensive abstract journal in education. Sixty-two percent of the respondents indicated that they often used at least one of the index and abstract journals and data bases with those most often cited as used often or occasionally: Resources in Education (68 percent), Education Index (60 percent), Psychological Abstracts (56 percent), and Current Index to Journals in Education (48 percent). More specialized sources were less frequently used than the general indexes and abstracting journals. No mention of Dissertation Abstracts International (DAI) was made in either study.

Dissemination and Use of Dissertation Research

While increasingly accepted as a "training instrument" rather than an "original contribution to knowledge", the dissertation remains a vehicle for the dissemination of results of most often carefully conceptualized, supervised and completed research. It seems paradoxical that when over 34,000 such reports are produced each year, each of them representing generally well over a year of research work and considerable monetary expenditure, few studies have investigated their value as an information source or looked to better techniques of disseminating knowledge about dissertations and the information they contain.
McPhie (1960), using questionnaire data on library circulation, abstracting and microfilming, and publication of dissertations and dissertation research in the field of social studies education found "a rather meager use of some potentially valuable findings" (p. 377) with (a) nearly three quarters of the dissertations averaging less than two checkouts each year (b) most abstracts available only on a local basis, and (c) less than 40 percent of the authors having published anything drawn from their dissertations. McPhie recommended that doctoral students assume responsibility for completion and availability of an abstract, publishing at least one good summary article in an appropriate professional journal, and as faculty members, including references to basic research on course lists (p. 385).

Examining data for doctoral recipients of 1947-1948, Berelson (1960) found that, over the following decade, a minority had published some or all of their dissertations: in chemistry and biology, 50 to 60 percent; in physics, psychology and mathematics, 30 to 40 percent; in history, 20 percent; and in English and philosophy, 10 to 15 percent. "If something could be done to reinstate the publishing requirement, it might have an important effect on the merit of doctoral dissertations" (p. 177).
Karstetter (1963) devised means by which to assess the contribution to knowledge made by doctoral dissertations in Speech, working with journal samples from four time periods. Identifying any citation of a dissertation or of a published adaptation of a dissertation as an "influence unit" he developed a "profundity scale" to indicate the nature of the influence. He concluded that "the assumption that the typical doctoral dissertation in fact makes a significant contribution to the field of speech is untenable" (p. 132-133) with less than one-quarter of the studies evidencing any influence in the published literature, less than one percent showing growth in influence from year to year, and the influence attributed to these dissertations most typically superficial. Certain universities and general subject areas were noted as producing more influential dissertations than others, and dissertations done together on closely related topics exerted more influence than solitary studies. A major recommendation of the Karstetter study urged:

While it is unrealistic today to demand publication of the dissertation, everything should be done to encourage it. The first obvious step is to revise the format so that the student is writing for publication in a specific journal from the very beginning. Additional material usually found in dissertations but not in published articles or monographs could be presented in preface or appendix if deemed desirable. But a student should be able to send a copy of his work
to a journal the moment it is approved. Should it be accepted for publication, the work is then available to his colleagues...(p.144)

One of the assumptions underlying the doctoral dissertation examined by Wood (1967) was "The doctoral dissertation makes a competent research contribution to the profession of Education." Conclusions, based on a return rate of 55 percent for questionnaires sent to all doctoral recipients for 1955-1956 indicated that while approximately one-third of the dissertations for both the Ed.D. and the Ph.D. were known to have generated other studies, dissertation based publications were limited with 42.7 percent of the Ph.D. and only 3.2 percent of the Ed.D.'s having published one or more journal articles based on their dissertation research. Figures for similar book publication were Ph.D.'s 9.7 percent, Ed.D.'s 6.7 percent; for bulletins and pamphlets, Ph.D.'s 10.8 percent, Ed.D.'s 12.7 percent; and for other documents, Ph.D.'s 6.2 percent and Ed.D.'s 5.4 percent. Thus, while most respondents indicated that they had investigated significant problems and had made a competent research contribution to the education profession, few had had their results disseminated in the open literature of the field.

Data available from some library and information science sources confirms the limited use of dissertations. A
3,698 item bibliography on communication of scientific and technical literature, with items drawn from publications issued in the decade ending in 1965, contained only nine items under the heading "theses and dissertations" (Bureau of Information Sciences Research, 1967), while an enquiry undertaken by the Center for Research Libraries (1970) found the aggregate of expenditure for the acquisition of dissertations among responding member libraries was less than $50,000, an amount smaller than most members' annual expenditure for monographs.

Surveying college and university social studies educators, Englebourg (1970) found that only two-fifths of them had one or more dissertation based publications, and Gross (1972), while making no systematic check, noted that "relatively few [of the current group] again seem to have found their way into publication" (p. 556). Medlock (1975) reported that about 38 percent of the responding recipients of the doctorate in physical education had published either journal articles, abstracts, books or portions of books based primarily on their dissertations. The 40 percent exploitation for publication figure seems to recur frequently in research on dissertations in education (McPhie, 1959; Wood, 1967; Englebourg, 1970; Medlock, 1975).

The most intensive and comprehensive study of the
dissertation as an information source was completed by Boyer (1972) who gathered data from dissertation authors and from the Science Citation Index in a number of fields to map patterns of assimilation of dissertation contents from the original sources. Working with a sample of 441 dissertations in botany, chemical engineering, chemistry and psychology produced at the University of California (Berkeley), Pennsylvania State University, and the University of Texas at Austin, during the period 1963 to 1967, analysis revealed that no single pattern existed with variations by discipline, within disciplines and by institutions. While assimilation patterns varied by discipline and to a lesser extent by institution, nearly one-third of all dissertations studied were not exploited for publication and had not been cited regardless of appearance as published materials. Some 22 percent of the citations were self-citations and nearly two-thirds of the citations were made by persons known to the dissertation author.

Boyer commented on the "lost dissertations", those neither exploited for publication nor cited in the serial literature with over 40 percent of the psychology dissertations in contrast with 9 percent for botany, and 50 percent of those produced at Pennsylvania State compared with 14 percent of those produced at Berkeley and 28 percent
of those produced at Austin falling into this category. He hypothesized that the two principal reasons for the "loss" of this research are (a) immediate physical access to most dissertations is relatively unavailable to most potential users, and (b) many dissertation authors do not publish the contents (or a portion) of the dissertation in the open literature. Boyer found that the expenditure of effort and money in establishing the national system of access to dissertations, University Microfilms, through announcement in Dissertation Abstracts International, may not have substantially improved ability to acquire information contained in dissertations, providing only the initial steps in a process which should also include the dispersion of dissertation copies to materials collections to which the user has relatively immediate access. The dysfunctional consequences of consolidating former sources of supply into a single national depository such as University Microfilms, is considered as a contributory cause of the limited distribution of dissertations, particularly in view of the passive mode in which University Microfilms sells these dissertations.

Boyer blamed a commonly held belief that most dissertations find their way into print in forms normally acquired automatically by most academic and research
libraries, such as professional journals, as contributing to a lack of interest in a policy of acquiring the original dissertations for such collections. No empirical study has ever supported this belief.

Dissertation authors contributed to the unavailability of their research by failure to publish materials and Boyer noted that the potential of shared authorship, with the added authority of the supervisor's name, could be a partial remedy.

Possible steps enumerated by Boyer to induce greater exploitation of dissertation research included: financial and/or other forms of aid to the author in the production of materials; required production of accepted publications based on the dissertations as a degree requirement; re-examination of the professional ethic or whatever other factors discourage multiple authorship of dissertation based publications; and changes in the dissertation itself which may encourage subsequent publication. He concluded:

In view of the national expenditure of resources for the production of doctorates, it would seem that dissertations -- one of the unexploited resources of this nation -- are themselves worthy of diverse and concentrated research efforts. (p.113)

There appears to be a growing realization of the great but unexploited potential of the dissertation as a vehicle
for the dissemination of research information. Few dissertations are widely cited or acquired, and, particularly in education, a majority of dissertation authors publish nothing in the open literature based on their dissertation research which might bring it to the attention of other researchers.

Bibliographies and Abstracts of Dissertations

The importance of the dissemination of research information, the difficulty of dealing with the current "flood of information" and the potential value yet limited utilization of dissertation research are well documented. While the traditional vehicle of dissemination, the professional journal, is still the preferred device of users seeking information, it is no longer adequate to deal with the problem. There is increasing awareness of the role of derivative publications such as reviews of the literature and abstracting and indexing services. In spite of the difficulties inherent in the production and use of such vehicles, they are seen as a practical solution to the problem of providing access to required information, with frequent calls for the most "gifted practitioners" in a field to assume the responsibility of "packing down" information and critically analyzing and synthesizing it for
more efficient use.

Perhaps the major attempts to increase utilization of dissertation research have come from published bibliographies and abstracts of dissertations of interest to a particular field. These have appeared more and more frequently in recent years with the Education Resources Information Center (ERIC) Clearinghouses beginning to announce some dissertation literature. While simple bibliographic listing may prove valuable, the more useful of these have included abstracts or annotations. Availability of an annotated or abstracted bibliography in a field permits the same uses noted earlier by Herner, Griffith and Herner (1968): for substantive information; to maintain general awareness; to determine usefulness of the primary document and in preparation of bibliographies. Where such bibliographies exist, the researcher is able to consider dissertation research without being required to individually hand search or use indexes to cover twelve issues of *DAI* for each year of interest. The first step in obtaining the necessary primary documents --identification-- which is also one of the most difficult steps when dealing with the dissertation literature, can be greatly facilitated through provision of abstract bibliographies.

In education, a number of fields have such listings
available including music education (Worthington, 1956); social studies (McPhie, 1959; Gross and de la Cruz, 1971); outdoor education (Hammerman, 1973); children's and adolescents' literature (Lukenbill, 1971); education of minority groups (Jablonsky, 1973, 1974, 1974a); industrial arts education (Jelden, 1974); science education (McDonald, 1974); career education (Worthington, 1975); and business education (Rahe, 1976).

**Bibliographies and Abstracts of Dissertations in Reading**

Dissertation research in the field of reading generally, and of secondary reading particularly, has enjoyed a good deal of attention in bibliographies and abstract collections. Davis (1972) lists 15 such publications ranging from a topical listing of 700 doctoral theses in reading education from 1918 through 1960 (Fay, Bradtmueller & Summers, 1964) to yearly abstract bibliographies of dissertations relating to particular subfields of reading education, including secondary reading (Summers & Laffey, 1968; Summers, 1969, 1970). While these bibliographies provide a good deal of assistance in locating dissertations of interest in the field of reading, the most recent was published in 1970 and covers the 1968-1969 volume of DAI which would generally include dissertations accepted
up to the end of 1968. Since the appearance of these bibliographies, there has been a vast increase of interest particularly in secondary reading to the point where the first three months of volume 37 (1976-1977) provide more abstracts of interest in secondary reading than did the entire volume 29 (1968-1969). Therefore, a need exists for coverage of the period since 1968, as well as for one integrated abstract publication dealing with most of the dissertation research in secondary reading.

Summary
If, in fact, research is not complete until the results are made available, the problems of information transfer and dissemination of dissertation results must be considered in any discussion of the dissertation itself. In the discipline of education, increasing attention has been paid to the importance of information transfer with a number of techniques from the fields of library and information science increasingly applied, as evidenced by the development of the Educational Resources Information Center, and the proliferation of abstract and indexing publications. While some of these methods have been relatively successful in easing the information problem, generally in education, dissemination of dissertation research has remained less
than optimal, with less than 40 percent of the dissertations examined in a number of studies being exploited for publication. In order to facilitate access to dissertation research bibliographies and abstract publications of dissertations in a number of areas have appeared, and in reading, a systematic attempt was made to abstract the dissertation literature up to 1969. These abstract and bibliographic publications are seen as the first step in increasing utilization of the dissertation literature.

**CONTENT ANALYSIS OF DISSERTATION COLLECTIONS**

In a definitive paper on the use of content analysis as a research tool published in the *Handbook of Social Psychology*, Holsti (1968) provided a broad definition:

> content analysis is any technique for making inferences by systematically and objectively identifying specified characteristics of messages.

(p. 601)

Over the past 20 years there have been a number of studies involving content analysis of dissertations in the discipline of education, either from a specific institution or within a given subject area.
Dissertation Content Analysis Research in Education

Worthington (1956), working from the original dissertations, reviewed 391 doctoral theses in music education completed between 1940 and 1954, classifying these according to research typology and the major area of concentration. Nearly half the dissertations were in the "curriculum" area and over 50 percent were categorized "descriptive".

Examining data provided by authors of 288 dissertations in social studies education from 1934 to 1957, McPhie (1960) found that less than half of the studies could be categorized into discrete subject areas. For those classified, the emphasis was disproportionate, with history as a school subject having been studied nearly twice as often as any other area, but generally reflecting the teaching emphasis in the schools. A variety of research techniques were noted with analytical (30 percent), experimental (21.1 percent) and survey (15.3 percent) methods used most often and historical and biographical techniques least.

Karstetter (1963) in the course of assessing the doctoral dissertation in speech, 1922 to 1961, classified 2112 dissertations into one of seven subject areas finding public address (31 percent), speech pathology (29 percent)
and speech fundamentals (25 percent) accounted for the bulk of the studies. Dissertations were also tabulated by institution, with Northwestern University, the State University of Iowa and the University of Wisconsin accounting for over 34 percent of the total.

Looking at dissertations in education completed during the 1955-1956 academic year, Wood (1967) used questionnaire data from 828 authors (55 percent response) reporting on major professional field, degree, institution of origin, research methodology and postdoctoral experiences. Almost twice as many Ed.D.'s as Ph.D.'s were awarded (568 to 260) and of the 1513 dissertations identified, Columbia University Teacher's College, with 225, producing over three times as many as any other single institution. The greatest frequency for field occurred for educational administration and supervision. Wood presented type of research by degree and noted a greater tendency of Ph.D. candidates to do experimental research than Ed.D.'s who were more likely to have completed survey studies.

Using titles and abstracts, Brehaut (1969) reported data on education masters and doctoral theses in Canada for 1962-1967 by university, degree, research typology, general educational area, educational level and curricular level. Of the total 632 theses and dissertations, 78 were submitted
for the Ph.D. degree and 32 for the Ed.D. Data on the doctoral dissertations is not presented separately and Brehaut noted the difficulty of working from secondary sources. The University of Alberta reported as many theses as all other Canadian institutions combined, most of these for the degree of Master of Education. The "typical" Canadian education thesis for this period, admittedly unlikely to exist, was described as "presented for the Master of Education degree at the University of Alberta...a survey study in the area of psychology and measurement with particular reference to language, reading and literature at the secondary school level" (p.36).

Dossick (1972) took inventory of the 4336 dissertations completed at the New York University School of Education from its inception in 1890 to 1970. Although the main product is a listing of these dissertations by major subject area, he does provide some analysis by date, degree, sex of author and within broad subject areas, noting, for example, 95 studies in reading, over 50 percent of these since 1960, with the greater part of this research coming from the Elementary, Secondary and Psychology departments, while very little interest had been displayed in Reading in College and University.

Updating the McPhie (1959) study, Gross (1972)
identified and classified 220 dissertations in social studies education for 1963-1969 using DAI as the information source. Analytic (35 percent), developmental and conceptual (20 percent), and evaluative and historical (20 percent) accounted for three-quarters of the total with survey (15 percent) and experimental (10 percent) constituting the remainder. Gross commented on the difficulty of working with often inadequate abstracts and was disturbed by the "frequent failure of rather elaborate studies to prove anything" (p.558) finding evidence that in research, theory remains ahead of performance. Little interest in current affairs was noted, although this was an area of major concern to teachers, while "we have almost a plethora of textbook content analyses, many of which need more sophistication, new directions and ... improved evaluative instruments" (p.557).

Using a random sample of 199 studies reported in Volume 32 of DAI, Wick and Dirkes (1973) presented data on types of studies, independent variables, design characteristics, data analysis techniques and sampling plans. An interesting finding, somewhat inconsistent with other reports, was the overwhelming (69 percent) proportion of experimental studies.

Draper (1974), assuming that research was not being
fully utilized by practitioners and theoreticians in adult education, attempted to identify and disseminate information about theses completed in or relating to the field, emphasizing other disciplines from which adult education might benefit. Data was reported by degree, date, method of data collection, major findings and critical concepts, but little analysis was attempted.

Doctoral studies in science education from 1947 to 1963 were analyzed by the nature of the problem studied, methodology and/or experimental design, findings or conclusions, and recommendations for further study. No trends appeared in the nature of the problem, the method of equating groups, the period of the studies or the number of subjects. A trend toward the more classical tools of analysis of variance and covariance rather than descriptive statistics was identified, (McDonald, 1974).

Ysseldyke and Pickholtz (1975) researched dissertation production in school psychology from 1967 to 1973, using 622 titles obtained from 37 institutions, categorizing these according to area of concern, age level of subjects and institutions of origin. They concluded:

A heterogeneous body of research is being completed for doctoral dissertations in school psychology. Categorization of research over the last seven years illustrated an emphasis on experimental learning, personality and psychology content. No significant trends in categories of
research were apparent over the seven years ... However, quite apparent regional differences and quite obvious differences between universities both in terms of content of studies ... and the actual number completed. (p. 271)

Reviewing and synthesizing research on career education in dissertations of authors supported by the Education Professions Development Act, Worthington (1975) identified institution, date, committee chairman, availability, emphasis, data gathering procedures and domain, as well as judging significance for each of 49 dissertations.

A thorough analysis of subject classification, research typology, data gathering and analysis procedures, design characteristics, rationale and results of 642 dissertations produced at the Department of Education at North Texas State was reported by Novak (1975), who worked primarily with abstracts. Data on sex of author and degree granted indicated a preponderance of males (516 to 126 females), and of the Ed.D. degree (505 to 137 Ph.D.) Descriptive and experimental studies were represented almost equally accounting for about 40 percent each, while the major foci of the studies were found to be instructional methodology, students, teachers, institutions, administrators and content. Design characteristics, data collection and analyses and rationale appeared to be related to the type of study produced.
American Doctoral Dissertations yearly reports data on institution of origin for dissertations announced in DAI. Institutions reporting the greatest number of dissertations in Education sections for 1974-1975 were: University of Southern California (176), Indiana University (169), University of Pittsburgh (163), Ohio State University (162), Columbia University Teachers's College (158), Michigan State University (158), Florida State University (150), and Temple University (149) (University Microfilms, 1975).

Dissertation Content Analysis Research in Reading

Two recent studies (Palmatier & Austin, 1974; Palmatier & Rood, 1975) have dealt specifically with the current dissertation research in the field of reading. Commenting that doctoral dissertations annually provide one of the largest pools of reading research and thus deserve analytic attention, the authors identified 273 studies appearing in DAI in 1973 (Palmatier & Austin, 1974) and a further 371 in 1974 (Palmatier & Rood, 1975). Dissertations were tabulated by institution, major typology, population, design aspects, testing design, testing instruments, test statistics and topics. The corpus was restricted to studies:
Identifiable by title or other means, as involving variables normally considered within the range of Reading Education. Thus, studies dealing with the teaching of reading, reading tests, relationship of other variables to reading, and adult literacy, for example were included, while studies relating to literature reading & interests were excluded. (Palmatier and Austin, 1974, p.11)

The first study identified 14 institutions as having sponsored at least six dissertations, led by the University of Georgia with 12, while the second study listed 18 institutions producing six or more led by the University of Southern California with 15, and the University of Pittsburgh with 14. Eight professors are indicated as having directed three or more doctoral studies each year.

Commenting that the type of research acceptable for a dissertation in reading is apparently limited to three major types, the authors identified 53 percent of the studies as experimental for 1973 and 50 percent for 1974, 45 percent descriptive for 1973 and 18 percent for 1974, 36 percent correlational for 1973 and 33 percent for 1974, with less than one percent designated historical each year.

The dissertations drawing their populations from the primary (33 percent, 1973; 32 percent, 1974) and the intermediate (29 percent, 1973; 32 percent, 1974) grades accounted for over half the total. Junior high and high school populations were used in 18 percent of the studies each year.
Results of the first study for design considerations, indicating limited attention to protective devices such as control groups (37 percent), random selection (18 percent), and random assignment (22 percent) are confirmed by the second report which showed control groups used in 30 percent, random selection 14 percent and random assignment 16 percent. Nearly half of the 1973 studies and 39 percent of the 1974 studies used a pretest-posttest design, relying most often (53 percent, 1973; 58 percent, 1974) on standardized tests.

The most frequently applied test statistic was analysis of variance (31 percent, 1973; 26 percent, 1974) followed by correlational analyses (25 percent and 28 percent), analysis of covariance (15 percent and 20 percent), and the t-test (15 percent and 14 percent).

For the 1973 collection, the authors hypothesized 31 categories as being sufficiently inclusive to cover all potential dissertation topics, allowing assignment of each study to more than one category. Sixty-four percent of the topics identified could, however, only be classified as "Other". After "Other" the most frequently occurring categories were methodology comparisons (38 percent), comprehension (27 percent) and word recognition (23 percent). A new typology of 43 categories for the 1974
collection also failed to be sufficiently inclusive with 28 percent of the topics classified as "Other", a percentage equalled only by methodology comparisons. Other frequently identified topics included test validation (27 percent), material validation (22 percent), disadvantaged learners (21 percent), and instructional content (21 percent).

Palmatier and Rood (1975) also provided data on degree earned, generally evenly divided between the Ed.D. and the Ph.D., mean number of pages (153), and total number of graduate institutions involved (94).

Summary

Content analysis of dissertation research has occurred in a number of fields in education. A recurring problem has involved the necessity of relying on secondary sources and abstracts due to the high cost and inaccessibility of the primary documents. A frequent recommendation is made that authors of dissertations take more care in preparation of the abstracts of their studies.

Content analysis of dissertation collections almost invariably involves subject classification using a predetermined set of categories hypothesized to be inclusive of problems studied in the field, with research typology the next most common unit of analysis. Other factors frequently
considered have been such demographic variables as institution of origin, sex of author, date of publication and degree granted, and design factors including data gathering and data analysis procedures.

Few of the content analysis studies are evaluative, partially because of restriction to secondary sources for information, attempting instead to provide general descriptive analysis of a body of dissertation research within set parameters of time and a field of interest.

Two studies have attempted content analyses of collections of dissertations in reading considering the variables institution of origin, type of research, instrumentation, sample population, design considerations, test statistics, topics, degree earned and number of pages.

SUMMARY

The purpose of this study is to make the dissertation literature on secondary reading known and more readily available and to generate content analyses which can add to our understanding of the nature of the thesis research completed in secondary reading. The conceptual base for the study derives from the literature of several diverse disciplines including research related to: the process of graduate education, with special attention to the
dissertation requirement; the communication and dissemination of research results; content analysis as a technique in social science research; and information science research on tools employed in the classification, indexing and abstracting of document collections. Literature reviewed in the three previous sections provides the conceptual framework and supports the design and methodological aspects of the study.

The potential value and current inaccessibility, and thus, low rate of use of dissertation research is well documented. The creation of University Microfilms as a central depository with dissertations announced monthly in Dissertation Abstracts International does not appear to have greatly improved access to dissertation research (Boyer, 1972), even though submission of a dissertation to DAI is considered to complete the requirement of having "published" both the dissertation and an abstract.

The literature of information science supports and emphasizes the role of secondary publications such as abstracting and indexing services in disseminating often overwhelming amounts of information, and a number of publications involving dissertation research in a particular institution or subject area have appeared. Gross (1972), dealing with dissertations in social studies education,
noted:

[the] annotations provided in our publication (Gross and de la Cruz, 1972) should be of use to those seeking information on various aspects of research and development in the field of social studies education. In addition to researchers and prospective researchers, teachers, supervisors and consultants, as well as authors and editors, may find helpful leads and information in the dissertations we have annotated. In most cases we trust that enough information has been included so that such users will know whether they wish to review the dissertation itself in its entirety. (p. 558)

Analyses of dissertation research, both demographic and content, also received support from the review of the literature. Such analyses is seen as significant for a number of reasons: for index purposes (Draper, 1974); for identifying trends in research methodology and determining relationships between the studies and previously identified research needs (McDonald, 1974); for indicating research interests and trends in a particular field (Ysseldyke & Pickholtz, 1975; Palmatier & Rood, 1975) and for summarization of existing research (Worthington, 1975). The need for secondary publications such as annotated indexes of dissertation research is related to the apparent failure of this research to be reported in the open literature. A lack of interest in acquiring the primary documents, the dissertations themselves, has been attributed to the widespread assumption that any such research of significance
is reported in the journal literature. Empirical evidence, however, points to a dearth of journal publications based on dissertation research (McPhie, 1959; Boyer, 1972) with, in education, several studies reporting a maximum of 40 percent of completed dissertations exploited for further publication.

Dissertations can serve as a valuable vehicle for dissemination of research results and better use should be made of dissertations in scholarly endeavours in all fields. However, better compilations of completed thesis research must be organized and made available. To be most effective, such bibliographies should contain abstracts or annotations, organized by categories, within a carefully developed empirical classification scheme which reflects the true substantive content of the dissertations themselves. Key Word in Context (KWIC) indexes, based on the semantic content of titles, can provide important additional access points to the dissertation collection. Content analysis of theses provides a means to an end -- the assessment of trends, facilitation of comparisons, and illumination of various characteristics of research in the field of secondary reading. Content analyses reported in previous research provide ample methodology for the analysis of secondary reading dissertations. This study analyzes
univariate factors including the variables dissertations completed by year, type of degree (Ed.D., Ph.D.), sex of author, institution awarding degree, length, content classification, type of research, educational domain studied, data analysis techniques, and data gathering techniques. In addition, bivariate comparisons are made to analyze the relationship between year of completion, type of degree, sex of author and the variables length, content classification, type of research and data analysis technique.
CHAPTER III

RESEARCH DESIGN AND METHODOLOGY

The study was carried out in two major steps: first, dissertations relating to the field of secondary reading were identified and annotated for the period 1960 to 1975; then, the collection was analyzed in terms of a number of demographic and content variables. All components of the thesis including text, tables, front matter, bibliography and appendices were computer generated using UBC PMT(A Documentation Program).

DEVELOPMENT OF THE CLASSIFIED ANNOTATED BIBLIOGRAPHY

University Microfilms since its inception has served as a depository for completed doctoral dissertations in the United States and Canada, providing announcement in the form of the abstract publication Dissertation Abstracts International. While there are some exceptions, most universities require the submission of abstracts, and generally completed dissertations, to this depository. For the purpose of this study only those dissertations announced in Dissertation Abstracts International (DAI) have been
considered. While somewhat limiting the study, it was found impractical to attempt to identify those dissertations not so announced.

Cost, both in time and dollars, precluded examination of the primary thesis documents, and the assumption was made that the published abstracts fairly represented the dissertations. Others (Brehaut, 1969; Gross, 1972) have noted the difficulty of working with abstracts of uneven quality, a further limitation of this study.

Volume 20 (July, 1961) to the end of Volume 36 (June, 1976) were established as containing most of the dissertation research from 1960 to the end of 1975. With the source and time period delimited, it was necessary to determine the method of searching and parameters for the identification of those dissertations of interest. Use of the Key Word Out of Context (KWOC) index provided by University Microfilms was found to be impractical because of the variety of possible keywords, so all relevant volumes were hand searched by graduate students. Searching was restricted to the "education" section of the "A" series, and subsections such as "Pre-school Education" obviously unlikely to contain relevant materials were omitted.

It was decided to make the identification inclusive rather than exclusive, reflecting the wide range of
interests held by practitioners, researchers, teacher educators and students in the field of secondary reading. First, a means of identifying those dissertations dealing with reading was established with the broad definition, "any dissertation dealing in part with the reception of communication through print". Studies including topics such as the reading process, the teaching of reading, reading measurement, relationship of other variables to reading, literacy, reading interests, reading in the content areas, readability analyses of textbooks and the education of reading teachers were included along with many others. Within those studies identified as dealing with "reading", any indicating a focus on the secondary grades, defined as grades 7 through 12, or using at least in part an adolescent sample, ages 12 to 19, were considered to be "dissertations relating to secondary reading". Some abstracts failed to identify the level of the sample or the grade level of interest. If it were possible to infer these as being related to secondary reading, they were included. The resulting corpus was composed of 567 abstracts of dissertations.

Having determined that titles alone would not provide sufficient information (Nelson & Adams, 1973), a choice had to be made between using the abstracts written by the
authors and published in DAI or altering these into a new form. Because the original abstracts were not uniform in length, information provided or form, and perhaps more importantly, because the form and length of many of these abstracts mitigated against their use as efficient vehicles of information transfer, it was decided that the abstracts should be altered.

Two major forms were considered: the abstract and the annotation. Abstracts and other surrogates for the complete work have been generally considered to be a valuable aid to the reader in quickly determining the relevance of a document and in some instances actually serving as a substitute for the original text. An abstract has been defined as an abbreviated, accurate representation of a document without added interpretation or criticism (Borko & Bernier, 1975, p.4; Weil, 1970, p.352). Abstract bibliographies encourage browsing and quick overviews for the purpose of keeping up with current developments in a field. Abstracts can also help to integrate a field of study and facilitate analysis by juxtaposing documents from a large collection unavailable in their original form.

While it certainly would have been possible to "abstract the abstracts" as numerous earlier studies have done (Summers, 1969, 1970), the size of the corpus would
have made this an onerous task for one investigator. Traditional annotations, because of their restriction in length, demanding generally a single sentence, were deemed inappropriate as they could not carry all of the required information. Thus, a compromise was effected, incorporating features of the abstract and annotation forms into what could be called an "enriched annotation".

Precise guidelines, drawn from the literature of abstracting and annotating (Maizell et al, 1971; Dartnell, 1977) were established. The annotations were to be one to two sentences, 50 to 125 words in length, with the first sentence always beginning with a verb. Each annotation was to incorporate the problem, the basic design, the sample population, the treatment or method, the data gathering instruments, the data analysis and the results or conclusions. Thirty-five abstracts were randomly selected and annotated according to these rules. It became apparent that inclusion of the data gathering instruments in the main body of the annotation created excessive length and often awkwardness, particularly when a number of such instruments were used. It was decided, therefore, to append complete information on the data gathering devices used in parentheses below each annotation, facilitating the structure of the annotations themselves and at the same time
providing what was felt to be vital information in easily retrievable form. The completed annotations provide the reader with sufficient information to enable him to decide if he wishes to consult the complete dissertation.

The decision was also made to develop Key Word in Context (KWIC) and author indexes for the collection to provide additional points of access. The KWIC index concept was first proposed by Luhn in 1958 and since has had wide applications in many fields (Adams & Lockley, 1967; Black, 1970; Fischer, 1965; Hines and Harris, 1970).

KWIC indexes are a form of permutation indexing and derive their utility from the fact that users rely on the title of a work to provide the first guide to the subject content. Borko (1967) stated:

permutation indexing consists of cycling the title so each significant or keyword is positioned successively in a fixed or index position in one index line. The set of permuted titles is then ordered alphabetically on the index word position. Therefore, if a title has five keywords, there would be five resulting index entries. Thus the context is preserved which increases the specificity with which the content words may be interpreted. In this manner, permutation indexing goes a step further than statistical indexing in accounting for the fact that often the meaning of a text depends in part on the arrangement or syntactical relationship of content words. (p. 104)

KWIC indexing has been criticized because of its prodigious use of space and the fact that it is time
consuming for searches involving more than one term. Use of stop lists can cut down on the space problem. Careful editing of terms to enter the permutation also economizes space. KWIC provides a natural language index which enables the user to retrieve a work by a word or phrase remembered from the title or by subject words they know to be relevant. Use of titles avoids the loss of information of interest to some users that would result in subject indexing alone. KWIC indexes provide a useful tool for retrospective searches and have the added advantage of bringing out terms or pairs of terms one does not usually think of. If the titles are too uninformative, enriched indexing such as that described by Davis et al (1971) and Armitage et al (1969) can provide additional substantive terms to enter the permutation. Such enrichment only presents problems when huge data files are encountered.

Brodie (1970) suggested that KWIC indexes may be expected to perform as well as a subject index about 35 percent to 70 percent of the time when some reasonable constraints are placed on the use of entry terms. These results are also reinforced by Yerkey (1970) who stated that:
we will generate and use KWIC indexes with the fairly certain knowledge that they work at least about 50 percent as well as conventional indexes. They may be more effective than that, but certainly in this we must wait until we have better methods of measuring information loss in retrieval systems so that we can test even the conventional indexes. (p. 286)

KWIC is actually a rotated index as only one index term is created for every substantive term in the title (after application of the stop list). Such indexes have found use with the newest application of the principle being the permuterm index used in the Social Science Citation Index and the Science Citation Index (Garfield, 1972, 1976). In the permuterm index many more terms are created by pairing each substantive term with every other substantive term. In a title with 11 substantive terms, a KWIC would produce 11 entries while over 100 would be generated with the permuterm approach.

For this study, a title file was generated for computer storage and a stop list of common words developed. A KWIC rather than a permuterm index approach was taken. After the first run with stop list words eliminated, the printout was carefully edited and too general terms and those with low semantic content eliminated. The final index tape was printed using the IBM 3800 laser driven printing subsystem to maximize legibility of the KWIC and to conserve space.
The author index was then generated using the same tape.

**FRAMEWORK OF THE CONTENT ANALYSIS**

Content analysis methodology must contain the generally agreed upon components of objectivity, system and generality (Lukenbill, 1974, p. 2). Holsti (1969) defined content analysis as "any technique for making inferences by systematically and objectively identifying specified characteristics of messages". The dissertation abstracts in this study were analyzed individually and systematically categorized according to a number of variables.

Single abstracts listed in chronological order do not have much utility, they need to be classified into categories. The most common approaches to classification are committee and empirical (Lancaster, 1972). The committee approach involves the creation of a set of categories, hypothesized by a group of authorities, to include all possibilities. The committee, which may consist of one or more persons, establishes a pre-determined set of categories, usually by reference to the published literature, and simply assigns documents to these categories. Probably the most often used approach to classification, the committee method is represented in most of the content analysis studies discussed in Chapter II.
including McPhie (1959), Karstetter (1963), Ysseldyke and Pickholtz (1975), Palmatier and Austin (1974) and Palmatier and Rood (1975). The committee approach has a number of advantages, the most outstanding of which is ease of use. Once the categories have been determined, usually with an appeal to sources of authority in the pertinent area, all items or documents are hypothesized to fit into these categories and are made to fit. The obvious disadvantages of such a system are a lack of flexibility and the often forced superficiality of classification which results. Disciplines develop in ways that are unpredictable, and so categories and subcategories are better created empirically from the existing abstracts and not according to a pre-formulated pattern. The committee approach is most tenable when pre-existing finite categories can be readily identified, as for demographic variables or test statistics, and least appropriate when the subjective classification of a large diverse body of literature is required. The classification of reading dissertations should be based on reading as it is actually encountered from the field. It is not a classification based on how the classifier believes reading should be.

In contrast, the empirical approach involves generating the classification terms on the basis of free indexing a
representative set of documents. The candidate terms from this procedure are then reviewed, grouped and structured into a useful organization.

There are of course two methods of thesaurus construction which I choose to call stalactitic and stalagmitic. The stalagmitic is the way Taube and I went about constructing our index — down on the floor of the cave among the documents slowly building towards the ceiling. The stalactitic seems to be much more fun — one convenes a group of experts who hang up on the roof of the cave, twittering and chirping among themselves but as far away from the actual documents as they can get.

Stalagmitic thesauruses can be constructed either by humans or computers working with actual terms in text; stalactitic thesauruses only by committees of experts, and if a thesaurus has a smooth machine produced regularity, with all terms expanded equally, it was probably produced by subject specialists jealous of the importance of their fields; if it is full of charming irregularities, with some terms almost ignored and others expanded to almost tedious depth, it was probably produced by humans, faithfully reflecting the charming irregularities of the authors. (pp. 27-28)

The empirical approach follows the important principle of literary warrant.

The classes into which documents are organized should not be based on any theoretical classification of knowledge but upon the groups that documents seem to form logically themselves; that is, the classes upon which the literature exists. In other words the characteristics of the literature itself will determine the classes defined in the system. (Lancaster, 1972, p. 28)

The empirical approach thus presupposes no set categories or
number of categories for the secondary dissertation literature but attempts to reflect the body of theses being classified rather than any expert view of what might be contained in these documents. The advantages of the empirical approach are obvious as the system deals not with the hypothesized substantive content of the documents but with the actual content, being based on the collection itself. The committee approach, relies on the view of subject specialists who may not be fully conversant with the literature, may "split hairs" making distinctions which are not useful, and may inflate the importance of their own speciality (Lancaster, 1972, p.28). The kind of difficulty encountered in a committee approach to classification is illustrated by Palmatier and Austin (1974) where 31 categories hypothesized by the senior author as being sufficiently inclusive to cover all potential reading dissertation topics, in fact, did not include topics dealt with in 65 percent of the dissertations. The largest category then became "Other" which while useful for tabulation, does not convey a great deal of information. An empirical approach prevents such problems. An additional advantage of the empirical approach is that once the classificatory framework has been developed, satisfactorily incorporating the collection of concern, it, in itself,
provides a reasonable overview of the collection. The main categories which emerge in this system are normally very broad and fairly stable. Subcategories provide narrower groupings, helpful in organizing content and in saving searching time. Since categories constitute a broad display, "surprises" will often appear. Borko and Bernier (1975) stated "such surprises are important in serendipity, creativeness and stimulation" (p. 77).

The major organization of the dissertation collection was conceived to be by year and by broad subject classification. The selection of demographic variables to be considered was based on two factors (a) the information available in the abstracts, and (b) the information felt to be of interest to the field. A number of variables examined in similar studies were considered and rejected. Major professor was not included, as the minority of studies identifying a major professor was deemed insufficient for drawing any useful conclusions. A number of design characteristics were not investigated, most often because the information in the available abstracts was insufficient. These variables included control aspects, such as sampling plan and group formation, and testing design. Review of the literature indicated that these variables were either not applicable or not mentioned in from 33 to 55 percent of
abstracts reviewed (Wick & Dirkes, 1973; Palmatier & Austin, 1974). Basis of the study, expressed in terms of null hypotheses, research questions, et cetera was found impossible to discern from abstract information as well as being of limited interest. Significance of results was also felt to be impossible to accurately tabulate with often either no indication of significance, or only partial results reported. No satisfactory conclusions seemed possible from such limited information. Age level of subjects was rejected as having been satisfactorily identified in the parameters of the study.

Demographic Variables

Each abstract was tabulated according to year of completion, degree granted, sex of author and sponsoring institution. The committee approach was deemed satisfactory as discrete classes exist.

Year of completion. Because trends in research interests and methodology were felt to be a major interest in considering the corpus of dissertations completed in secondary reading, tabulation by indicated year of completion was effected with 16 categories representing each year from 1960 to 1975.
Degree. Because the literature reviewed in Chapter II revealed a great deal of interest in the possible distinction between the doctor of education and the doctor of philosophy degrees, each abstract was tabulated according to degree granted.

Sex of author. Where the author's name was readily identifiable as male or female it was so tabulated, reflecting current interest in the proportion of each gender completing doctoral education. Trends were sought by year and subject classification. The total was not expected to be equal to the total number of documents in the collection because of the difficulty in identifying some names as masculine or feminine. Three categories were developed: male; female; not identifiable.

Institution awarding degree. Institution awarding degree was tabulated as indicated in Dissertation Abstracts International, and a cumulative percentage table developed.

Content Analysis Variables

Subjective classification by topic. The empirical approach to classification was employed to determine a set of mutually exclusive categories to describe the major topic or concern of each dissertation, as represented in the abstract. Abstracts and bibliographic information, pasted on
cards, were sorted into classes deemed to be homogeneous. Some 39 categories emerged. These were then scrutinized to determine if any two or more could be collapsed into a single category. Thirty classes were subsequently retained as discrete units, with the 30 classes further organized under ten major subject headings.

**Type of research.** Classification according to type of research employed was done using the committee approach. A number of typologies existing in the literature (Isaac & Michaels, 1971; Wick & Dirkes, 1973) were consulted and the following categories developed in consultation with specialists in research methodology:

1. **Experimental** — Attempts to determine cause and effect in a situation by employing experimental groups exposed to treatment conditions and control and/or placebo groups. Random assignment is essential.

2. **Quasi-experimental** — Attempts to determine cause and effect in a situation in which the control and/or manipulation of all relevant variables is not possible.

3. **Correlational** — Attempts to determine the extent to which one variable covaries with another, without assumption of causation.

4. **Survey** — Attempts to describe systematically a situation or area of interest factually and accurately.
Often described as information collection.

5. Ex post facto — Retrospectively attempts to assess cause and effect through examination of extant data.

6. Philosophic — Attempts, without necessarily consideration of empirical data, to put forward a reasoned view of a situation or process.

7. Content analysis — Attempts to make inferences through a systematic and objective identification and analysis of specified characteristics.

8. Material and test development — Has as the major focus, the development of new materials or instruments. May include empirical field testing.

9. Other — includes studies not readily classified into one of the eight above categories including historical, biographical et cetera.

Categories were assumed to be mutually exclusive with each abstract assigned to one class. Totals were reported for the entire collection, by year, by degree granted and by sex of author.

**Educational domain.** A content factor not often analyzed, educational domain, was included in the study after examination of the current literature in reading seemed to indicate that such information would be of major interest to those concerned with trends in reading research.
The schedule of domain classes was adopted from Worthington (1975) as reflecting those commonly identified in the literature (Bloom, 1956).

1. Cognitive -- dealing with the recall or recognition of knowledge, and the development of intellectual abilities and skills.

2. Affective -- involving interests, attitudes and values as well as the development of appreciation and adequate adjustment.

3. Psycho-motor -- involving manipulative or motor-skill areas.

4. Combination of domains

5. Not applicable/not identifiable

Classes were held to be mutually exclusive with each dissertation abstract tabulated only once. Tabulation was done by date of completion and by subjective classification.

**Data analysis.** Consideration of a number of schedules appearing in the literature and consultation with statistical experts resulted in the development of the following classes of data analysis techniques:

1. Descriptive statistics

2. Simple correlation

3. Chi-square

4. t-test
5. Nonparametrics
6. Analysis of variance
7. Analysis of covariance
8. Multiple regression
9. Factor analysis
10. Multivariate analysis of variance and covariance
11. Not given
12. Not applicable
13. Z statistic
14. Discriminant function analysis

Each identification of a test statistic in each abstract was tabulated with the total expected to greatly exceed the number of documents in the collection because of the frequent use of a number of techniques in a single study. Tabulation was completed for the entire collection.

For bivariate analyses by year, degree and sex of author, the classification schedule was collapsed yielding,

1. descriptive statistics
2. correlational analyses (including regression, and z-statistics)
3. nonparametrics (including chi-square)
4. analysis of variance (including t-tests and analysis of covariance)
5. factor analysis
6. multivariate analysis (including multiple discriminant function analysis)

7. not given.
The category 'not applicable' was dropped for the bivariate analysis.

Data gathering instruments. Preliminary consideration of the collection indicated that the committee approach would be untenable for the tabulation of data gathering instruments. While some classes, for example, standardized achievement tests, could be pre-determined, others could not. A free indexing of the collection for this variable was undertaken, with a schedule developed only following tabulation of the collection. Each device, identified in each abstract, was assigned to classes determined to be mutually exclusive for instrument but not for dissertation. The total tabulation then was expected to be very much larger than the total collection because of the possibility of more than one type of instrument being used in any study. Data gathering instruments were reported for the total collection.
STATISTICAL ANALYSIS

Tabulations and descriptive statistics were determined to be satisfactory for reporting most results for two primary reasons: (a) examination of similar studies revealed this pattern of report, and (b) most cells determined were of insufficient magnitude to permit inferential analysis.

Coding was developed for each variable (see Appendix A), each abstract coded, and the information entered in a computer file (see Appendix B). The program "Multivariate Contigency Tabulations" (MVTAB) generated bivariate and univariate data, institutional data was hand tabulated and cumulative percentages calculated, and the programs BMD P2D (Frequency Count), and BMD P9D (Multi-dimensional Data Description) were used to generate data concerning number of pages.

Univariate Analysis

Univariate frequency tables were generated and examined for each of the ten variables under consideration using data from MVTAB, BMD P2D and hand calculations.
Bivariate Analysis

Bivariate contingency tables were generated along with Pearson's chi-square and probabilities to make possible examination of the relationships of year of publication, degree granted and sex of author with content classification, length in pages, research type, and data analysis techniques. A significance level of alpha equal to .05 was set for all bivariate analysis.

SUMMARY

The study was completed in two major steps: identification of the body of literature and creation of the annotated bibliography and indexes; and analysis of each abstract by content and demographic variables, generally organized under date of completion, degree granted and sex of author. Univariate analysis was completed for each of the variables using descriptive statistics with data provided by the programs MVTAB and BMD P2D as well as hand tabulation of the institutions of origin. Bivariate analysis was attempted using contingency tables and chi-square data provided by the program MVTAB with the significance level set at .05. BMD P9D was used to generate data concerning the relationship of length in number of pages to the discrete variables year of completion, sex of author and degree granted. The thesis was
produced using the computer program UBC PMT to generate text, tables, front matter, bibliography and appendices.
CHAPTER IV

RESULTS OF THE STUDY

ORGANIZING AND PROVIDING ACCESS TO THE COLLECTION

The preceding chapter described the methodology and design for the study. This chapter develops the results structured within two broad dimensions: organizing and providing access to the collection, and content analysis.

The Collection

Utilization of an extant file beginning with dissertations completed in 1960 and updating of this file by handsearching monthly volumes of Dissertation Abstracts International resulted in a collection of 567 abstracts related to secondary reading. Using the empirical method of classification, the DAI abstracts were organized into 30 content categories and sub-categories as follows:

0. Correlates of reading achievement
   0.0 general
   0.1 linguistic
0.2 perceptual and physiological
0.3 intelligence/creativity
0.4 environmental (socio-cultural)
0.5 personality

1. Students
   1.0 measurement, evaluation and diagnosis
   1.2 motivation and attitudes toward reading
   1.4 response to and effects of reading

2. Secondary reading programs
   2.0 developmental reading programs
   2.1 status of secondary reading

3. Materials

4. Personnel
   4.0 professionals
   4.2 other personnel

5. Reading skills
   5.0 general
   5.2 word skills
   5.3 comprehension
   5.5 retention
   5.6 flexibility

6. Reading in the content areas
   6.0 general
   6.1 English/language arts/literature
6.2 mathematics/science
6.3 social studies

7. Reading problems
   7.0 description
   7.1 treatment
   7.3 follow-up

8. Atypical learners
   8.0 physically handicapped
   8.1 intellectually disabled
   8.2 social and personality disorders

9. Miscellaneous research

Enriched annotations were prepared for each dissertation abstract including information concerning purpose and design of the study, sample population, data gathering instruments and data analysis performed, and results or conclusions.

Providing Access

Enriched annotations for each dissertation were ordered chronologically within content categories and assigned a four digit identity number with the first two digits indicating content category and the third and fourth digits indicating position within content category, as outlined in Appendix D. The annotated bibliography is appended as
Appendix E.

In order to facilitate access to the annotated bibliography and through the bibliography to the dissertations themselves, Key Word in Context and author indexes were computer generated and appear as Appendices F and G. The original KWIC index with only those words appearing on a standard stop list deleted contained 6161 lines or an average of 10.866 entries per document. Examination of the original index indicated that a number of terms were not useful as keywords and that at that size, the index was inefficient. Hand deletion of terms with low semantic importance for locating relevant material resulted in an index of 3199 lines with an average of 5.642 entries or keywords per document.

The 30 category content classification scheme and the KWIC and author indexes provide three types of entry to the dissertation literature, with the KWIC index offering access to each dissertation by an average of nearly six keywords.
CONTENT ANALYSIS

Following coding of each document (see Appendeces A and B) in terms of ten variables, the computer program "Multivariate Contingency Tabulations" (MVTAB) was used to generate univariate and bivariate data for the following variables: year of publication; degree awarded; sex of author; content classification; educational domain; research design type; data analysis techniques; and data gathering techniques. Institution of origin was hand tabulated and the computer programs BMD P2D (Frequency Count) and BMD P9D (Multi-dimensional Data Description) were used to examine the distribution of number of pages. The results for the univariate analyses of the ten variables are presented first followed by the bivariate analysis for year of completion, degree awarded and sex of author.

Results for each of the ten variables are presented individually in simple descriptive terms except for the demographic characteristics of year of completion, degree awarded and sex of author where bivariate tables and some inferential analysis are presented.
Univariate Analysis

Dissertations completed by year. Dissertations completed each year for the period 1960-1976 were tabulated and appear in Table II. A somewhat erratic pattern of increase is apparent in the number of dissertations reported by year during most of the 1960's followed by a dramatic increase between 1972 and 1974. While this increase may in part be attributed to differences in the searching strategies of the variety of individuals conducting the handsearch of DAI, with perhaps a wider frame of reference being used from 1973 forward, this increase can also be considered a reflection of increasing interest in the area of secondary reading, and at the same time, as noted in Chapter II, of the increasing number of dissertations completed in Education generally.

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INSERT TABLE II HERE
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When data for year of completion were collapsed to three periods as indicated in Table III, the overall increase and the preponderance of the 1970's is apparent with over 63 percent of the dissertations completed since 1970.
Type of degree. With the exception of two dissertations completed in the discipline of library science, all dissertations in the collection were for the degree of Ed.D. or Ph.D. with 304 (53.81%) completed for the Doctor of Education and 261 (46.19%) for the Doctor of Philosophy degrees.

Sex of author. Of the 562 author names readily identifiable as male or female, 363 (64.59%) were identified as male and 199 (35.41%) as female.

Institution awarding degree. Hand tabulation of institution of origin (see Appendix C) indicated that a total of 115 institutions had produced at least one dissertation related to secondary reading with 16 of these producing 10 or more and 4 institutions, New York University (26), Florida State (23), Boston University School of Education (20) and Indiana University (20) producing 20 or more each. Examination of the cumulative frequency table (Table IV) indicates that these four universities accounted
### TABLE II

**Dissertations Completed by Year**

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<thead>
<tr>
<th>Year</th>
<th>n</th>
<th>%</th>
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</thead>
<tbody>
<tr>
<td>1960</td>
<td>5</td>
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<tr>
<td>1961</td>
<td>13</td>
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<td>4</td>
<td>0.71</td>
</tr>
<tr>
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<td>567</td>
<td>100.00</td>
</tr>
</tbody>
</table>

### TABLE III

**Dissertations Completed by Time Period**

<table>
<thead>
<tr>
<th>Year</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1960-1965</td>
<td>85</td>
<td>14.99</td>
</tr>
<tr>
<td>1966-1970</td>
<td>122</td>
<td>21.52</td>
</tr>
<tr>
<td>1971-1976</td>
<td>360</td>
<td>63.49</td>
</tr>
<tr>
<td>Total</td>
<td>567</td>
<td>100.00</td>
</tr>
</tbody>
</table>
for over 15 percent of the total collection, seven universities accounted for nearly 25 percent of the total, 20 universities for nearly 50 percent of the total, and 46 for over 75 percent.

---

**INSERT TABLE IV HERE**

---

Table V lists the number of dissertations completed at the most quantitatively productive universities.

---

**INSERT TABLE V HERE**

---

**Length of the dissertation.** The median page length of dissertations in the collection was calculated as 157 pages with a range from 45 pages to 685 pages. The distribution of number of pages was markedly positively skewed, with the mean of 176.3 pages and standard deviation of 85.7 emphasizing the marked variability.
### TABLE IV
Cumulative Frequency Table for Number of Dissertations and Sponsoring Institutions

<table>
<thead>
<tr>
<th>number of dissertations</th>
<th>number of institutions</th>
<th>cumulative frequency</th>
<th>cumulative percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>26</td>
<td>1</td>
<td>26</td>
<td>4.59</td>
</tr>
<tr>
<td>23</td>
<td>1</td>
<td>49</td>
<td>8.66</td>
</tr>
<tr>
<td>20</td>
<td>2</td>
<td>89</td>
<td>15.22</td>
</tr>
<tr>
<td>17</td>
<td>2</td>
<td>123</td>
<td>21.73</td>
</tr>
<tr>
<td>16</td>
<td>1</td>
<td>139</td>
<td>24.56</td>
</tr>
<tr>
<td>13</td>
<td>2</td>
<td>165</td>
<td>29.15</td>
</tr>
<tr>
<td>12</td>
<td>2</td>
<td>189</td>
<td>33.39</td>
</tr>
<tr>
<td>11</td>
<td>1</td>
<td>200</td>
<td>35.33</td>
</tr>
<tr>
<td>10</td>
<td>4</td>
<td>240</td>
<td>42.40</td>
</tr>
<tr>
<td>9</td>
<td>4</td>
<td>276</td>
<td>48.76</td>
</tr>
<tr>
<td>8</td>
<td>3</td>
<td>300</td>
<td>53.00</td>
</tr>
<tr>
<td>7</td>
<td>7</td>
<td>349</td>
<td>61.66</td>
</tr>
<tr>
<td>6</td>
<td>7</td>
<td>391</td>
<td>69.08</td>
</tr>
<tr>
<td>5</td>
<td>9</td>
<td>436</td>
<td>77.03</td>
</tr>
<tr>
<td>4</td>
<td>4</td>
<td>452</td>
<td>79.86</td>
</tr>
<tr>
<td>3</td>
<td>16</td>
<td>500</td>
<td>88.34</td>
</tr>
<tr>
<td>2</td>
<td>17</td>
<td>534</td>
<td>94.35</td>
</tr>
<tr>
<td>1</td>
<td>32</td>
<td>566</td>
<td>100.00</td>
</tr>
</tbody>
</table>
### TABLE V

**Frequency of Dissertations by Institutions**

<table>
<thead>
<tr>
<th>Institution</th>
<th>n</th>
</tr>
</thead>
<tbody>
<tr>
<td>New York University</td>
<td>26</td>
</tr>
<tr>
<td>Florida State University</td>
<td>23</td>
</tr>
<tr>
<td>Boston University School of Education</td>
<td>20</td>
</tr>
<tr>
<td>Indiana University</td>
<td>20</td>
</tr>
<tr>
<td>University of Southern California</td>
<td>17</td>
</tr>
<tr>
<td>Syracuse University</td>
<td>17</td>
</tr>
<tr>
<td>University of Pittsburgh</td>
<td>16</td>
</tr>
<tr>
<td>Temple University</td>
<td>13</td>
</tr>
<tr>
<td>University of Oregon</td>
<td>13</td>
</tr>
<tr>
<td>Columbia University Teachers College</td>
<td>12</td>
</tr>
<tr>
<td>University of Georgia</td>
<td>12</td>
</tr>
<tr>
<td>Arizona State University</td>
<td>11</td>
</tr>
<tr>
<td>University of Northern Colorado</td>
<td>10</td>
</tr>
<tr>
<td>University of Minnesota</td>
<td>10</td>
</tr>
<tr>
<td>University of Illinois</td>
<td>10</td>
</tr>
<tr>
<td>University of Wisconsin</td>
<td>10</td>
</tr>
</tbody>
</table>

*Note: a complete listing of frequency of dissertations by sponsoring institution appears as Appendix C.*
Content classification. Two univariate tables (Tables VI & VII) were produced and present the results for the content classification, the first with the 30 categories indicated earlier in this chapter, and the second with 12 categories which resulted when the 30 original categories were collapsed into broader categories to aid in interpreting the overall topical trends in dissertation research.

When Table VI is considered, the most frequently appearing category is "Reading skills: comprehension" (9.35%), followed by "Reading problems: treatment" (8.29%), "Reading skills: general" (6.70%), "Materials" (6.17%), "Personnel: professionals" (5.82%), and "Students: response to and effects of reading" (5.47%).

What is perhaps most notable about Table VI is the wide range of topics in secondary reading which have been of interest to doctoral candidates in their research.

----------------------------------------
INSERT TABLE VI HERE
----------------------------------------

Table VII produces some differences when the data are realigned into larger categories with "Reading skills"
### TABLE VI

Dissertations by Content Classification

<table>
<thead>
<tr>
<th>Content classification</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Correlates of reading ability</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>general</td>
<td>7</td>
<td>1.23</td>
</tr>
<tr>
<td>linguistic</td>
<td>14</td>
<td>2.47</td>
</tr>
<tr>
<td>perceptual &amp; physiological</td>
<td>18</td>
<td>3.17</td>
</tr>
<tr>
<td>intelligence/creativity</td>
<td>11</td>
<td>1.94</td>
</tr>
<tr>
<td>environmental (socio-cultural)</td>
<td>14</td>
<td>2.47</td>
</tr>
<tr>
<td>personality</td>
<td>11</td>
<td>1.94</td>
</tr>
<tr>
<td><strong>Students</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>measurement, &amp; diagnosis</td>
<td>22</td>
<td>3.88</td>
</tr>
<tr>
<td>motivation</td>
<td>27</td>
<td>4.76</td>
</tr>
<tr>
<td>response to reading</td>
<td>31</td>
<td>5.47</td>
</tr>
<tr>
<td><strong>Secondary reading programs</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>developmental</td>
<td>22</td>
<td>3.88</td>
</tr>
<tr>
<td>status</td>
<td>19</td>
<td>3.35</td>
</tr>
<tr>
<td><strong>Materials</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>professionals</td>
<td>33</td>
<td>5.82</td>
</tr>
<tr>
<td>others</td>
<td>7</td>
<td>1.23</td>
</tr>
<tr>
<td><strong>Reading skills</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>general</td>
<td>38</td>
<td>6.70</td>
</tr>
<tr>
<td>word skills</td>
<td>16</td>
<td>2.82</td>
</tr>
<tr>
<td>comprehension</td>
<td>53</td>
<td>9.35</td>
</tr>
<tr>
<td>retention</td>
<td>14</td>
<td>2.47</td>
</tr>
<tr>
<td>flexibility</td>
<td>8</td>
<td>1.41</td>
</tr>
<tr>
<td><strong>Reading in the content areas</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>general</td>
<td>16</td>
<td>2.82</td>
</tr>
<tr>
<td>English/lang. Arts/lit.</td>
<td>22</td>
<td>3.88</td>
</tr>
<tr>
<td>math/science</td>
<td>17</td>
<td>3.00</td>
</tr>
<tr>
<td>social studies</td>
<td>16</td>
<td>2.82</td>
</tr>
<tr>
<td><strong>Reading problems</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>description</td>
<td>10</td>
<td>1.76</td>
</tr>
<tr>
<td>treatment</td>
<td>47</td>
<td>8.29</td>
</tr>
<tr>
<td>follow-up</td>
<td>10</td>
<td>1.76</td>
</tr>
<tr>
<td><strong>Atypical learners</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>physically handicapped</td>
<td>3</td>
<td>.53</td>
</tr>
<tr>
<td>intellectually disabled</td>
<td>9</td>
<td>1.59</td>
</tr>
<tr>
<td>social disorders</td>
<td>7</td>
<td>1.23</td>
</tr>
<tr>
<td><strong>Miscellaneous research</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>10</td>
<td>1.76</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>567</td>
<td>100.00</td>
</tr>
</tbody>
</table>
most frequent (22.75%), followed by "Correlates of reading achievement" (13.23%), "Reading in the content areas" (12.52%), and "Reading problems" (11.82%).

---

INSERT TABLE VII HERE

---

**Educational domain.** Based on the contents of the original abstract, each thesis was classified into one of five domain categories. The results are presented in Table VIII and indicate that more than half the dissertations in the collection dealt primarily with the cognitive domain with a further 25 percent dealing with a combination of domains invariably including cognitive. Less than 9 percent of the dissertations indicated the affective domain as the primary concern.

---

INSERT TABLE VIII HERE

---
TABLE VII
Frequency of Dissertations by Collapsed Content Categories

<table>
<thead>
<tr>
<th>Content classification</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>correlates of reading achievement</td>
<td>75</td>
<td>13.23</td>
</tr>
<tr>
<td>measurement, evaluation &amp; diagnosis</td>
<td>22</td>
<td>3.88</td>
</tr>
<tr>
<td>motivation</td>
<td>27</td>
<td>4.76</td>
</tr>
<tr>
<td>response to reading</td>
<td>31</td>
<td>5.47</td>
</tr>
<tr>
<td>secondary reading programs</td>
<td>41</td>
<td>7.23</td>
</tr>
<tr>
<td>materials</td>
<td>35</td>
<td>6.17</td>
</tr>
<tr>
<td>personnel</td>
<td>40</td>
<td>7.05</td>
</tr>
<tr>
<td>reading skills</td>
<td>129</td>
<td>22.75</td>
</tr>
<tr>
<td>reading in the content areas</td>
<td>71</td>
<td>12.52</td>
</tr>
<tr>
<td>reading problems</td>
<td>67</td>
<td>11.82</td>
</tr>
<tr>
<td>atypical learners</td>
<td>19</td>
<td>3.35</td>
</tr>
<tr>
<td>miscellaneous research</td>
<td>10</td>
<td>1.76</td>
</tr>
<tr>
<td>total</td>
<td>567</td>
<td>100.00</td>
</tr>
</tbody>
</table>
Type of research. As indicated in Table IX, the most frequent type of research design classified was quasi-experimental, inflated somewhat by the inclusion of some dissertations of apparently pre-experimental design. Correlational studies, experimental research and survey research were the next most frequently occurring categories. Over 45 percent of the dissertations were classified into experimental or quasi-experimental indicating some type of experimental manipulation.

Data analysis techniques. Each type of data analysis technique was counted once for each dissertation in which it was mentioned. Thus, while a dissertation mentioning four different types of analysis was counted four times, mention of four analyses of variance in the same dissertation abstract resulted in only one count.
TABLE VIII

Frequency of Dissertations by Educational Domain

<table>
<thead>
<tr>
<th>Category</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>cognitive</td>
<td>324</td>
<td>57.14</td>
</tr>
<tr>
<td>affective</td>
<td>49</td>
<td>8.64</td>
</tr>
<tr>
<td>psycho-motor</td>
<td>1</td>
<td>0.18</td>
</tr>
<tr>
<td>combination</td>
<td>142</td>
<td>25.04</td>
</tr>
<tr>
<td>not applicable</td>
<td>51</td>
<td>8.99</td>
</tr>
<tr>
<td><strong>total</strong></td>
<td>567</td>
<td>100.00</td>
</tr>
</tbody>
</table>

TABLE IX

Frequency of Dissertations by Research Type

<table>
<thead>
<tr>
<th>Category</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>quasi-experimental</td>
<td>173</td>
<td>30.57</td>
</tr>
<tr>
<td>correlational</td>
<td>131</td>
<td>23.14</td>
</tr>
<tr>
<td>experimental</td>
<td>85</td>
<td>15.02</td>
</tr>
<tr>
<td>survey</td>
<td>68</td>
<td>12.01</td>
</tr>
<tr>
<td>content analysis</td>
<td>49</td>
<td>8.66</td>
</tr>
<tr>
<td>material development</td>
<td>21</td>
<td>3.71</td>
</tr>
<tr>
<td>philosophical</td>
<td>18</td>
<td>3.18</td>
</tr>
<tr>
<td>ex post facto</td>
<td>14</td>
<td>2.47</td>
</tr>
<tr>
<td>other</td>
<td>7</td>
<td>1.24</td>
</tr>
<tr>
<td><strong>total</strong></td>
<td>567</td>
<td>100.00</td>
</tr>
</tbody>
</table>
As indicated in Table X, 24.51 percent of the dissertations did not clearly specify in the abstract what data analyses were performed. Of those reporting their analyses, simple correlation (23.28% of the dissertations) was most often cited followed closely by descriptive analyses (22.93% of the dissertations), and analyses of variance (22.40% of the dissertations). The more sophisticated techniques of factor analysis, multivariate analysis of variance and multiple discriminant function analysis were less often cited.

---

**Data gathering techniques.** Data gathering techniques were tabulated in a similar manner as that used for data analyses: once for each abstract in which they were cited with more than one category possible for each abstract but
# TABLE X

Frequency of Dissertations by Data Analysis Technique

<table>
<thead>
<tr>
<th>data analysis technique</th>
<th>n</th>
<th>percentage of dissertations reporting</th>
</tr>
</thead>
<tbody>
<tr>
<td>not given</td>
<td>139</td>
<td>24.51</td>
</tr>
<tr>
<td>simple correlation</td>
<td>132</td>
<td>23.28</td>
</tr>
<tr>
<td>descriptive statistics</td>
<td>130</td>
<td>22.93</td>
</tr>
<tr>
<td>analysis of variance</td>
<td>127</td>
<td>22.40</td>
</tr>
<tr>
<td>t-test</td>
<td>66</td>
<td>11.64</td>
</tr>
<tr>
<td>analysis of covariance</td>
<td>59</td>
<td>10.41</td>
</tr>
<tr>
<td>multiple regression</td>
<td>17</td>
<td>6.70</td>
</tr>
<tr>
<td>chi-square</td>
<td>29</td>
<td>5.11</td>
</tr>
<tr>
<td>z statistic</td>
<td>27</td>
<td>4.76</td>
</tr>
<tr>
<td>not applicable</td>
<td>26</td>
<td>4.59</td>
</tr>
<tr>
<td>multivariate anova</td>
<td>17</td>
<td>3.00</td>
</tr>
<tr>
<td>factor analysis</td>
<td>10</td>
<td>1.76</td>
</tr>
<tr>
<td>nonparametrics</td>
<td>7</td>
<td>1.23</td>
</tr>
<tr>
<td>discriminant function</td>
<td>4</td>
<td>.71</td>
</tr>
<tr>
<td>total</td>
<td>567</td>
<td>100.00</td>
</tr>
</tbody>
</table>
not more than one count within categories. The most often cited technique (see Table XI) was use of a standardized achievement test, noted in over 45 percent of the abstracts. Others frequently cited were nonstandardized achievement tests (30.34 percent of the dissertations), standardized aptitude tests (26.46% of the dissertations), demographic classifications (26.28%), nonstandardized content classifications (22.05%) and nonstandardized survey instruments (17.64%).

Summary of univariate analyses. Univariate analyses of the collection in terms of ten variables indicated that doctoral research relating to secondary reading is being carried out at a wide variety of institutions and has dealt with a number of different topics. The representation of diverse research designs and methodology including data analyses and instrumentation underlines the wide range of interests and backgrounds of doctoral students in this area.
<table>
<thead>
<tr>
<th>Data Gathering Technique</th>
<th>n</th>
<th>Percentage of Dissertations Reporting</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standardized Achievement Test</td>
<td>258</td>
<td>45.50</td>
</tr>
<tr>
<td>Nonstandardized Achievement Test</td>
<td>172</td>
<td>30.34</td>
</tr>
<tr>
<td>Standardized Aptitude Test</td>
<td>150</td>
<td>26.46</td>
</tr>
<tr>
<td>Demographic Classification</td>
<td>149</td>
<td>26.28</td>
</tr>
<tr>
<td>Nonstandardized Classification</td>
<td>125</td>
<td>22.05</td>
</tr>
<tr>
<td>Nonstandardized Survey</td>
<td>100</td>
<td>17.64</td>
</tr>
<tr>
<td>Nonstandardized Attitude Test</td>
<td>71</td>
<td>12.52</td>
</tr>
<tr>
<td>Unspecified Achievement Test</td>
<td>63</td>
<td>11.11</td>
</tr>
<tr>
<td>Nonstandardized Aptitude Test</td>
<td>41</td>
<td>7.23</td>
</tr>
<tr>
<td>Standardized Classification</td>
<td>39</td>
<td>7.05</td>
</tr>
<tr>
<td>Standardized Personality Test</td>
<td>39</td>
<td>6.88</td>
</tr>
<tr>
<td>Ratings</td>
<td>39</td>
<td>6.88</td>
</tr>
<tr>
<td>Interview</td>
<td>35</td>
<td>6.17</td>
</tr>
<tr>
<td>Unspecified Personality Test</td>
<td>12</td>
<td>2.12</td>
</tr>
<tr>
<td>Observation</td>
<td>11</td>
<td>1.94</td>
</tr>
<tr>
<td>Not Applicable</td>
<td>8</td>
<td>1.41</td>
</tr>
<tr>
<td>Vision Screening</td>
<td>8</td>
<td>1.41</td>
</tr>
<tr>
<td>Unspecified Aptitude Test</td>
<td>6</td>
<td>1.11</td>
</tr>
<tr>
<td>Eye Movement Camera</td>
<td>6</td>
<td>1.11</td>
</tr>
<tr>
<td>Standardized Attitude Test</td>
<td>6</td>
<td>1.11</td>
</tr>
<tr>
<td>Psychomotor Survey</td>
<td>3</td>
<td>.53</td>
</tr>
<tr>
<td>Auditory Screening</td>
<td>3</td>
<td>.53</td>
</tr>
<tr>
<td>Not Given</td>
<td>2</td>
<td>.35</td>
</tr>
<tr>
<td>Physiological Measures</td>
<td>1</td>
<td>.18</td>
</tr>
<tr>
<td>Total</td>
<td>1370</td>
<td></td>
</tr>
</tbody>
</table>
**Bivariate Analysis**

Bivariate frequency tables and Pearson's chi-square were used to analyze the relationship of year of completion, sex of author and degree granted to content classification, research type and data analysis techniques, and *F* tests were performed on data relating number of pages to year of completion, sex of author and degree awarded.

**Year of completion.** Examination of year by degree (see Table XII) yielded a Pearson's chi-square of 8.28 indicating a significant relationship between these variables with alpha set at .05. Examination of the total percentage table indicates that the relationship is accounted for by the shift in the 1970's to more Ph.D. 's being completed than Ed.D. 's which reversed the trend established in the 1960's.

---

**INSERT TABLE XII HERE**

---

A significant relationship is also indicated for year by sex of author (Table XIII) with a sharp increase in the number of female authors in the years since 1970.
A slight difference appeared in mean page length for the three time periods under consideration (see Table XIV) but this difference was nonsignificant.

Calculation of Pearson's chi-square indicated year of completion and content categories to be significantly related at the .0001 level of significance, with interest in "Response to and effects of reading", and "Reading personnel" showing a chronological increase accompanied by a chronological decrease for "Reading programs" and "Reading problems". For the late 1960's, abstracts classified "Correlates of reading achievement" show a proportional decrease while those classified "Materials" are disproportionately frequent.
### TABLE XII

Bivariate Percentage Table for Year by Degree

<table>
<thead>
<tr>
<th>years</th>
<th>Ph.D.</th>
<th>Ed.D.</th>
<th>total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1960-65</td>
<td>6.37</td>
<td>8.67</td>
<td>15.04</td>
</tr>
<tr>
<td>1966-70</td>
<td>7.79</td>
<td>13.81</td>
<td>21.59</td>
</tr>
<tr>
<td>1971-76</td>
<td>32.04</td>
<td>31.33</td>
<td>63.36</td>
</tr>
<tr>
<td>total</td>
<td>46.19</td>
<td>53.81</td>
<td>100.00</td>
</tr>
</tbody>
</table>

Pearson's chi-square = 8.28  \( \text{df} = 2 \)

chi-square probability = 0.015

### TABLE XIII

Bivariate Percentage Table for Year by Sex of Author

<table>
<thead>
<tr>
<th>years</th>
<th>male</th>
<th>female</th>
<th>total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1960-65</td>
<td>11.03</td>
<td>3.74</td>
<td>14.77</td>
</tr>
<tr>
<td>1966-70</td>
<td>16.19</td>
<td>5.34</td>
<td>21.53</td>
</tr>
<tr>
<td>1970-76</td>
<td>37.37</td>
<td>26.33</td>
<td>63.70</td>
</tr>
<tr>
<td>total</td>
<td>64.59</td>
<td>35.41</td>
<td>100.00</td>
</tr>
</tbody>
</table>

Pearson's chi-square = 15.18  \( \text{df} = 2 \)

chi-square probability = 0.00062

### TABLE XIV

Bivariate Table for Year by Page Length

<table>
<thead>
<tr>
<th>year</th>
<th>frequency</th>
<th>mean</th>
<th>standard deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1960-65</td>
<td>83</td>
<td>185.16</td>
<td>86.14</td>
</tr>
<tr>
<td>1966-1970</td>
<td>120</td>
<td>174.22</td>
<td>84.18</td>
</tr>
<tr>
<td>1971-1976</td>
<td>348</td>
<td>175.39</td>
<td>86.50</td>
</tr>
</tbody>
</table>

\( F = 0.40033 \)  \( \alpha = 0.6703 \)

Bartlett Test for homogeneity of variance, \( \alpha = 0.9342 \)
Examination of Table XVI for year of completion by research type indicates a number of notable shifts although the large number of cells with a frequency less than five prevent a valid chi-square being calculated. While interest in experimental, quasi-experimental, correlational and survey studies remains proportionately the same over the years outside of a marked increase in experimental studies in the late 1960's (see Table XVI), interest in content analysis and philosophical studies apparently rose sharply in the 1970's accompanied by a proportionate decline in studies categorized ex post facto and material development.

The number of cells with a frequency of less than five again prevented the bivariate data for year by data analysis (Table XVII) being analyzed using Pearson's chi-square. Several shifts are apparent however, with proportionately fewer abstracts failing to cite data analysis techniques through the late 1960's and the 1970's and an increase in
### TABLE XV

Bivariate Table of Year by Content Classification

<table>
<thead>
<tr>
<th>category</th>
<th>1960-65</th>
<th>1966-70</th>
<th>1971-76</th>
<th>total</th>
</tr>
</thead>
<tbody>
<tr>
<td>correlates of reading</td>
<td>3.05</td>
<td>1.80</td>
<td>8.62</td>
<td>13.46</td>
</tr>
<tr>
<td>measurement</td>
<td>0.00</td>
<td>1.10</td>
<td>3.05</td>
<td>3.95</td>
</tr>
<tr>
<td>motivation</td>
<td>0.54</td>
<td>1.08</td>
<td>3.23</td>
<td>3.95</td>
</tr>
<tr>
<td>response to reading</td>
<td>0.18</td>
<td>1.08</td>
<td>4.31</td>
<td>5.57</td>
</tr>
<tr>
<td>programs</td>
<td>1.80</td>
<td>1.80</td>
<td>3.77</td>
<td>5.57</td>
</tr>
<tr>
<td>materials</td>
<td>0.54</td>
<td>2.33</td>
<td>3.41</td>
<td>6.28</td>
</tr>
<tr>
<td>reading skills</td>
<td>3.59</td>
<td>5.57</td>
<td>14.00</td>
<td>23.16</td>
</tr>
<tr>
<td>content areas</td>
<td>1.44</td>
<td>2.15</td>
<td>9.16</td>
<td>12.75</td>
</tr>
<tr>
<td>reading problems</td>
<td>3.23</td>
<td>3.59</td>
<td>5.21</td>
<td>12.03</td>
</tr>
<tr>
<td>atypical learners</td>
<td>0.72</td>
<td>0.54</td>
<td>2.15</td>
<td>3.14</td>
</tr>
<tr>
<td>total</td>
<td>15.08</td>
<td>21.72</td>
<td>63.20</td>
<td>100.00</td>
</tr>
</tbody>
</table>

n = 557  
chi-square probability = 0.00001
Pearson's chi-square = 49.56  df = 20

### TABLE XVI

Bivariate Table of Year by Research Type

<table>
<thead>
<tr>
<th>category</th>
<th>1960-65</th>
<th>1966-70</th>
<th>1971-76</th>
<th>total</th>
</tr>
</thead>
<tbody>
<tr>
<td>experimental</td>
<td>-0.53</td>
<td>3.89</td>
<td>10.60</td>
<td>15.02</td>
</tr>
<tr>
<td>quasi-experimental</td>
<td>5.65</td>
<td>6.18</td>
<td>18.73</td>
<td>30.57</td>
</tr>
<tr>
<td>correlational</td>
<td>3.89</td>
<td>4.95</td>
<td>14.31</td>
<td>23.14</td>
</tr>
<tr>
<td>survey</td>
<td>2.30</td>
<td>2.30</td>
<td>7.42</td>
<td>12.01</td>
</tr>
<tr>
<td>ex post facto</td>
<td>1.24</td>
<td>0.88</td>
<td>0.35</td>
<td>2.47</td>
</tr>
<tr>
<td>philosptic</td>
<td>-0.35</td>
<td>-0.18</td>
<td>2.65</td>
<td>-3.18</td>
</tr>
<tr>
<td>content analysis</td>
<td>-0.71</td>
<td>1.59</td>
<td>6.36</td>
<td>8.66</td>
</tr>
<tr>
<td>material development</td>
<td>-0.18</td>
<td>1.41</td>
<td>2.12</td>
<td>3.71</td>
</tr>
<tr>
<td>other</td>
<td>-0.18</td>
<td>-0.18</td>
<td>0.88</td>
<td>1.21</td>
</tr>
<tr>
<td>total</td>
<td>15.02</td>
<td>21.55</td>
<td>63.43</td>
<td>100.00</td>
</tr>
</tbody>
</table>

n=566
Pearson's chi-square =40.41  df = 16
chi-square probability 0.00071 invalid
the proportionate number using analyses of variance techniques (including analyses of covariance and t-tests) and multivariate analyses. Analysis of the data by single years and uncollapsed data analysis categories supported the trends observed in Table XVII.

---

**INSERT TABLE XVII HERE**

---

**Type of degree.** Bivariate frequency tables and chi-square and F statistics were used to consider the relationship of type of degree to the variables year of completion, sex of author, number of pages, content classification, research type and data analysis.

Table XVIII reveals a significant relationship for degree by year with an increase in the proportion of Ph.D.'s in the 1970's.
# TABLE XVII

Bivariate Table of Year by Data Analysis

<table>
<thead>
<tr>
<th>category</th>
<th>1960-65</th>
<th>1966-70</th>
<th>1971-76</th>
<th>total</th>
</tr>
</thead>
<tbody>
<tr>
<td>descriptive statistics</td>
<td>1.78</td>
<td>4.20</td>
<td>10.57</td>
<td>16.56</td>
</tr>
<tr>
<td>correlation</td>
<td>2.93</td>
<td>5.35</td>
<td>16.82</td>
<td>25.10</td>
</tr>
<tr>
<td>nonparametrics</td>
<td>.76</td>
<td>1.02</td>
<td>2.80</td>
<td>4.59</td>
</tr>
<tr>
<td>analyses of variance</td>
<td>2.29</td>
<td>5.86</td>
<td>23.95</td>
<td>32.10</td>
</tr>
<tr>
<td>factor analysis</td>
<td>0.00</td>
<td>.38</td>
<td>.89</td>
<td>1.27</td>
</tr>
<tr>
<td>multivariate analysis</td>
<td>.13</td>
<td>.25</td>
<td>2.29</td>
<td>2.68</td>
</tr>
<tr>
<td>not specified</td>
<td>5.10</td>
<td>4.97</td>
<td>7.64</td>
<td>17.71</td>
</tr>
<tr>
<td>total</td>
<td>12.99</td>
<td>22.04</td>
<td>64.95</td>
<td>100.00</td>
</tr>
</tbody>
</table>

n=785

Pearson's chi-square = 58.66  
chi-square probability = 0.0000

df = 12
invalid
Degree awarded and sex of author (Table XIX) were not significantly related. Although there is a slightly higher proportion of female authors of Ph.D. dissertations it does not exceed the level of chance probability.

While perusal of Table XX reveals a somewhat greater mean page length for Ed.D. dissertations than for Ph.D., the difference is not significant at the .05 level. The difference in standard deviation is more notable, and the Bartlett test for homogeneity of variance indicated the difference significant at 0.000 with much greater variability apparent in length of the Ed.D. dissertations.
TABLE XVIII

Bivariate Table of Degree by Year of Completion

<table>
<thead>
<tr>
<th>degree</th>
<th>1960-65</th>
<th>1966-70</th>
<th>1971-76</th>
<th>total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ph.D.</td>
<td>6.37</td>
<td>7.79</td>
<td>32.01</td>
<td>46.19</td>
</tr>
<tr>
<td>Ed.D.</td>
<td>8.67</td>
<td>13.81</td>
<td>31.33</td>
<td>53.81</td>
</tr>
<tr>
<td>total</td>
<td>15.04</td>
<td>21.59</td>
<td>63.36</td>
<td>100.00</td>
</tr>
</tbody>
</table>

n=565
Pearson's chi-square = 8.28 df = 2
chi-square probability = 0.01573

TABLE XIX

Bivariate Percentage Table for Degree by Sex of Author

<table>
<thead>
<tr>
<th>degree</th>
<th>male</th>
<th>female</th>
<th>total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ph.D.</td>
<td>28.39</td>
<td>18.04</td>
<td>46.43</td>
</tr>
<tr>
<td>Ed.D.</td>
<td>36.43</td>
<td>17.14</td>
<td>53.57</td>
</tr>
<tr>
<td>total</td>
<td>64.82</td>
<td>35.18</td>
<td>100.00</td>
</tr>
</tbody>
</table>

n = 560
Pearson's chi-square = 2.57 df = 2
chi-square probability = 0.01049

TABLE XX

Bivariate Table for Degree Granted by Page Length

<table>
<thead>
<tr>
<th>degree</th>
<th>frequency</th>
<th>mean</th>
<th>standard deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ph.D.</td>
<td>258</td>
<td>170.54</td>
<td>71.75</td>
</tr>
<tr>
<td>Ed.D.</td>
<td>293</td>
<td>181.66</td>
<td>96.49</td>
</tr>
</tbody>
</table>

equality of means: F = 2.30605
alpha = 0.1294
Bartlett Test for homogeneity of variance, alpha = 0.00000
Degree awarded and content category appear to be significantly related variables at the .01 level of significance (Table XXI). This relationship is accounted for by the disproportionate number of Ph.D. degrees completed in the content categories "Response to and effects of reading" and "Reading in the content areas", while the Ed.D. Degrees are disproportionately frequent for "Motivation and attitudes toward reading", "Reading programs" and "Measurement, evaluation and diagnosis". Although not as marked, disproportionate number of Ph.D. degrees were also completed in the content categories "Materials" and Ed.D. in "Atypical learners".

---

INSERT TABLE XXI HERE

---

No significant relationship appeared between degree and research type as indicated in Table XXII. While there are some small differences, none of these exceeds the level of chance probability.

---

INSERT TABLE XXII HERE

---
### TABLE XXI

Bivariate Table of Degree by Content Classification

<table>
<thead>
<tr>
<th>Category</th>
<th>Ph.D.</th>
<th>Ed.D.</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>correlates of reading</td>
<td>6.31</td>
<td>7.21</td>
<td>13.51</td>
</tr>
<tr>
<td>measurement</td>
<td>1.26</td>
<td>2.70</td>
<td>3.96</td>
</tr>
<tr>
<td>motivation</td>
<td>1.62</td>
<td>3.24</td>
<td>4.86</td>
</tr>
<tr>
<td>response to reading</td>
<td>3.96</td>
<td>1.62</td>
<td>5.59</td>
</tr>
<tr>
<td>programs</td>
<td>1.62</td>
<td>5.77</td>
<td>7.39</td>
</tr>
<tr>
<td>materials</td>
<td>3.24</td>
<td>3.06</td>
<td>6.31</td>
</tr>
<tr>
<td>personnel</td>
<td>3.42</td>
<td>3.60</td>
<td>7.03</td>
</tr>
<tr>
<td>reading skills</td>
<td>10.27</td>
<td>12.79</td>
<td>23.06</td>
</tr>
<tr>
<td>content areas</td>
<td>7.39</td>
<td>5.41</td>
<td>12.79</td>
</tr>
<tr>
<td>reading problems</td>
<td>5.77</td>
<td>6.31</td>
<td>12.07</td>
</tr>
<tr>
<td>atypical learners</td>
<td>1.26</td>
<td>2.16</td>
<td>3.42</td>
</tr>
<tr>
<td>total</td>
<td>46.13</td>
<td>53.87</td>
<td>100.00</td>
</tr>
</tbody>
</table>

n = 565
Pearson's chi-square = 26.16
chi-square probability = 0.00363

### TABLE XXII

Bivariate Percentage Table for Degree by Research Type

<table>
<thead>
<tr>
<th>Category</th>
<th>Ph.D.</th>
<th>Ed.D.</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>experimental</td>
<td>6.91</td>
<td>8.26</td>
<td>15.07</td>
</tr>
<tr>
<td>quasi-experimental</td>
<td>14.18</td>
<td>16.49</td>
<td>30.47</td>
</tr>
<tr>
<td>correlational</td>
<td>11.52</td>
<td>11.52</td>
<td>23.05</td>
</tr>
<tr>
<td>survey</td>
<td>4.43</td>
<td>7.45</td>
<td>11.88</td>
</tr>
<tr>
<td>ex post facto</td>
<td>0.89</td>
<td>1.60</td>
<td>2.48</td>
</tr>
<tr>
<td>philosophic</td>
<td>1.77</td>
<td>1.42</td>
<td>3.19</td>
</tr>
<tr>
<td>content analysis</td>
<td>4.79</td>
<td>3.90</td>
<td>8.69</td>
</tr>
<tr>
<td>material development</td>
<td>1.06</td>
<td>2.66</td>
<td>3.72</td>
</tr>
<tr>
<td>other</td>
<td>0.53</td>
<td>0.71</td>
<td>1.24</td>
</tr>
<tr>
<td>total</td>
<td>46.10</td>
<td>53.90</td>
<td>100.00</td>
</tr>
</tbody>
</table>

n = 564
Pearson's chi-square = 8.36
chi-square probability = 0.39919
<table>
<thead>
<tr>
<th>data analysis</th>
<th>Ph.D.</th>
<th>Ed.D.</th>
<th>total</th>
</tr>
</thead>
<tbody>
<tr>
<td>descriptive statistics</td>
<td>7.18</td>
<td>9.49</td>
<td>16.67</td>
</tr>
<tr>
<td>correlation</td>
<td>12.95</td>
<td>11.79</td>
<td>24.74</td>
</tr>
<tr>
<td>nonparametric</td>
<td>2.44</td>
<td>2.18</td>
<td>4.62</td>
</tr>
<tr>
<td>ANOVA</td>
<td>14.10</td>
<td>18.08</td>
<td>32.18</td>
</tr>
<tr>
<td>factor analysis</td>
<td>6.64</td>
<td>6.64</td>
<td>1.28</td>
</tr>
<tr>
<td>multivariate</td>
<td>1.28</td>
<td>1.41</td>
<td>2.69</td>
</tr>
<tr>
<td>not specified</td>
<td>8.85</td>
<td>8.97</td>
<td>17.92</td>
</tr>
<tr>
<td>total</td>
<td>47.44</td>
<td>52.56</td>
<td></td>
</tr>
</tbody>
</table>

n=780
Pearson's chi-square = 4.87  
  df = 6
chi-square probability = 0.56249
Degree awarded and data analysis techniques specified in the abstracts were not significantly related as indicated in Table XXIII.

---

INSERT TABLE XXIII HERE

---

Sex of author. Bivariate frequency tables and chi-square and F tests were used to analyze the relationship of author to year of completion, number of pages, content classification, degree completed, research type and data analysis.

A significant relationship appeared between sex of author and year of completion (Table XXIV) with a disproportionate number of females completing degrees in the 1970's and a disproportionate number of males completing degrees in the 1960's.

---

INSERT TABLE XXIV HERE

---

The variables of sex of author and degree awarded (Table XXV) were not significantly related at the .05 level.
Table XXVI indicates no significant difference between mean number of pages reported by sex of author, nor between standard deviations as indicated by use of the F statistic.

Pearson's chi-square analysis indicated no significant relationship between the variables sex of author and content classification (Table XXVII).
### TABLE XXIV

**Bivariate Table of Sex of Author by Year of Completion**

<table>
<thead>
<tr>
<th>sex</th>
<th>1960-65 %</th>
<th>1966-70 %</th>
<th>1971-76 %</th>
<th>total %</th>
</tr>
</thead>
<tbody>
<tr>
<td>male</td>
<td>11.03</td>
<td>16.19</td>
<td>37</td>
<td>64.59</td>
</tr>
<tr>
<td>female</td>
<td>3.73</td>
<td>5.34</td>
<td>26.33</td>
<td>35.41</td>
</tr>
<tr>
<td>total</td>
<td>14.77</td>
<td>21.53</td>
<td>63.70</td>
<td>100.00</td>
</tr>
</tbody>
</table>

n=562  
Pearson's chi-square = 15.18  
chi-square probability = 0.00062

### TABLE XXV

**Bivariate Percentage Table for Sex of Author by Degree Granted**

<table>
<thead>
<tr>
<th>sex of author</th>
<th>Ph.D.</th>
<th>Ed.D.</th>
<th>total</th>
</tr>
</thead>
<tbody>
<tr>
<td>male</td>
<td>28.39</td>
<td>36.43</td>
<td>68.82</td>
</tr>
<tr>
<td>female</td>
<td>18.04</td>
<td>17.14</td>
<td>35.18</td>
</tr>
<tr>
<td>total</td>
<td>46.43</td>
<td>53.57</td>
<td>100.00</td>
</tr>
</tbody>
</table>

n = 560  
Pearson's chi-square = 2.57  
chi-square probability = 0.010459
### TABLE XXVI

Bivariate Table for Sex of Author by Page Length

<table>
<thead>
<tr>
<th>sex</th>
<th>frequency</th>
<th>mean</th>
<th>standard deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>male</td>
<td>357</td>
<td>175.13</td>
<td>89.17</td>
</tr>
<tr>
<td>female</td>
<td>194</td>
<td>178.88</td>
<td>79.69</td>
</tr>
</tbody>
</table>

Equality of means: $F = 0.238840$  $\alpha = 0.6252$

Bartlett Test for homogeneity of variance, $\alpha = 0.0791$

### TABLE XXVII

Bivariate Table of Sex of Author by Content Classification

<table>
<thead>
<tr>
<th>category</th>
<th>male</th>
<th>female</th>
<th>total</th>
</tr>
</thead>
<tbody>
<tr>
<td>correlates of reading</td>
<td>7.97</td>
<td>5.62</td>
<td>13.59</td>
</tr>
<tr>
<td>measurement</td>
<td>2.72</td>
<td>1.27</td>
<td>3.99</td>
</tr>
<tr>
<td>motivation</td>
<td>2.72</td>
<td>2.17</td>
<td>4.89</td>
</tr>
<tr>
<td>response to reading</td>
<td>3.62</td>
<td>1.99</td>
<td>5.62</td>
</tr>
<tr>
<td>programs</td>
<td>5.62</td>
<td>1.81</td>
<td>6.34</td>
</tr>
<tr>
<td>materials</td>
<td>4.53</td>
<td>1.81</td>
<td>6.34</td>
</tr>
<tr>
<td>personnel</td>
<td>4.71</td>
<td>2.54</td>
<td>7.25</td>
</tr>
<tr>
<td>reading skills</td>
<td>15.94</td>
<td>7.43</td>
<td>23.37</td>
</tr>
<tr>
<td>content areas</td>
<td>7.61</td>
<td>4.89</td>
<td>12.50</td>
</tr>
<tr>
<td>reading problems</td>
<td>6.70</td>
<td>4.89</td>
<td>11.59</td>
</tr>
<tr>
<td>atypical learners</td>
<td>2.90</td>
<td>0.54</td>
<td>3.49</td>
</tr>
<tr>
<td>total</td>
<td>65.04</td>
<td>34.96</td>
<td>100.00</td>
</tr>
</tbody>
</table>

$n = 552$

Pearson's chi-square = 10.79  $\text{df} = 10$

Chi-square probability = 0.00260
No significant relationship appeared between sex of author and research type (Table XXVIII) although a slightly disproportionate number of female authors completed studies designated philosophical and content analysis, while a proportionately higher number of male authors completed studies designated experimental and quasi-experimental.

---

**INSERT TABLE XXVIII HERE**

---

Sex of author was not significantly related to data analysis techniques although male authors indicated a slightly higher proportional use of descriptive statistics, and analyses of variance while female authors indicated a proportionately higher frequency of correlational, parametric and factor analyses. These proportions, however, can be attributed to chance.

---

**INSERT TABLE XXIX HERE**

---
# TABLE XXVIII

Bivariate Table of Sex of Author by Research Type

<table>
<thead>
<tr>
<th>category</th>
<th>male</th>
<th>female</th>
<th>total</th>
</tr>
</thead>
<tbody>
<tr>
<td>experimental</td>
<td>10.16</td>
<td>4.81</td>
<td>14.97</td>
</tr>
<tr>
<td>quasi-experimental</td>
<td>21.03</td>
<td>9.27</td>
<td>30.30</td>
</tr>
<tr>
<td>correlational</td>
<td>14.44</td>
<td>8.73</td>
<td>23.17</td>
</tr>
<tr>
<td>survey</td>
<td>7.66</td>
<td>4.46</td>
<td>12.12</td>
</tr>
<tr>
<td>ex post facto</td>
<td>1.43</td>
<td>1.07</td>
<td>2.50</td>
</tr>
<tr>
<td>philosophical</td>
<td>1.43</td>
<td>1.78</td>
<td>3.21</td>
</tr>
<tr>
<td>content analysis</td>
<td>5.35</td>
<td>3.39</td>
<td>8.73</td>
</tr>
<tr>
<td>materials development</td>
<td>2.14</td>
<td>1.60</td>
<td>3.74</td>
</tr>
<tr>
<td>other</td>
<td>.89</td>
<td>.39</td>
<td>1.25</td>
</tr>
<tr>
<td>total</td>
<td>64.53</td>
<td>35.47</td>
<td>100.00</td>
</tr>
</tbody>
</table>

n = 561
Pearson's chi-square = 6.89
chi-square probability = 0.54932
<table>
<thead>
<tr>
<th>category</th>
<th>male</th>
<th>female</th>
<th>total</th>
</tr>
</thead>
<tbody>
<tr>
<td>descriptive statistics</td>
<td>11.57</td>
<td>4.88</td>
<td>16.45</td>
</tr>
<tr>
<td>correlation</td>
<td>15.17</td>
<td>9.30</td>
<td>25.06</td>
</tr>
<tr>
<td>nonparametrics</td>
<td>2.70</td>
<td>1.93</td>
<td>4.63</td>
</tr>
<tr>
<td>analysis of variance</td>
<td>22.11</td>
<td>10.15</td>
<td>32.26</td>
</tr>
<tr>
<td>factor analysis</td>
<td>.77</td>
<td>.51</td>
<td>1.29</td>
</tr>
<tr>
<td>multivariate</td>
<td>1.54</td>
<td>1.16</td>
<td>2.70</td>
</tr>
<tr>
<td>not specified</td>
<td>11.44</td>
<td>6.17</td>
<td>17.61</td>
</tr>
<tr>
<td>total</td>
<td>65.30</td>
<td>34.70</td>
<td>100.00</td>
</tr>
</tbody>
</table>

n = 778
Pearson's chi-square = 6.06 df = 6
chi-square probability = 0.41667
Summary of bivariate analysis. Of the three demographic variables selected for bivariate analysis, (Table XXX), year of completion appears to have the most significant relationships with other variables being significantly related to degree, sex of author and content classification and showing strong relationships with both research type and data analyses although it was not possible to compute a valid chi-square for these contingency tables because of insufficient cell sizes.

Significant relationships for type of degree occurred only by year and content classification. On all other variables no differences by degree appeared that were not explicable by chance.

The only significant relationship for sex of author was by year, with no relationship between sex of author and distribution of any other variable beyond that attributable to chance.

INSERT TABLE XXX HERE
TABLE XXX

Summary of Bivariate Analysis

<table>
<thead>
<tr>
<th>variable</th>
<th>year</th>
<th>degree</th>
<th>sex</th>
</tr>
</thead>
<tbody>
<tr>
<td>year</td>
<td>----</td>
<td>*</td>
<td>***</td>
</tr>
<tr>
<td>degree</td>
<td>*</td>
<td>----</td>
<td>ns</td>
</tr>
<tr>
<td>sex</td>
<td>***</td>
<td>ns</td>
<td>---</td>
</tr>
<tr>
<td># of pages</td>
<td>ns</td>
<td>ns</td>
<td>ns</td>
</tr>
<tr>
<td>content class</td>
<td>***</td>
<td>**</td>
<td>ns</td>
</tr>
<tr>
<td>research type</td>
<td>invalid</td>
<td>ns</td>
<td>ns</td>
</tr>
<tr>
<td>data analysis</td>
<td>invalid</td>
<td>ns</td>
<td>ns</td>
</tr>
</tbody>
</table>

* = chi-square significant at .05
** = chi-square significant at .01
*** = chi-square significant at .001
ns = non significant
invalid = cell size insufficient for chi-square analysis

1 relationships with mean number of pages analyzed using F statistic
CHAPTER V

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS FOR FURTHER STUDY

SUMMARY

The purpose of this study was to examine the dissertation requirement in secondary reading, focusing on the period 1960 to 1975. To achieve this objective data were gathered and procedures followed to (a) identify the secondary dissertation literature, develop an empirically generated classification scheme, construct enriched annotations, and provide better access to this material in the form of an organized annotated bibliography with Key Word in Context (KWIC) and author indexes; (b) describe the demographic and content characteristics of the collection considering the variables year of completion, sex of author, institution awarding degree, length of the dissertation, content classification, education domain, type of research, data analysis techniques and data gathering techniques; and (c) analyze the relationship between year of completion, type of degree and sex of author and the variables of number
of pages, content classification, type of research and data analysis techniques. The body of dissertation literature considered included theses identified in *Dissertation Abstracts International* (DAI) by handsearching volumes 20 through 36. Limitations of the study included reliance on secondary sources (abstracts) of uneven quality; restriction of the dissertations considered to those announced in DAI; and dependence on handsearching by a number of individuals over several years which may have affected search reliability.

The study was based on the premise that while dissemination of research results is an integral part of the research process, an impressive body of dissertation literature exists which is often underutilized largely because of problems of organization and access. Providing access, however, is seen as merely an initial step with analysis and description of the dissertation literature in secondary reading seen as a logical and necessary second step for better understanding of the doctoral research conducted in the field.

The conceptual base for the study was derived from the literature related to several areas including: the process of graduate education, focusing primarily on the dissertation requirement; the communication and dissemination of research
results; information science research on tools used in providing access to document collections; and content analysis methodology as an unobtrusive technique in the social sciences. Literature reviewed in Chapter II provided the conceptual framework and supported the design and methodological aspects developed for the study emphasizing the extent of the dissertation literature, the potential value and current inaccessibility of dissertation research, the role of secondary publications in disseminating information, and the value of content analyses of dissertation research.

Specific steps involved in carrying out the study included (a) identification of abstracts in DAI volumes 20 to 36 (June, 1961 to July, 1976) relating to the field of secondary reading; development of classification parameters; rewriting and condensation of each abstract into an 'enriched annotation'; arrangement of the resultant body of annotations within the classification scheme; and generation of KWIC and author indexes (b) tabulation of the demographic variables of year of completion, degree awarded, institution granting degree and sex of author; and of content variables including type of research, educational domain, content classification, number of pages, data analysis techniques and data gathering techniques (c) bivariate analysis with
data realigned and contingency tables developed and analyzed using Pearson's chi-square to examine the relationship of year of completion, degree awarded and sex of author considering number of pages, content classification, type of research and data analysis techniques.

A body of 567 dissertation abstracts relating to secondary reading since 1960 was identified, empirically classified by content, and guidelines developed and enriched annotations written for each of the entries. The resultant annotated bibliography, organized by content classification and within content classification by year of completion, appears in this study as Appendix E, accompanied by KWIC and author indexes (Appendixes F & G) which were computer generated and carefully edited. An average of nearly six keywords for each dissertation provides points of entry to the collection.

Univariate analysis indicated: (a) an erratic pattern of increase over time with a notable shift between 1972 and 1974; (b) more dissertations completed for the Ed.D. degree than for the Ph.D; (53.81% to 46.19%); (c) more dissertations completed by male authors than female (64.59% to 35.41%); (d) 115 sponsoring institutions represented in the collection led by New York University (26), Florida State (23), Boston University School of Education (20), and
Indiana University (20); (e) a median page length of 157 with a range from 45 pages to 685; (f) content classification indicating a wide range of interests with reading skills, correlates of reading achievement, reading in the content areas and reading problems the most frequently investigated areas, in that order; (g) over 57 percent of the collection dealing primarily with the cognitive domain; (h) a variety of types of research represented led by quasi-experimental, correlational, experimental and survey; (i) data analysis techniques not specified by a large percentage (24.51%) of the original abstracts, with simple correlation the technique most often cited by those identifying data analysis procedures, followed by descriptive statistics and analysis of variance; and (j) the standardized achievement test the most often cited data gathering technique (over 45%) with others frequently noted, in order of occurrence, nonstandardized achievement tests, standardized aptitude tests and demographic classification.

Of the three demographic variables selected for bivariate analysis (year of completion, degree awarded and sex of author) bivariate analysis using Pearson's chi-square and contingency tables indicated year of completion as having the most significant relationships with other
variables, significant at .05 with degree awarded, sex of author and content classification, and showing strong indications of relationship with both research type and data analysis although valid chi-squares could not be computed for these relationships because of insufficient cell sizes. Relationships for year of completion with other variables indicated (a) a shift in the 1970's to more Ph.D.'s completed than Ed.D.'s reversing the trend in the 1960's; (b) a sharp increase in the number of female authors since 1970; (c) a chronological increase in frequency of the content classifications "response to and effects of reading" and "reading personnel" accompanied by a decrease in frequency for "reading problems" and "reading programs"; (d) a marked increase in experimental studies in the late 1960's and an apparent rise in content analysis and philosophical studies in the 1970's accompanied by a proportionate decline in ex post facto and material development research; and, (e) proportionately fewer dissertations failing to cite data analysis techniques in the late 1960's and 1970's and proportional increases in specification of analyses of variance techniques (including analyses of covariance and t-tests) and multivariate and factor analysis. The only other significant relationship appeared between type of degree and content classification, with the relationship accounted for
by the disproportionate number of Ph.D. degrees completed in the categories "students: response to and effects of reading" and "reading in the content areas", with Ed.D.'s disproportionately frequent for "students: motivation and attitudes toward reading", "reading programs" and "measurement, evaluation and diagnosis".

CONCLUSIONS

A large body of dissertation research exists of interest to researchers, practitioners and teacher educators in the field of secondary reading with 567 identified for 1960 to 1976. This body of literature represents the research interests and trends not only of doctoral students, but also of a wide variety of academic and research personnel involved with the studies as supervisors, committee members and consultants. The current rate of increase appears to be about 100 completed dissertations each year, a volume worthy of recognition and study.

The difficulties involved in obtaining access to the dissertation literature noted by others (Starr, 1964; Glass, 1976) were apparent in the execution of the current study. Identification of the dissertation literature in secondary reading was found to be possible only through handsearching of each of the monthly A-series publications of Dissertation
Abstracts International (DAI) appearing for each year under consideration. The number of subsections containing abstracts of interest in secondary reading underlined the diverse nature of topics of concern in the field as well as intensifying the difficulties of access. The variety of departments outside of reading which produce relevant material to secondary reading made handsearching of DAI almost unavoidable and supported the need for a secondary publication such as the annotated bibliography completed in this study.

Attempting to apply content analysis methodology to the DAI abstracts imposed a number of limitations on the study and it was found that while it is possible to work from secondary sources in a study of this type it is not optimal. The major difficulties encountered centered around omission of vital information from the abstracts written by dissertation authors and published in DAI. Many of the abstracts provided insufficient information regarding such factors as research design, sample population, data analysis and data gathering procedures. These omissions are unfortunate, and mitigate against the usefulness of the abstracts. In view of the cost difficulties involved in any attempt to complete studies such as the current one from primary documents, the dissertations themselves, it is
unfortunate that the potential use of the published abstracts is reduced by the quality of the abstracts themselves. Difficulties encountered in attempting content analysis of the original abstracts were also noted in attempting to provide annotations based on these abstracts, and while it was found feasible to produce a secondary source such as the appended annotated bibliography working from a secondary source, DAI, the uneven quality of the original abstracts made this a frustrating task. It seems paradoxical, that when an author has spent probably a year or more producing his dissertation research and the completed dissertation, more care is not taken with the final step of reporting the research, submission of the abstract to University Microfilms.

The dissertation research reflects the diversity of interests encountered in the field of secondary reading, and appears to draw heavily from such disciplines as educational psychology and English education as well as reading itself. A myriad of topics were encountered in attempting to develop a content classification, with research problems ranging from examination of the utility of specific techniques, such as the Cloze procedure, through attempts to develop comprehensive models of the reading process and including other such topics as correlates of reading ability:
measurement, evaluation and diagnosis of students; attitudes toward reading; materials development; response to reading; training and performance of reading professionals; specific and general reading skills; reading in the content areas; description, treatment and followup studies of reading problems; and examination of reading of atypical learners. Shifts in these areas over time may be seen as reflecting interests in the field with diversity in choice of problem areas appearing to increase.

In recent years a trend to proportionately more Ph.D.'s awarded and female authors identified is noted, probably reflecting admission and degree awarding trends in the institutions involved. While the total number of institutions represented in the current collection is 115, four institutions account for 15 percent of the total with seven accounting for over 25 percent and 20 for nearly 50 percent. Examination of this list in comparison with those identified by Palmatier and Austin (1974) and Palmatier and Rood (1975) as producing the greatest number of dissertations in reading, and with University Microfilms (1974-1975) figures for the discipline of education generally provide some interesting results. Palmatier and Austin (1974) identified 14 institutions producing at least six dissertations for 1973, led by the University of Georgia
with 12 (ranked 10.5 in the current study for 1960-1976). Palmatier and Rood (1975), examining data for dissertations completed in 1974 listed 18 institutions producing six or more led by the University of Southern California with 15 (ranked 5.5 in the current study) and the University of Pittsburgh (ranked 7 in the current study). The University Microfilms data on dissertations announced in the Education sections of DAI for 1975-1975 indicated the University of Southern California ranked first quantitatively with 176 (ranked 5.5 in the current study), followed by Indiana University (ranked 3.6 here) University of Pittsburgh (7), Ohio State (24.5), Columbia University Teachers College (10.5), Michigan State (42), Florida State (2) and Temple University (8.5). While there appears to be a core of universities producing a large proportion of the doctoral dissertations in education generally, secondary reading dissertations do not follow the volume pattern consistently reflecting specific emphases in doctoral programs in education among the universities.

In spite of frequent exhortations in the literature, data examined in this study provided no indication that dissertations are becoming shorter.

Emphasis on the cognitive domain and heavy reliance on standardized and nonstandardized achievement tests and
standardized aptitude tests are compatible findings. The importance of developing and refining these types of measure is underscored by their frequency of use. The heavy reliance on standardized tests in also consistent with data reported by Palmatier and Austin (1974) and Palmatier and Rood (1975) for reading and by Wick and Dirkes (1973) for education generally.

The categories for type of research which were employed in this study were somewhat narrower than those used in studies reviewed in Chapter II, but are consistent with previous studies in indicating quasi-experimental, correlational, experimental and survey research as the most frequently designated types, although not always in the same rank order, and a chronological trend toward proportionately more experimental studies, as well as to greater diversity with content analyses and philosophical studies perhaps reflecting the frequent calls in the literature for broadening the research acceptable for a dissertation.

A variety of data analysis techniques were reported in the abstracts examined and it is unfortunate that some 24 percent of the authors neglected to specify their analyses. It is encouraging that the more recent abstracts were more specific concerning procedures followed. Simple correlations, descriptive statistics and analysis of
variance appeared to be the most frequently used techniques, generally consistent with results of similar studies (Palmatier & Austin, 1974; Palmatier & Rood, 1975; Novak, 1975; Wick & Dirkes, 1973). The trend noted towards increased use of analyses of variance techniques was consistent with findings for science dissertations reported by McDonald (1974).

Results of the content analyses of this study are consistent with the view of secondary reading as an emerging field, particularly when the increase in the number of dissertations reported and the trends apparent when relationships of other variables with year of completion are considered.

An interesting finding was that no relationship could be identified between degree granted and any of the other variables with the exception of year of completion and content classification. The relationships noted between degree and content classification were also somewhat surprising, and not consistent with the view of the Ph.D. as a research degree and the Ed.D. as a practitioners degree.

The utility of computer generated Key Word in Context indexes, based on semantic content of the titles, was confirmed by the present investigation and dissertation titles, informative and 'rich' in keywords are particularly
suitable for this type of indexing. The edited KWIC index (Appendix F), allowing an average of nearly six points of access to each dissertation, appears to be a practical and useful tool for enhancing the accessibility of the dissertation research in secondary reading. The depth of indexing possible through use of semantically acceptable title terms is good in comparison with general guidelines which suggest four to eight indexable terms per title as being optimal. While the classification scheme, based on an analysis of actual subject content in the abstract, provides search capability on a broad approach, the KWIC index, based on indexing through specific terms or descriptors, allows for a more specific approach to searching which complements the classificatory approach inherent in subject indexing.

Research reviewed suggested that potentially useful sources are often ignored by the information user in favour of materials to which he has more immediate access. The annotated bibliography, KWIC and author indexes produced for this study, accompanied by the content analysis of demographic and content variables of the collection are attempts to make the dissertation literature on secondary reading better known and more readily available, as well as adding to understanding of the nature of the thesis research completed in the field.
RECOMMENDATIONS

Some specific recommendations can be offered for further research and study.

1. Research should now be undertaken to consider the extent to which dissertation research in secondary reading is reported in the open literature of the field including the annual summary of reading research published in the *Reading Research Quarterly*, and to examine its impact on literature focused on the practitioner through the *Journal of Reading*.

2. The annotated bibliography, with the KWIC and author indexes, should be updated annually and made available in the open literature of the field.

3. Additional methods of increasing access to the secondary dissertation literature should be studied and alternatives considered such as providing an announcement vehicle in the form of a section in one of the professional journals where authors or departments could submit author, title, advisor, institution and date information immediately following the final oral examination so that others could maintain an awareness of current dissertation research.

4. Abstracts submitted to *DAI* should be improved and
standardized with more stringent guidelines perhaps provided by University Microfilms, and dissertation authors made more aware of the potential use of these abstracts. Additionally, DAI could include information regarding the specific department under which each dissertation was completed. This information would aid in identifying departments outside of reading, such as educational psychology, or English education, where current research in secondary reading is taking place. Professional associations related to reading could also publish suggested guidelines for submission of abstracts in reading to DAI.

5. Further content analyses of dissertations, particularly in terms of content variables such as research design and methodology, should be undertaken to identify trends of interest to those supervising and teaching doctoral students. This information would be of particular interest to instructors in research design and statistics in determining the adequacy of preparation of doctoral candidates in terms of methodological skills.

6. Research should be instituted to generate identification and synthesis of substantive conclusions which emanate from dissertations themselves and relate such conclusions to the current state of art in the field.

7. Citation analyses techniques could be applied to the
referencing in dissertations to indicate the extent to which various types of literature are utilized in such research and the degree to which students make use of the literature available on their topic at the time the dissertation is written.

8. In view of the failure of this study to indicate any notable differences between the Ed.D. and the Ph.D. degrees, and the contention noted in the literature review that the status of the Ed.D. has never been satisfactorily determined, a broad in depth study of the two degrees is indicated.
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APPENDICES

APPENDIX A: DATA CODING SYSTEM

APPENDIX B: CODED RAW DATA FOR CONTENT ANALYSIS VARIABLES

APPENDIX C: INSTITUTIONS WITH NUMBER OF DISSERTATIONS PRODUCED

APPENDIX D: USE OF THE ANNOTATED BIBLIOGRAPHY

APPENDIX E: ANNOTATED BIBLIOGRAPHY

APPENDIX F: KEYWORD IN CONTEXT INDEX

APPENDIX G: AUTHOR INDEX
APPENDIX A

Data Coding System

Columns 1-4: four digit document identification number

Column 5: blank

Columns 6-7: two digit subjective classification as indicated in Chapter IV

Columns 8-9: two digit year of completion, eg. 66 = 1966

Column 10: one digit degree awarded
   e = Ed.D.
   P = Ph.D.

Column 11: one digit sex of author (m = male; f = female)

Columns 12-14: three digit number of pages

Column 15: one digit educational domain
   1 = cognitive
   2 = affective
   3 = psycho-motor
   4 = combination
   5 = not applicable

Column 16: one digit type of research
   1 = experimental
   2 = quasi-experimental
   3 = correlational
   4 = survey
   5 = ex post facto
   6 = philosophic
   7 = content analysis
   8 = materials development
   9 = other

Columns 17-28: series of two digit data analysis techniques
   01 = descriptive statistics
   02 = simple correlation
   03 = chi-square
   04 = t-tests
   05 = non parametric statistics
   06 = analysis of variance
07 = analysis of covariance
08 = multiple regression
09 = factor analysis
10 = multivariate analysis of variance
11 = not specified
12 = not applicable
13 = z statistic
14 = discriminant function analysis

Columns 29-40: series of two digit data gathering techniques
01 = unidentified achievement test
02 = unidentified personality test
03 = unidentified aptitude test
11 = standardized achievement test
12 = standardized aptitude test
13 = standardized personality test
14 = standardized classification scheme
15 = standardized attitude test
21 = nonstandardized achievement test
22 = nonstandardized attitude test
23 = nonstandardized survey
24 = interview
25 = nonstandardized classification
26 = rating scale (individuals)
27 = nonstandardized personality test
28 = nonstandardized aptitude test
29 = observation
30 = not applicable
41 = eye-movement camera
42 = physiological functions
43 = vision screening
44 = psycho-motor survey
45 = auditory screening
50 = demographic classification
60 = not identifiable
APPENDIX B

Coded Raw Data for Content Analysis Variables

0001 0066ef2084311 0112232250
0002 0067pm126131312 112125
0003 0071em1374309 1112132150
0004 0072em0861106 2850
0005 0073ef2061106 281250
0006 0073em1741106 112123
0007 0075ef3091411 1123242550
0101 0164em1721402 12
0102 0164em6455701 25
0103 0171pf1081111 1228
0104 0171ef2181701 14
0105 0172pf1621311 1150
0106 0173ef231130208 2821
0107 0173pf1941712 25
0108 0173em16012100612 11282112
0109 0174em1481406 141125
0110 0175pf2341302 1121
0111 0175ef1731612 30
0112 0175pm1271206 21
0113 0175pf157130208 2811
0114 0175em081130614 1128
0201 0263pm1484304 4241
0202 0264em097130213 252811
0203 0265em250130802 12112543
0204 0264em133120607 111221
0205 0265pm183120402 0112
0206 0268pm080130213 281211
0207 0270ef2921302060710 111228
0208 0273ef1384106 112150
0209 0273em4394702 024325
0210 0273pf19613090802 12215044
0211 0274em1733206 112528
0212 0274pm15343030201 25014350
0213 0275em201410408 12214150
0214 0275ef136420206 25282141
0215 0275em188420204 4150
0216 0275pm1441106 2150
0217 0275pf080120702 1112
0218 0275pf172130211 2801
0301 0361pm121130211 2112
0402 0363pm2191306 1112
0303 0363pm1694302 111213262850
APPENDIX C

INSTITUTIONS WITH NUMBER OF DISSERTATIONS PRODUCED

Alabama State College (1)
The University of Akron (3)
The University of Alabama (5)
The American University (3)
The University of Arizona (9)
Arizona State University (11)
University of Arkansas (2)
Auburn University (3)
Ball State University (3)
Boston University School of Education (20)
Brigham Young University (7)
The University of British Columbia (5)
University of California, Berkely (6)
University of California, Los Angeles (3)
Case Western Reserve University (3)
The Catholic University of America (2)
University of Cincinnati (1)
City University of New York (1)
Claremont Graduate School (3)
University of Colorado (5)
Columbia University Teachers College (12)
The University of Connecticut (6)
Cornell University (1)
University of Delaware (1)
University of Denver (1)
Duke University (2)
East Texas State University (1)
The University of Florida (5)
The Florida State University (23)
Fordham University (6)
George Peabody College for Teachers (3)
The George Washington University (2)
University of Georgia (12)
Georgia State University (1)
Harvard University (3)
Hofstra University (8)
University of Houston (2)
University of Idaho (2)
University of Illinois at Urbana-Champaign (10)
Indiana University (20)
The University of Iowa (9)
The Johns Hopkins University (1)
University of Kansas (4)
Kansas State University (2)
Kent State University (2)
Lehigh University (6)
Loyola University of Chicago (1)
University of Maine (1)
Marquette University (1)
University of Maryland (8)
University of Massachusetts (7)
Memphis State University (2)
University of Miami (1)
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APPENDIX D

USE OF THE ANNOTATED BIBLIOGRAPHY

Each dissertation abstract was assigned a four digit identification number which provides access to the annotated bibliography.

The first digit indicates the major content category to which the document was assigned, for example, 0 for Correlates of Reading Achievement, 5 for Reading Skills, 7 for Reading Problems. The second digit indicates the subcategory assignment with, for example, 51 indicating Reading Skills: general, or 63 Reading in the Content Areas: social studies.

The third and fourth digits indicate chronological position within subcategories with the earliest document assigned 01 and others numbered consecutively. Thus, the identification number 5313 would indicate the thirteenth document indexed in the major category Reading Skills(5): comprehension(3).

The system of identification numbers is not consecutive among categories or subcategories, that is, if the last number in a subcategory is 5354, the first number in the next subcategory will not be 5355 or even necessarily 5401. The numbering system has been designed to facilitate updating of the index, and provision has been made for, at a minimum, the tripling in quantity of each of the subcategories. Consequently, when the 1976-1977 entries are added, they will fit logically into the identification scheme.

A Table of Contents is provided to facilitate entry to the bibliography through the content classifications.
## APPENDIX E
### ANNOTATED BIBLIOGRAPHY

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0. CORRELATES OF READING ACHIEVEMENT

0.0 GENERAL

HOTON, ESTELLE UNDERWOOD. THE RELATION OF STUDENT WITHDRAWAL FROM HIGH SCHOOL TO READING AND OTHER SELECTED FACTORS. ED.D. UNIVERSITY OF GEORGIA, 1966, ORDER NO. 67-3556, 208 PAGES.

Correlates school withdrawal to reading, intelligence, age, school progress and home background using questionnaire data on grade 11 DeKalb County, Georgia students, 1963-65. Concludes (1) students remaining in school had higher reading achievement and IQ's and were younger for grade placement than dropouts (2) drop-outs and stay-ins differed significantly in expressed difficulty of reading material, reported possession and use of library cards and feelings about reading achievement but not in expressions of interest in reading or reported amount of recreational reading, and (3) significant differences appeared in GPA, courses failed, number of retentions and occupation of household head. (Standardized reading tests; questionnaire)

MALLARD, JOSEPH RAFTER. THE RELATIONSHIP OF READING ABILITY TO RANK IN HIGH SCHOOL CLASS. PH.D. UNIVERSITY OF CONNECTICUT, 1967. ORDER NO. 68-1374, 126 PAGES.

Analyzes data concerning reading ability, class rank, sex, school size and expenditure/pupil for 761 graduates of four high schools finding a significant relationship between reading ability measured at the beginning of high school and class rank at graduation for all factors. (Standardized reading tests)

SMITH, RICHARD LEE. A FACTOR ANALYTIC STUDY OF CRITICAL READING/THINKING, INFLUENCEABILITY, AND RELATED FACTORS. ED.D. UNIVERSITY OF MAINE, 1971. ORDER NO. 72-15,652, 137 PAGES.

Employs factor analysis on data obtained from a grade 12 class (M=123, F=108) and concludes that critical reading/thinking (1) is not related to influenceability (2) is more strongly related to personality for males (3) is more closely related to intelligence, reading aptitude and achievement for females, and (4) displays greater factor homogeneity among females.

Influenceability did not appear to be significantly related to personality factors, intelligence, reading aptitude or achievement. (Standardized IQ, achievement & personality measures; GPA)

SPELLMAN, CHARLES RICHARD. SHORT TERM MEMORY PROCESSING OF READING DISABLED AND NORMAL CHILDREN. ED.D. UNIVERSITY OF KANSAS, 1972. ORDER NO. 73-11,637, 86 PAGES.

Compares 30 reading disabled and 30 normal male subjects randomly selected from grades 3, 5, and 7 on recall accuracy, acquisition strategy and retrieval strategy for a serial learning task. Finds no significant differences by grade, by disabled-normal or by grade disabled normal. (Measures of recall accuracy, acquisition strategy and retrieval strategy)

RAETSCH, BARBARA MORRIS. THE RELATIONSHIP OF SHORT-TERM MEMORY ABILITY OF NORMAL AND EMR SUBJECTS TO THE READING PROCESS. ED.D. UNIVERSITY OF GEORGIA, 1973. ORDER NO. 75-4867, 206 PAGES.

Evaluates short term memory performance on paradigmatic and syntagmatic type word association language patterns using 15 EMR's, 15 normals matched on MA and 15 normals matched on CA in each of two treatment groups which varied in type of language pattern presented. Analyses of variance indicated that more than language pattern organization must be imposed on EMR children to facilitate short term memory performance and that children's specific verbal language patterns cannot be transferred to retention of print materials. (IQ data; criterion measure of recall)

LASH, NEIL A. EFFECTS OF VERBAL MODALITY ON PRINCIPLE LEARNING FOR VOCATIONAL STUDENTS WITH DIFFERENT LEVELS OF READING ABILITY. ED.D. UNIVERSITY OF MISSOURI- COLUMBIA, 1973. ORDER NO. 74-9957, 174 PAGES.

Used a 2 x 2 randomized factorial design to determine the effect of visual and aural formats on learning time and performance for male trades and electricity students in grades 10, 11 and 12, blocking on reading ability. Analyses of variance indicated (1) high ability readers performed significantly better than low ability (2) no consistent effect due to verbal objectives, and (3) no interaction or correlation between reading ability and verbal format. (Standardized reading test)

Uses surveys, questionnaires, interviews and visitations to examine the effect of selected variables on reading and mathematics achievement in Region 6 of the Detroit Public Schools. Data involving a target population of 6600 students indicated a number of effective factors including (1) funding (2) diagnosis of problems (3) attitude of administrators (4) class size (5) teacher experience, and (6) supportive services. (Surveys, questionnaires, interviews)

SEITZ, ROBERT JR. AN EXAMINATION OF VISUAL PERCEPTUAL PERFORMANCE BY RETARDATES AND NORMALS ON EMBEDDED FIGURES AND STRUCTURAL ANALYSIS IN READING. ED.D. INDIANA UNIVERSITY, 1964. ORDER NO. 65-2393, 172 PAGES.

Analyzes performance of 24 EMR and 24 normal adolescents on an Embedded Figures Test and a Structural Analysis Test with achievement of normals superior for both measures. Generally, insignificant correlations were found between the tests for the retardates, indicating that visual perception may not be a unitary factor. (Embedded Figures Test; Structural Analysis Test)

HODGES, RICHARD EDWIN. AN ANALYSIS OF THE PHONOLOGICAL STRUCTURE OF AMERICAN-ENGLISH ORTHOGRAPHY. ED.D. STANFORD UNIVERSITY, 1964. ORDER NO. 65-2660, 645 PAGES.

Offers statistical evidence to support the assumption that the American English orthography is substantially a surrogate of spoken language to the extent that increasing restrictions are placed upon phoneme-grapheme correspondences when analyzed in terms of phonological structure underlying the orthography. Uses a population of 15,264 words of the Thesniike-Large Teachers' Word Book of 50,000 Words and 2,026 words from the Miriam New Collegeate Dictionary. (Computer program)

JURGENS, JEANNE MARIE. PERCEPTION OF LEXICAL AND STRUCTURAL AMBIGUITY BY JUNIOR AND SENIOR HIGH SCHOOL STUDENTS. PH.D. GEORGE PEABODY COLLEGE FOR TEACHERS, 1971. ORDER NO. 72-31,387, 162 PAGES.

Used 30 subjects in each of grades 7, 9, and 11 investigating (1) their ability to recognize ambiguity in sentences at the lexical, surface structural and underlying structural levels (2) relative difficulty of perceiving difficulty at each of these levels, and (3) relationships between ability to recognize ambiguity and other language related abilities. Results included (1) students in grade 7 required longest perception times (2) perception time and correct response were unrelated (3) IQ was the best predictor of perception time while quality of composition best predicted correct responses scored. (4) the order of difficulty for sentence types was lexical ambiguity, no ambiguity, underlying ambiguity, surface ambiguity. (Individually administered sentence-interpretation test)

MENOSKY, DOROTHY MAE. A PSYCHOLINGUISTIC ANALYSIS OF ORAL READING MISCUES GENERATED DURING THE READING OF VARYING PORTIONS OF TEXT BY SELECTED READERS FROM GRADES TWO, FOUR, SIX AND EIGHT: A DESCRIPTIVE STUDY. ED.D. WAYNE STATE UNIVERSITY, 1971. ORDER NO. 72-14,600, 218 PAGES.

Examines oral reading miscues of three average readers from each of grades 2, 4, 6 and 8, and three high and three low readers from grade 4 with special attention to categories of syntactic acceptability, semantic acceptability and correction; their interrelationships and their relationships to comprehension. Concludes that a relationship exists between use of context in reading varying portions of text, and types of methods and materials for testing. (Goodman Taxonomy of Reading Miscues)

CHEEK, MARTHA DIANE COLLINS. RELATIONSHIP OF ORAL READING, SPELLING AND KNOWLEDGE OF GRAPHEMIC OPTIONS. PH.D. THE FLORIDA STATE UNIVERSITY, 1972. ORDER NO. 72-31,387, 162 PAGES.

Uses data from 139 grade 6 and 119 grade 8 students in regular classrooms in two northern Florida middle schools and concludes: (1) knowledge of graphic options is developmental through fifth grade, declining at sixth and showing an insignificant increase from fifth to eighth (2) positive relationships exist between sixth and eighth graders graphic options knowledge, oral reading and spelling (3) white students showed greater graphic option knowledge than blacks, and (4) black students showed higher correlations between graphic option knowledge
and oral reading and spelling achievement. (Gilmore Oral Reading Test, Form C; New Iowa Spelling Scale; Graphemic Options Tests, Parts I and II)

SIEDOW, MARY DUNN. RELATIONSHIPS BETWEEN SYNTACTIC MATURITY IN ORAL AND WRITTEN LANGUAGE PRODUCTION AND READING COMPREHENSION OF MATERIALS OF VARYING SYNTACTIC COMPLEXITY. ED.D. INDIANA UNIVERSITY, 1973. ORDER NO. 74-2706, 231 PAGES.

Examines relationships between syntactic maturity in oral and written language production and in reading comprehension using 90 students in each of grades 4, 8, and 12. Correlational and regression analyses revealed no developmental variations in correlations between syntactic maturity in oral or written language and no differences in relationships by sex. (Cloze tests; measures of syntactic maturity)


Presents an annotated bibliography of literature concerning relationships between reading and linguistics, summarizes trends, synthesizes implications and attempts to provide an historical perspective for the reading specialist.

FISHER, KENNETH DAVID. AN INVESTIGATION TO DETERMINE IF SELECTED EXERCISES IN SENTENCE-COMBINING CAN IMPROVE READING AND WRITING. ED.D. INDIANA UNIVERSITY, 1973. ORDER NO. 74-2586, 160 PAGES.

Investigates the effects of exercises in sentence combining and embedding developed from transformational generative grammar on syntactic maturity and reading comprehension for selected fifth, seventh and ninth grade students. Experimental groups exposed to the treatment scored significantly higher on writing and reading output as indicated by analyses of covariance and correlation matrices. (Syntactic maturity by T-unit length, clause length and clauses per T-unit; standardized reading tests: Cloze tests)

HAYDEN, JOHN BLAIR. PSYCHOLINGUISTIC ANALYSIS OF ORAL READING OF THREE SELECTED GROUPS OF SEVENTH GRADE STUDENTS. ED.D. UNIVERSITY OF SOUTHERN CALIFORNIA, 1974. ORDER NO. 74-11,688, 148 PAGES.

Compares numbers and types of oral reading miscues of deficient, average and proficient readers in grade 7 using analysis of variance and Tukey's HSD test and finds significant differences only in (1) pattern of comprehension total miscues, and (2) total miscues when miscues did not involve insertion or omission. (Comprehensive Tests of Basic Skills; The Reading Miscue Inventory)


Correlates syntactic attainment (completeness, pattern transformation and precision transformation for sentence constructions) with reading ability for 96 grade 7 suburban Pennsylvania students, finds a significant relationship between total syntactic attainments and total reading achievement .68 in School I and .80 for School II) and recommends that the function of syntax in reading be given more emphasis. (Gates-MacGinitie Reading Tests: Survey E; Sentence Construction Test level E, Falk School Research Office, University of Pittsburgh)

BLASS, ROSANNE JOHNSON. REVIEW, ANALYSIS AND SYNTHESIS OF THEORIES AND RESEARCH BASE PROVIDED BY TRANSFORMATIONAL-GENERATIVE GRAMMAR AND COGNITION WITH IMPLICATIONS FOR A UNIFIED THEORY AND PARTIAL MODEL OF THE READING PROCESS. ED.D. UNIVERSITY OF TENNESSEE, 1975. ORDER NO. 75-26,700, 173 PAGES.

Suggests the gap between transformational-generative and cognitive theory has been lessened by recent development of semantic theory and the incorporation of Vygotsky's ideas with those of Piaget. Synthesizes the information base and presents a theory and partial model of language acquisition based on principles of Piaget/Vygotsky which is then related to the reading process, postulating that external reading behaviours are acquired through assimilation, accommodation and equilibrium.
FERRY, CLIFFORD LLOYD. DISCOURSE COHERENCE AND READABILITY: A STUDY OF THE EFFECTS OF COHERENCE MARKER DENSITY ON READING COMPREHENSION. PH.D. UNIVERSITY OF OREGON, 1975. ORDER NO. 76-5163, 157 PAGES.

Employs Cloze tests with 261 tenth grade students stratified by reading ability, to examine the effect of Coherence Marker (signalling various relationships between sentences) Density on reading comprehension. Analysis of variance indicated a significant effect for reading ability but not for Coherence Marker Density.

(Cloze tests)


Examines results of linguistic tests designed to assess abilities to use the cue systems of word order, inflectional endings and function words, and of Cloze tests for reading comprehension. Correlational analyses of data for 153 fourth, 174 sixth and 132 eighth graders suggest that an awareness of word order, function words and inflectional endings is fundamental to the process of comprehension as measured by both Cloze and standardized reading tests across a wide range of reading abilities.

(Surface Structure Utilization Test; Word Usage Recovery Test; Cloze test; Metropolitan Achievement Test: Reading, Form F (1970)).

FLORIANI, BERNARD PAUL. A PSYCHOLINGUISTIC ANALYSIS OF STRUCTURE WORD PERFORMANCE AND CLOZE ERRORS IN SENTENCES OF VARIED SYNTACTIC COMPLEXITY. ED.D. MEMPHIS STATE UNIVERSITY, 1975. ORDER NO. 76-5043, 81 PAGES.

Employs discriminant function analyses, analyses of variance and the Duncan Multiple Range Test to examine performance of students identified as good or poor readers at grade 8, 10 and 12. Reports (1) noun, verb and phrase marker Cloze tests consistently discriminated good readers from poor readers at each grade level, and (2) when syntactic complexity was considered, errors classified as totally acceptable and errors which involved the insertion of the correct structure word category decreased as acceptability increased.

(Standardized Reading Test; Cloze Tests)

DAVIS, FRANK REYNOLDS JR. SPEED OF READING AND RATE OF RECOVERY IN CERTAIN PHYSIOLOGICAL SUBSYSTEMS. PH.D. UNIVERSITY OF CALIFORNIA, BERKELEY, 1963. ORDER NO. 64-5212, 148 PAGES.

Correlates speed of reading with physiological variables for 70 subjects from the California Adolescent Growth Study pool, Institute of Human Development, University of California, Berkeley and finds (1) rapid reading associated with non-efficient oxygen transport following exercise, early physical maturation, accelerated rate of physical development and low CA for grade placement (2) slow reading associated with efficient oxygen transport following exercise, delayed rate of physical maturation and physical development, and high CA for grade placement, and (3) no general domain of physiological efficiency.

(Eye-movement camera; measures of physiological functions and psychophysical responses)

SPENCER, GARY DALE. THE RELATIONSHIP OF READING TO AUDITORY DISCRIMINATION OF DIFFERENCES IN RHYTHM, PITCH AND TONAL SEQUENCE. ED.D. ARIZONA STATE UNIVERSITY, 1964. ORDER NO. 64-12,827, 97 PAGES.

Examines data on auditory discrimination and reading ability at the third, fifth and eighth grades from Phoenix schools selected as socioeconomic extremes. Correlations between reading achievement and the rhythm, pitch and tonal sequence tests were insignificant as were differences by school for reading achievement.

COHEN, S. ALAN. A STUDY OF THE RELATIONSHIPS AMONG MEASUREMENTS OF READING, INTELLIGENCE AND VISION DEVELOPMENT, USING A DYNAMIC THEORY OF VISION, IN SOCIALLY DISADVANTAGED JUNIOR HIGH SCHOOL CHILDREN. ED.D. BOSTON UNIVERSITY SCHOOL OF EDUCATION, 1965. ORDER NO. 66-200, 250 PAGES.

Presents data on development and validation of a Developmental Vision Survey (DVS) and reports correlations for 352 underachieving seventh and eighth graders controlled for intelligence. Concludes vision development is not related to reading for the population and that developmental vision affects achievement indirectly by affecting intelligence.

(Investigator Developmental Vision Survey; SRA Tests of Primary Mental Abilities; reading subtests Iowa Tests of Basic Skills)
BROWN, DON ARLEN. THE EFFECT OF SELECTED PURPOSES ON THE OCULO-MOTOR BEHAVIOUR AND COMPREHENSION OF THIRD AND SEVENTH GRADE STUDENTS OF FIFTH GRADE READING ABILITY. ED.D. UNIVERSITY OF OREGON, 1964. ORDER NO. 65-2458, 133 PAGES.

Evaluates performance in comprehension, reading rate and relative reading efficiency using analyses of variance and covariance for advanced third grade and retarded seventh grade readers instructed to (a) read in the usual manner (b) read to understand the main idea or (c) read for detailed information. Concludes (1) third graders had lower comprehension but higher rate and oculo-motor efficiency (2) retarded readers performed best when "reading in their usual manner" (3) retarded readers displayed more oculo-motor anomalies, and (4) "read for the main idea" produced highest comprehension for both groups, while "read in the usual manner" produced lowest comprehension.

( Gates Reading Survey; Wechsler Intelligence Scale for Children; eye-movement photography)

SKIFFINGTON, JAMES STEPHEN. THE EFFECT OF AUDING TRAINING ON THE READING ACHIEVEMENT OF AVERAGE EIGHTH GRADE PUPILS. PH.D. THE UNIVERSITY OF CONNECTICUT, 1965. ORDER NO. 66-892, 183 PAGES.

Compares control and experimental groups of average grade 8 students following a nine week period during which the experimental group received 26 pretaped auding training exercises. Results indicated the experimental students made significant gains over the controls for auding achievement, reading achievement, paragraph comprehension, and ability to alphabetize but not for rate, rate-comprehension, directed reading, word meaning, sentence meaning or index use.

(Standardized tests of reading achievement, auding achievement and intelligence)

SILLER, HARRY. THE RELATIONSHIP OF AUDITORY-VISUAL INTEGRATION TO READING DISABILITY IN ADOLESCENTS. PH.D. NEW YORK UNIVERSITY, 1968. ORDER NO. 69-11,770, 80 PAGES.

Uses data from the Auditory Visual Integration test (AVI) administered to 222 seventh and 179 eighth grade students to (1) conclude a significant relationship highly influenced by intelligence between auditory-visual integration and reading and (2) identify the 60 highest and 60 lowest scoring students for further study. These 120 students received either practice in auditory-visual integration tasks, equal time for unrelated tasks or practice in an unimodal task before readministration of the AVI. These "low" audio-visual integration group improved considerably.

(Equivalent form criterion tests with auditory and visual tests identical)

GIOVINO, ROSEMARIE. THE PERCEPTUAL PATTERNS OF NORMAL AND RETARDED READERS IN GRADES FOUR AND EIGHT. ED.D. BOSTON UNIVERSITY SCHOOL OF EDUCATION, 1970. ORDER NO. 70-22-408, 292 PAGES.

Analyzes data from a battery of tests administered to 25 normal and 25 retarded readers in each of grades 4 and 8, concluding from analyses of covariance, multiple regression, correlation and Multiple Group Discriminant Analysis that at the fourth grade, poor readers are less capable than good readers in more areas of visual than auditory functioning while the reverse is true at grade 8, and that specific visual and auditory abilities are related to word analysis skills.

( Otis-Lennon Mental Ability Test; Stanford Diagnostic Reading Tests, Level II; battery of auditory, visual and word analysis tests)

ELLIOTT, WANDA. THE EFFECT OF AUDITORY INSTRUCTION IN RELATIONSHIP TO READING ABILITY AND SEX DIFFERENCES. ED.D. UNIVERSITY OF CALIFORNIA, LOS ANGELES, 1973. ORDER NO. 74-11,516, 138 PAGES.

Compares the effects of aural and visual modalities of instruction and testing using 128 eighth grade, middle class Caucasian students of average intelligence, 64 identified as "good" readers, 64 as "poor". Finds, following a four day treatment period (two for each modality) that (1) for boys who were "poor" readers and for all boys combined, auditory instruction was superior (2) girls performed better than boys with visual instruction, and (3) performance with aural mode of testing was superior for all students.

(Kuhlman-Anderson Intelligence Test; Comprehensive Tests of Basic Skills; Terman-Miles Scale of Masculinity/Femininity; equivalent form criterion tests with auditory and visual tests identical)

Presents and analyzes research findings on vision screening and the relation of vision to reading using 22 screening programs and 84 research studies. Concludes that (1) neither the commercial vision screening programs nor teacher observation adequately provided vision screening in the public schools (2) myopia is related to reading success (3) correction of visual problems tends to result in improved reading achievement, and (4) hyperopia, astigmatism, exophoria and aniseikonia seem to be related to reading disabilities. The research considered was found, for the most part, to be dated and/or limited in design and procedures. (Vision screening)


Examines performance of University of Georgia Reading Clinic clients selected by grade, age and intelligence on the Purdue Perceptual Motor Survey and concludes, following correlational analysis, that while useful for some children indicating perceptual-motor problems, this measure was not appropriate for diagnosis of all clients. ( Purdue Perceptual-Motor Survey; Shollingshead Two Factor Index of Social Position; Wechsler Intelligence Scale for Children; reading efficiency score obtained by dividing functional reading expectancy)

LEHON, LESTER HARRY. THE EFFECTS OF SELF-SELECTED LEVEL OF ILLUMINATION ON READING SPEED AND COMPREHENSION OF VISUALY IMPAIRED AND NORMALLY SIGHTED CHILDREN. ED.D. COLUMBIA UNIVERSITY, 1974. ORDER NO. 74-23,525, 173 PAGES.

Employs matched groups of 20 visually impaired and visually normal seventh and eighth grade students in New York to look at the effects of self-selected and standard lighting conditions on reading skills. Analyses of variance indicated that normally sighted performed significantly better and that self-selected lighting conditions resulted in better performance for all students for oral and silent reading speed and comprehension. (Gray Oral Reading Test)

CIENKUS, ROBERT CAJETAN. SELECTED VISUAL ABILITIES AS CORRELATES TO READING ACHIEVEMENT. PH.D. LOYOLA UNIVERSITY OF CHICAGO, 1974. ORDER NO. 74-62,419, 153 PAGES.

Presents results of a vision screening test administered to 28,224 persons, (2) more detailed data on 1569 individuals who had failed one of the tests and returned their referral cards, and (3) data for 150 male and 150 female randomly selected students aged seven to seventeen indicating a positive relationship between 26 vision scores and the variables of age, sex IQ, vocabulary score and comprehension score. (Vision screening; measures of IQ and reading ability)

PACKARD, JOHN RICHARD HAMILTON. EYE FIXATIONS ON PRINT VS. LINE DRAWING STIMULUS MATERIALS AS INDIVIDUAL CHARACTERISTICS IN PAIRED ASSOCIATE LEARNING. ED.D. UNIVERSITY OF MASSACHUSETTS, 1975. ORDER NO. 76-5378, 201 PAGES.

Examines data on 45 tenth and eleventh grade Lowell, Massachusetts subjects, identified as Changers and Non-changers on the basis of consistency of subject eye fixation choices. Reports that line drawing visual stimulus materials were significantly more effective for paired associate learning than printed word materials for both Changers and Non-changers. (Eye movement camera; personal data; Differential Aptitude Tests; Six Educational Testing Services Aptitude Tests)

HARRIS, MARILYNE IRENE. A STUDY OF EYE MOVEMENT PREFERENCES AS INDIVIDUAL DIFFERENCES IN LEARNING ON LINE DRAWINGS AND PRINTED WORD IN PAIRED ASSOCIATE LEARNING SEQUENCES. ED.D. UNIVERSITY OF MASSACHUSETTS, 1975. ORDER NO. 76-5341, 136 PAGES.

Examines data for 55 seventh and eighth grade Lowell, Massachusetts students from four paired-associate learning situations and reports (1) recall of learning will be facilitated more by line drawing than by printed word stimulus material (2) interaction of presentation mode preference (Eye Fixation Variables) and presentation mode condition was not significant, and (3) the addition of eye fixation variables to more conventional ability measures will facilitate the prediction of paired-associate efficiency of learning recall success, indicated by multiple regression analyses. (Ability test; eye movement camera; paired associate tasks)
HAAS, FRANK ADOLPH. EYE MOVEMENT SEARCH PATTERNS IN THE INVESTIGATION OF INDIVIDUAL DIFFERENCES IN LEARNING FROM PAIRED ASSOCIATE LEARNING SEQUENCES. ED.D. UNIVERSITY OF MASSACHUSETTS, 1975. ORDER NO. 76-5339, 188 PAGES.

Examines eye movements of seventh-eighth and ninth-tenth grade groups of Lowell, Massachusetts students attempting to memorize paired-associates, printed words and line drawings. States that analysis of eye movement search patterns seems to hold promise in the quest for meaningful search idiosyncratic variables.

GLATT, KENNETH M. THE EFFECTS OF SCHOOL GRADE LEVEL AND MATERIAL DIFFICULTY ON THE RELATION BETWEEN CHANNEL OF COMMUNICATION AND VERBAL LEARNING. PH.D. NEW YORK UNIVERSITY, 1975. ORDER NO. 76-12,578, 144 PAGES.

Manipulates three different communication channels and two levels of difficulty with 320 male and 330 female second, fourth, sixth and eighth grade subjects performing a paired-associates learning task. Analyses of variance indicated (1) the auditory-visual channel was significantly more effective than auditory or visual alone (2) the visual channel was superior to the auditory, and (3) no significant differences attributable to sex appeared.

CRAWFORD, KATHRYN LAMB. A STUDY ON THE EFFECT OF INSTRUCTION IN THE SUPRA SEGMENTAL PHONEMES OF STRESS, PITCH AND JUNCTURE UPON LISTENING AND READING. PH.D. THE FLORIDA STATE UNIVERSITY, 1975. ORDER NO. 76-2632, 80 PAGES.

Reports that analysis of covariance indicated a significant difference in achievement in reading and listening between intact classes randomly assigned to instruction in the pure-segmental phonemes of stress, pitch and juncture, and students not receiving this instruction. Correlational analyses of data for the 238 seventh grade Florida students showed a positive relationship between listening and reading skills.

GLIESSMAN, DAVID HENRY. ABSTRACTNESS AND INFORMAL ORGANIZATION OF READING MATERIAL: THEIR EFFECT ON READING PERFORMANCE AND RELATIONSHIP TO SELECTED INTELLECTUAL CHARACTERISTICS. PH.D. UNIVERSITY OF ILLINOIS, 1961. ORDER NO. 61-4297, 121 PAGES.

Explores ability to comprehend abstract reading material using 103 male and 84 female rural grade 11 students and finds (1) abstract content did not significantly affect comprehension and reduced reading rate only for girls (2) informal organization reduced comprehension but not reading rate (3) no difference in cognitive rigidity, intellectual ability, language ability and reading comprehension between subjects showing the greatest comprehension loss on informally organized materials and those showing no loss (4) cognitive rigidity positively related to comprehension with intelligence controlled, and (5) no significant relationship between reading comprehension and concreteness of thinking with intelligence controlled.

ROUGHTON, EDGAR LEROY. CREATIVITY AS A FACTOR IN READING ACHIEVEMENT. PH.D. UNIVERSITY OF SOUTH CAROLINA, 1963. ORDER NO. 64-6930, 219 PAGES.

Rejects the hypothesis that creativity is a factor in reading achievement of secondary students following a 3x3 factorial study using 232 eleventh grade English students with sample groups identified on the basis of three levels of creativity and intelligence.

BURNS, SANDRA MADER. AN INVESTIGATION OF THE RELATIONSHIP BETWEEN SEQUENTIAL MEMORY AND ORAL READING SKILLS IN NORMAL AND LEARNING DISABLED CHILDREN. PH.D. NORTHWESTERN UNIVERSITY, 1975. ORDER NO. 75-29,592, 172 PAGES.

Reports a significant difference between Reading Disabled and Normal children's (aged nine to eighteen) performances on sequential memory tasks which was not specific to any modality of input of task performance other than the modalities involved and that Alternating-Vocal and Visual-Vocal tasks were the best predictors of group membership.

(Tasks employing Auditory, Visual and Alternating Stimulus Inputs with Vocal and Graphic Response Modes)
and Appreciation Test, Form 1; Test of Imagination, Form R-G; Otis Quick-Scoring Mental Ability Tests, Gamma Form)

0303

KHEIRALLA, SAYED MOHAMED HASSAN. THE RELATIONSHIP BETWEEN CREATIVITY AND INTELLIGENCE, ACHIEVEMENT, PHYSICAL GROWTH, CERTAIN PERSONALITY TRAITS AND CERTAIN READING HABITS IN ELEMENTARY AND SECONDARY SCHOOL CHILDREN. PH.D. UNIVERSITY OF MICHIGAN, 1963. ORDER NO. 64-839, 169 PAGES.

Assesses data for grade 4, 6, 8, 10, and 12 students at the University of Michigan School concluding that creativity is unrelated to age, usually accompanied by high intelligence, dependent upon achievement and facilitated by non-intellective factors together with a low degree of orderliness and discipline. All subjects showed creative abilities to some extent and highly creative children varied in combination and quality of intellectual and personal characteristics and behaviour patterns. Recreational reading was unrelated to creativity.

(Standardized intelligence, achievement and reading tests; investigator developed creative thinking test and checklist of reading habits)

0304


Reports that creativity in writing was insignificantly correlated with sex but not with age, topic interest or intelligence for a sample of grade 7 students, and that reading comprehension and creative writing ability were significantly related.

(Standardized intelligence and reading tests; investigator developed creative writing tests)

0305


Studied relationships between ability variables and vocabulary criterion measures and examined the "learning-how-to-learn" phenomenon using instruction in word meanings through synonyms and through dictionary definitions for grade 10 English students. Reports that correlations of ability tests with criterion achievement and time scores showed significantly decreasing trends over stages of practice for the synonym groups with similar trends apparent for ability measures and time but not achievement for the definition group.

(Battery of tests based on Guilford's model; vocabulary achievement tests)

0306

SULLIVAN, JOANNA TERESE. A STUDY OF THE RELATIONSHIP OF SELECTED INTELLECTUAL FACTORS TO LITERAL AND HIGHER LEVEL READING COMPREHENSION AT SIXTH AND EIGHTH GRADE. ED.D. LEHIGH UNIVERSITY, 1970. ORDER NO. 71-10,539, 121 PAGES.

Presents results of correlational analyses on data concerning six intellectual abilities, reading comprehension and general intelligence for 250 sixth and 276 eighth grade Perkasie, Pennsylvania, students. Finds (1) intelligence and conceptual foresight accounted for 30.83 percent of variance of literal comprehension at grade 6 while intelligence, critical thinking and conceptual foresight accounted for 40.2 percent of the variance at grade 8, and (2) conceptual foresight, intelligence, word fluency and critical thinking accounted for 56.23 percent of the variance of Higher Level Comprehension at grade 6 while the same factors, ordered differently, accounted for 60.65 percent at grade eight.

(California Short-Form Test of Mental Maturity; S Form, Level 2; First Letters, Seeing Problems, Ideas I (Guilford); Missing Facts (Tate, Stanier and Harrotnian); Critical Thinking (How))

0307

BROUSSEAU, PAULA JOAN. A STUDY OF THE INTERRELATIONSHIPS OF READING ABILITY, LISTENING ABILITY AND INTELLIGENCE OF NINTH AND TENTH GRADE STUDENTS. PH.D. SOUTHERN ILLINOIS UNIVERSITY, 1971. ORDER NO. 72-10,238, 146 PAGES.

Correlates scores on the California Test of Mental Maturity and the Durrell Listening Reading Series for 190 ninth and tenth grade McLeansboro, Illinois, students identified as high and low ability. Multiple regression analysis indicated that listening and reading vocabulary scores are effective predictors of intelligence. For low ability students, listening scores were significantly higher than reading scores, while high IQ students failed to demonstrate expected superiority on the reading as compared to the listening test.

(California Test of Mental Maturity; The Durrell Listening-Reading Series)

Analyzes data for 75 students who had completed eleventh grade and were at least 16 which indicates that anagram problem solving is significantly correlated with (1) standardized test results for spelling, reading pronunciation and vocabulary, and (2) anagram solution word tests for the same skills. All variables correlated more highly with problem solving than with intelligence.

(Wechsler Adult Intelligence Scale; problem solving test consisting of 20 five letter anagrams; spelling, pronunciation and vocabulary tests composed of anagram solution words)

CANNON, HASKELL D. THE READING PROCESS IN THE PERSPECTIVE OF PIAGETIAN THEORY. PH.D. CLAREMONT GRADUATE SCHOOL, 1973. ORDER NO. 73-14,249, 106 PAGES.

Proposes a theoretical description of the print reading process based on Piagetian concepts of mental functioning and explores implications for educators, concluding that print reading develops from mental operations connected with spoken language use and in the same manner. Suggests that formal reading programs may be detrimental to development if they are not individualized to take into account a child's experiential background and internal mental structure.

MORRIS, MYRA DETWEILER. THE RELATIONSHIP OF ACHIEVEMENT SCORES IN READING AND LANGUAGE ARTS AND SELECTED VARIABLES FOR NINTH GRADE STUDENTS IN SELECTED NORTH DAKOTA SCHOOLS. ED.D. THE UNIVERSITY OF NORTH DAKOTA, 1974. ORDER NO. 75-9108, 151 PAGES.

Considers the effect of 24 selected educational factors on growth and achievement scores for reading and language arts using 63 randomly selected schools stratified by enrollment of (1) 100-199, or (2) above 200. Multiple linear regression analyses indicated slight differences in favour of the group (2) schools and significant relationships between 12 educational variables and student gains and achievement.

(Toug Tests of Educational Development; selected educational and demographic variables)

HOLICK, ROBERT JOSEPH. A COMPARISON OF READING VOCABULARY AND READING COMPREHENSION SKILLS BETWEEN BILINGUAL AND MONOLINGUAL CZECH-AMERICAN STUDENTS. PH.D. TEXAS A & M UNIVERSITY, 1975. ORDER NO. 76-3645, 229 PAGES.

Analyzes scores of reading and demographic variables for 282 Texas students of Czech-American background in grades 5, 6, and 7 with 63 identified as bilingual. Multiple discriminant analyses indicated (1) bilinguals read as well as monolinguals (2) females read better than males, and (3) high SES students read better than low SES students.

(Cooperative Inter-American Test; Reading Socio-Economic Status Questionnaire)

ROBERTSON, JAMES BRERETON. THE GOAL SETTING BEHAVIOUR OF SEVENTH GRADE BOYS SELECTED FOR DIFFERENCES IN READING ACHIEVEMENT AND OF THEIR MOTHERS AND FATHERS FOR THEM. ED.D. UNIVERSITY OF OREGON, 1962. ORDER NO. 62-3528, 92 PAGES.

Examines goal setting behaviour of two matched groups of seventh grade boys, one group two years more advanced in reading, on (1) a target shooting task (2) a vocabulary task, and (3) a target throwing task. Looks at correlations between children's and parents' goal setting behaviour and successful and unsuccessful readers' behaviour.

(Measures of reading achievement and goal setting behaviour)


Outlines development of the Reading Attitude Inventory to evaluate reading attitudes of parents of inferior and superior readers and discern differences with regard to child rearing practices, perceived value of reading, development of language skills and building of experiential background. Administration of the scale to parents of 50 inferior and 50 superior readers indicated significant differences in all areas with, generally, parents of superior readers displaying attitudes considered more acceptable or healthy.

(Reading Attitude Inventory; Parental Attitude Research Instrument)
HAYES, GLENN WARREN. THE RELATIONSHIP OF SOCIO-ECONOMIC STATUS OF PUPILS TO THEIR COMPREHENSION OF REFERENCE MATERIALS WRITTEN AT DIFFERENT LEVELS OF READABILITY. ED.D. UNIVERSITY OF ILLINOIS, 1966. ORDER NO. 68-377, 122 PAGES.

Uses a sample of 96 ninth grade vocational agriculture students, stratified by SES, in 21 Illinois high schools and two versions of content materials, concluding (1) no significant differences in criterion measure scores between original and simplified content material groups (2) for recall, students reading the simplified material scored higher, but there were no differences by SES (3) on understanding of principles, the middle-working SES group scored higher, and (4) for application, no differences by SES or treatment.

(Iowa Tests of Educational Development, Test Six; criterion multiple choice tests)

KETCHAM, CLAY ADAMS. FACTORS IN THE HOME BACKGROUND AND READER SELF-CONCEPT WHICH RELATE TO READING ACHIEVEMENT. ED.D. LEHIGH UNIVERSITY, 1966. ORDER NO. 67-4871, 105 PAGES.

Provides data from a questionnaire administered to 303 male and 279 female grade 10 students which indicates that 26 of the 39 selected home background factors and 27 of the 40 selected reader self-concept factors, were significantly related to reading achievement.

(Developed questionnaire; measure of reading achievement)


Examines relations among reading performance, education, occupation and income of parent, size of family, home tenure, household composition, IQ, and CA and MA for a random sample of 146 seventh grade students in all Negro schools in Caroline County, Virginia. Correlation coefficients, t-tests and regression analyses indicated (1) intelligence is highly correlated with reading performance and (2) reading scores were higher for students whose parents had higher levels of education and for students from higher income families.

(California Test of Mental Maturity; standardized reading achievement test)

MISHER, MARILYN SPITLER. THE EFFECT OF FREQUENT GEOGRAPHIC MOBILITY ON THE READING COMPREHENSION OF STUDENTS IN A MILITARY COMMUNITY. PH.D. UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN, 1972. ORDER NO. 73-17,330, 179 PAGES.

Examines differences in reading achievement of mobile and stable, military and civilian, male and female students in grades 4 (226), 5 (210), 7 (168) and 8 (151) in Rantoul, Illinois, City Schools. Analyses of covariance and chi-square analyses indicated no significant differences in reading achievement on variables of interest and no differences in proportions of disabled readers in the mobile and stable groups although at grade 4 and 5 there were differences in retention proportions.

(Science Research Associates Achievement Series; Otis-Lennon Mental Ability Test; Duncan Sociometric Index)

SIZEMORE, RAY BREWER JR. COMPARISON OF FAMILY BACKGROUND, SCHOOL CONTEXT AND TEACHER EFFECTS ON THE READING ACHIEVEMENT OF WHITE AND BLACK STUDENTS. PH.D. THE FLORIDA STATE UNIVERSITY, 1972. ORDER NO. 73-10,336, 165 PAGES.

Uses data from the U.S. Bureau of Census 1965 Current Population Survey of School Enrollment, considering 6993 students aged 14 to 19 and concludes, following multiple regression analysis, that (1) for whites, family background explains more of achievement variation than student body or teacher characteristics for all residential locations, and (2) for blacks, student body characteristics explain more of the variation than other variables and family background least when residential location is controlled.

(Standardized reading achievement test; five family background variables; four measures of student body characteristics; six measures of teacher characteristics)

COVEY, DONALD DAVID. AN ANALYTICAL STUDY OF SECONDARY FRESHMEN BILINGUAL EDUCATION AND ITS EFFECT ON ACADEMIC ACHIEVEMENT AND ATTITUDE OF MEXICAN-AMERICAN STUDENTS. ED.D. ARIZONA STATE UNIVERSITY, 1973. ORDER NO. 73-5305, 204 PAGES.

Compares students in a bilingual program with those in a regular program using 200 randomly selected ninth grade Mexican Americans. Analyses of variance indicated significant differences between the groups in English and reading, and in attitudes toward self, school, peers and teachers.

(Iowa Tests of Educational Development, Test 3 and Test 4; Stanford Diagnostic Reading Test, Level II; Nebraska Attitude Inventory)
GOODSON, FLOYD LEE. FACTORS RELATED TO SUCCESS IN READING BY DISADVANTAGED CHILDREN. ED.D. THE UNIVERSITY OF ARIZONA, 1973. ORDER NO. 74,2006, 161 PAGES.

Used 21 pairs of good and poor readers of low income in West Virginia high schools matched on IQ as a sample, concluding from chi-square and phi-coefficient analyses that there are significant differences between good and poor readers in personal attributes and activities, home environment and influence of teachers. (Taped interviews; standardized reading and intelligence tests)

BEDOTTO, SISTER M. JEAN ROSAIRE. THE EFFECT OF NON-NATIVE SPEECH UPON THE READING ACHIEVEMENT OF SPANISH SPEAKING STUDENTS AT DIFFERENT LEVELS OF INTELLIGENCE AND UPON THEIR ABILITY TO USE SYNTACTIC CLUES TO MEANING IN READING ENGLISH. PH.D. NEW YORK UNIVERSITY, 1973. ORDER NO. 73-30,050, 152 PAGES.

Looks at data on 136 Spanish speaking non-native speakers of English and 128 native English speaking students in the eighth grade of parochial schools in low SES areas of New York. Analyses of variance and t-tests revealed (1) native speakers of similar intelligence had higher reading achievement (2) differences in reading achievement and ability to use syntactic clues were not significantly greater between average and high intelligence native and non-native speakers than between high intelligence groups, and (3) differences between ability of native and non-native students to use syntactic clues were not significant.


Analyzes data obtained from the U.S. Commission on Civil Rights' Mexican American Study which surveyed a stratified random sample of 1,166 Southwestern schools. Finds that Mexican-American students display reading achievement levels slightly higher than blacks at grade 4 but lose that lead by grade 8 and have a higher dropout rate than blacks by grade 8. Retention data indicated that generally, California schools retain fewer students than Texas schools, but in both states, retention rate is higher for minority students. Stresses agreement with previous research indicating non promotion is generally advantageous neither to students nor to school. (Questionnaire)


Examines data from Milwaukee, Wisconsin, public schools where every school has a "special teacher of reading service" and, using multiple regression analysis, establishes (1) more reading resource teacher service related to higher achievement at grades 4 and 8 (2) higher levels of professional preparation relate to higher student teacher achievement at grades 4 and 10, and (3) special reading teachers generally lack high levels of professional development. Concludes appropriate utilization of special reading teachers is present in this system. (Iowa Tests of Basic Skills; Lorge-Thorndike Intelligence Tests)

Finiuci, Joan Martha. FAMILY PATTERNS AND GENETIC ANALYSIS OF SPECIFIC READING DISABILITY. PH.D. THE JOHNS HOPKINS UNIVERSITY, 1974. ORDER NO. 74-28,999, 276 PAGES.

Discusses data for 18 white families, each with at least one child with specific reading disability, to determine the extent of reading disability within the families. (Standardized intelligence and oral reading tests; three investigator developed reading measures; four tests for visual and auditory processing skills)

Maloney, Patricia Maher. PERCEIVED PARENTAL CHILD REARING PATTERNS, FIELD ARTICULATION AND READING ACHIEVEMENT IN EIGHTH GRADE GIRLS. PH.D. FORDHAM UNIVERSITY, 1974. ORDER NO. 74-19,704, 145 PAGES.

Correlates data on field articulation (individual's ability to view his surroundings analytically with objects experienced as separate from their background) with parental child rearing behaviours as identified by the child and with reading achievement. Multiple regression analysis, using a sample of 70 New York private school students, indicated no significant relationships between child rearing behaviour and field articulation, but a positive correlation between reading achievement and field articulation. (Science Research Associates Test Battery; Child's Report of Parent Behaviour Inventory; Embedded Figures Test)
KINGSLEY, MARJORIE CONSTANCE. ANXIETY AS A FACTOR IN PERFORMANCE ON STANDARDIZED READING TESTS AT THE HIGH SCHOOL LEVEL. PH.D. WASHINGTON STATE UNIVERSITY, 1961. ORDER NO. 62-931, 93 PAGES.

Investigates the effects of an anxiety producing environment and an environment producing the opposite effect on 90 high school English students divided into two presumably average groups and two groups incapable of regular class work. Wilcoxon Matched Pairs Signed-Ranks Test and the Mann Whitney U Test indicated no significant differences between reading test scores following exposure to the two environments or between anxiety environmental effects on varying intelligence and anxiety level students. Presents clinical data for eight selected adolescents. (Taylor Scale of Manifest Anxiety; Terman-McNemar Test of Mental Ability; Wechsler Adult Intelligence Scale; Rotter Incomplete Sentences; Sumons Picture-Story Test)


Presents correlational data supporting a significant relationship between reading achievement and personality test scores, but not significant relationship between reading scores and index of adjustment and values scores. (Iowa Silent Reading Test; Wechsler Intelligence Scale for Children; Index of Adjustment and Values; California Test of Personality)

STEPHENS, HELEN BROWN. THE RELATIONSHIP OF CERTAIN PSYCHO-SOCIAL VARIABLES TO READING ACHIEVEMENT. ED.D. OKLAHOMA STATE UNIVERSITY, 1964. ORDER NO. 65-8779, 108 PAGES.

Using a sample of 110 grade 7 Oklahoma students classified as retarded or accelerated readers concludes (1) self-adjustment and social adjustment were not significantly related to reading achievement (2) self-reliance, social skills and emotional reactions may be related to reading achievement, and (3) SES may be related to reading achievement for some SES groups. (Gates Reading Survey; Wechsler Intelligence Scale for Children; California Test of Personality; Rhodes Sentence Completions; Warner Revised Scale for Rating Occupations)

LICHER, SOLOMON SIDNEY. ACHIEVEMENT IN READING AND ARITHMETIC OF THE PUPILS IN A JUNIOR HIGH SCHOOL AS IT IS AFFECTED BY THE DEVELOPMENT AND USE OF A BEHAVIOURAL CHANGE PROCESS. ED.D. NEW YORK UNIVERSITY, 1964. ORDER NO. 64-6786, 188 PAGES.

Reports, following analyses of covariance on data for grade 7 students, that a behaviour change process resulted in no significant gain in reading and arithmetic achievement. (The Principals' Questionnaire; The Teachers' Observation Form; standardized reading and arithmetic achievement and intelligence tests)

ATHEY, IRENE JOWETT. READING PERSONALITY PATTERNS AT THE JUNIOR HIGH SCHOOL LEVEL. PH.D. UNIVERSITY OF CALIFORNIA, BERKELEY, 1965. ORDER NO. 65-8121, 218 PAGES.

Indicates, using item analysis, correlations, factor analysis and cluster analysis on data for 290 ninth grade students of the California Adolescent Growth Study Institute of Human Development, University of California, that poor readers were psychologically immature, manifested a dependency and submissiveness associated with parental treatment and negative self-concepts, while good readers demonstrated autonomy in school and home, were more intellectually oriented, liked school and wished to continue their studies. (California Achievement Battery; University of California Inventory)


Compares self-esteem and reading achievement data for below level and on level readers (n=60) controlling for sex, age and ethnicity in a suburban New York school. Concludes (1) achieving readers had a higher self concept (2) identification and power relationship with mother was fundamentally related to literal comprehension (3) identification with father fundamentally related to inferential comprehension (4) vocabulary related to Centrality, Social Interest and Majority Identification and (5) sound discrimination related to self-esteem. (Stanford Diagnostic Reading Test; Self-social Symbols Tasks)
TERRY, HAROLD DALE. A STUDY OF THE RELATIONSHIP OF SELF-CONCEPT TO READING ACHIEVEMENT IN JUNIOR HIGH SCHOOL AND THE EFFECT OF EACH UPON STUDENT ATTENDANCE, BEHAVIOUR AND LEISURE READING. ED.D. THE UNIVERSITY OF NEBRASKA, LINCOLN, 1974. ORDER NO. 75-3432, 120 PAGES.

Appraises a "school within a school" junior high school program in Bellevue, Nebraska, by identifying students reading below grade level and randomly assigning 75 to the experimental program and 30 to the traditional program as controls and analyzing pre and post test data using t-tests. No significant differences were found between the two groups for the pre-tests while the post tests indicated significantly greater gain scores for the experimental group. Positive relationships were established between self-concept, reading, achievement, behavior, attendance and leisure reading.

MARSH, LINDA KESSLER. SELF-ESTEEM, ACHIEVEMENT RESPONSIBILITY, AND READING ACHIEVEMENT OF LOWER-CLASS BLACK, WHITE, AND HISPANIC SEVENTH GRADE BOYS. PH.D. NEW YORK UNIVERSITY, 1974. ORDER NO. 75-8553, 225 PAGES.

Analyzes data for 303 disadvantaged boys using multivariate discriminant function analysis, analysis of variance and multiple regression, finding (1) self-esteem to be the variable relating significantly to reading achievement for white and Hispanic boys (2) no significant relationships for either self-esteem or achievement responsibility and reading for black and (3) significant correlations between intellectual maturity and reading for black and white but not Hispanic samples.

FITZPATRICK, KAREN. AN EXPERIMENTAL STUDY TO INVESTIGATE THE EFFECTS OF SELECTED VALUE CLARIFYING STRATEGIES ON THE SELF-CONCEPT AND READING ACHIEVEMENT OF NON-PUBLIC SCHOOLS OF A LARGE ROMAN CATHOLIC DIOCESE. PH.D. THE CATHOLIC UNIVERSITY OF AMERICA, 1975. ORDER NO. 75-21263, 214 PAGES.

Uses a pre-test, post-test control group design with experimental students receiving 16 weekly sessions of values clarifying strategies. Analyses of variance and covariance indicated the experimental students achieved significantly higher gain scores than the controls for self-concept, personal, social and total adjustment and reading achievement.

MARKER, ANDREW MICHAEL. ACHIEVEMENT RESPONSIBILITY AND SELF-CONCEPT OF ACADEMIC ABILITY IN ACHIEVING READERS AND NON-ACHIEVING READERS. PH.D. TEMPLE UNIVERSITY, 1975. ORDER NO. 75-28234, 103 PAGES.

Examines self-concept and self-responsibility for 45 seventh grade male Caucasians identified as achieving readers, non-achieving readers with primary difficulty in comprehension and non-achieving readers with primary difficulty in word recognition. Analyses of variance, Tukey's procedure and regression analyses indicated that boys with significant difficulties in word recognition or comprehension have lower estimates of their ability to achieve and are less optimistic about their ability to learn than their achieving counterparts although all groups ascribed similar levels of self-responsibility for their successes and failures.
1. STUDENTS

1.0 MEASUREMENT, EVALUATION AND DIAGNOSIS

KOHLER, EMMETT THEODORE. AN INVESTIGATION OF CLOZE SCORES IN TERMS OF SELECTED COGNITIVE VARIABLES. ED.D. THE FLORIDA STATE UNIVERSITY, 1966. ORDER NO. 66-5454, 105 PAGES.

Analyzes Cloze test scores for biology, chemistry, American government and world history in terms of scores on factor-pure cognitive ability tests for 257 grade 10 Florida students. Concludes that the most important abilities required for successful completion of the Cloze tests were wide range vocabulary, logical reasoning, inference, addition and hidden patterns.

(Cloze tests; Factor pure tests derived from the Manual Kit of Reference Tests for Cognitive Factors, From the Florida State-Wide Ninth-Grade Testing Program and from the Metropolitan Achievement Tests)

SUTHERLAND, SAMUEL PHILIP. A FACTOR ANALYTIC STUDY OF TESTS DESIGNED TO MEASURE READING ABILITY. PH.D. UNIVERSITY OF SOUTHERN CALIFORNIA, 1966. ORDER NO. 66-10,551, 144 PAGES.

Examines the factorial nature of survey reading tests using data for 250 fifth graders and 250 seventh graders. Finds that all reading tests loaded on one factor and that vocabulary and comprehension subtests of each test were similar in factorial composition.

(California Achievement Test; Iowa Tests of Basic Skills; Metropolitan Achievement Tests; Science Research Associates Achievement Series; Sequential Tests of Educational Progress)


Finds a fairly consistent achievement pattern becoming more stable at higher grade levels with boys showing lower stability than girls. Data from grades 2, 4, 6, 7 and 8 for 250 ninth graders.

(Stanford Achievement Tests)


Examines the use of intelligence, listening achievement and arithmetic computation measures for estimating expected reading achievement for 548 grade 7 and 8 Pittsburgh students. Correlation and multiple regression analysis indicated the highest relationship with reading was .81 (STEP Listening Test) for the total sample and a culturally deprived subsample, while for the nondeprived subsample, the Otis Mental Abilities Test had the highest relationship.

(Metropolitan Achievement Test, Reading and Arithmetic Computation; the Science Research Associates Primary Mental Abilities Test; the Sequential Tests of Educational Progress Listening Test)

LARRABEE, VIRGINA S. THE CONSTRUCTION AND EVALUATION OF A DIAGNOSTIC TEST OF SPECIFIC READING ABILITIES FOR SECONDARY SCHOOL STUDENTS. ED.D. BOSTON UNIVERSITY SCHOOL OF EDUCATION, 1969. ORDER NO. 70-12,181, 212 PAGES.

Presents development and evaluation data for a group diagnostic reading test to identify disabilities in word analysis, comprehension, study skills, reading literature and critical reading using a sample of grade 7, 8 and 9 students. Established reliability of greater than .85, significant criterion validity with standardized reading tests, diagnostic tests and teacher ratings and usability good in relation to administration and scoring.

(Developed Diagnostic Test; criterion measures - Iowa Tests of Basic Skills; Cooperative English Test, Reading Comprehension; The Niles Battery, Main Idea and Written Recall)

WIECHELMAN, DUANE SYLVESTER. A COMPARISON OF CLOZE PROCEDURE SCORES AND INFORMAL READING INVENTORY RESULTS FOR ESTIMATING FUNCTIONAL READING LEVELS FOR STUDENTS AT THE EIGHTH GRADE LEVEL. ED.D. UNIVERSITY OF NORTHERN COLORADO, 1971. ORDER NO. 72-3317, 205 PAGES.

Correlates Cloze test and informal reading inventory results for 71 eighth grade students finding a positive relationship between functional reading levels identified with the Cloze test and the inventory although there were greater variabilities among Cloze test results. When compared with the inventory, Cloze tests more accurately identified individual student's instructional level than did the Durrell Listening-Reading Test.

(Cloze test, informal reading inventory; Durrell Listening-
HEYDENBERK, WARREN ROBERT. A COMPARISON OF FOUR METHODS OF ESTIMATING READING POTENTIAL. ED.D. UNIVERSITY OF NORTHERN COLORADO, 1971. ORDER NO. 72-416, 178 PAGES.

Compares four methods of estimating reading potential using the Bond and Tinker formula, the Harris Reading Expectancy Age Formula, listening capacity level, the Analysis of Learning Potential Test, the Peabody Picture Vocabulary Test, and an informal listening inventory for 29 high ability grade 8 students. Finds (1) Bond and Tinker closely approximated reading achievement levels for high ability students (2) the Harris formula averaged 0.7 grades above reading achievement level, while (3) the listening capacity tests were approximately 1.5 grades higher than reading achievement levels. (Analysis of Learning Potential; Peabody Picture Vocabulary Test; Bond and Tinker formula; Harris Reading Expectancy Age Formula; informal listening inventory).


Investigates relationships between Gates-MacGinitie Reading Comprehension Test scores and those for subtests of the Analysis of Learning Potential for grades 7, 8 and 9 students. The Gates-MacGinitie was significantly correlated (1) with Word Meaning, Word Categories, Spatial Reasoning, Word Clues, Syntactic Clues and Reading Composite subtests of the Analysis of Learning Potential (2) with IQ and GPA, but (3) not with grade placement, age, or length of time in the school system. (Gates-MacGinitie Reading Test; Analysis of Learning Potential).

WADE, VERN JOSEPH. A COMPARISON OF SELECTED STANDARDIZED READING TEST SCORES AND INFORMAL READING INVENTORY RESULTS AT THE EIGHTH GRADE LEVEL. ED.D. UNIVERSITY OF NORTHERN COLORADO, 1971. ORDER NO. 72-331, 139 PAGES.

Compares results of the Gates-MacGinitie Reading Test and the Durrell Listening Reading Series with informal reading inventories for the grade 8 class (n = 77) of a rural school district and concludes from t-tests that the subtests and total grade score means of the standardized tests did not approximate the mean instructional level of the students. Standardized tests overestimated instructional level by at least two and one-half years. (Gates-MacGinitie Reading Tests, Survey E; Durrell Listening-Reading Series Advanced Level; informal reading inventory).

GILL, PATRICK RALSTON. AN EXPERIMENTAL INVESTIGATION OF A TECHNIQUE FOR PREDICTING GAINS FROM A SPECIAL READING PROGRAM. PH.D. WASHINGTON STATE UNIVERSITY, 1972. ORDER NO. 73-49, 84 PAGES.

Examines disparity between a student's score on a silent reading test and his score on an equivalent form read orally by the examiner while the student read silently using 119 sixth, seventh and eighth grade special reading class students from Pullman, Washington. Concludes from post-test data three months later that the technique was of at least limited value in predicting student success. (Metropolitan Achievement Test: Reading).


Correlates data from a three hour battery of tests measuring academic risk taking, reading achievement and attitudes towards school and risk taking for 134 girls and 136 boys in grade eight. Concludes that academic risk taking was not a consistent general trait within subjects that correlated positively with reading performance although significant correlations occurred more frequently for females and poor readers. (Attitude Scale: Probability of Success Risk Taking; Reading Comprehension Test (power); Word Knowledge Test (Guessing); Word Information Risk Taking; Picture Information Risk Taking; Reading Comprehension Test (Speed); Word Knowledge Test (no guessing)).


Appraises data for two Cloze tests, a reading test and 12 tests designed to measure Structure of the Intellect abilities for 112 ninth grade Plainview-Old Bethpage, New York, students and following factor analysis concludes that (1) construct validity of the Cloze procedure was established, (2)
convergent validity of the Cloze and paragraph tests was achieved, and (3) the specific intellectual abilities comprising the constructs related to Cloze and paragraph tests were identified.

(Cloze tests; tests to measure Structure of the Intellectual abilities; paragraph reading test).

LOMBARDI, VINCENT A. THE EFFECT OF TEST ANXIETY ON THE RELATIONSHIP BETWEEN INTELLIGENCE AND READING ACHIEVEMENT IN A GROUP OF SEVENTH GRADE SUBURBAN CHILDREN. ED.D. TEMPLE UNIVERSITY, 1974. ORDER NO. 74-28181, 86 PAGES.

Uses data for 152 male and 150 female grade 7 students near Philadelphia to assess correlations between reading achievement and intelligence scores at high, moderate and low test anxiety, finding the correlation for the high test anxious group significantly higher than for the low and moderate groups. Concludes that high levels of test anxiety had a significant influence on the relationship between achievement and intelligence and that the negative relationship (-.30) between test anxiety and reading achievement was not influenced by intelligence levels with anxiety appearing to be debilitating to all students.

(Science Research Associates Primary Mental Abilities Test; Metropolitan Achievement Test (Advanced Reading); Test Anxiety Scale for Children).

PARRISH, BERT WILEY. THE EFFECTS OF EXPERIENTIAL BACKGROUND UPON THE INFORMAL READING INVENTORY DIAGNOSIS OF ANGLO AND MEXICAN-AMERICAN NINTH GRADE STUDENTS. ED.D. ARIZONA STATE UNIVERSITY, 1974. ORDER NO. 74-9286, 123 PAGES.

Develops and examines results of an informal reading inventory (PRIMA) designed for disadvantaged Mexican American students and compares it to an inventory designed for Anglo students (Goudy) using a stratified random sample of 20 Mexican American and 20 Anglo grade 9 students. Results obtained using t-tests indicated that PRIMA was a more appropriate diagnostic measure for reading potential of Mexican Americans while the Goudy was more appropriate for Anglos.

(PRIMA - developed informal reading inventory; Goudy Informal Reading Inventory)
data from oral and silent reading tests, that more comprehensive, language oriented analytical procedures during the assessment of reading behaviours are desirable.

(Standardized reading test; investigator developed criterion measure of comprehension).

BLACKWELL, JANET MOORE. AN INVESTIGATION OF THE LANGUAGE BEHAVIOUR OF PUPILS MEASURED BY PHRASE-MARKED AND NONPHRASE-MARKED CLOZE SCORES. ED.D. BOSTON UNIVERSITY SCHOOL OF EDUCATION, 1975. ORDER NO. 75-20,941, 244 PAGES.

Examines differences between mean phrase marked (PM) and mean non-phrase marked (NPM) cloze scores, and the relations between these scores and 13 Detroit Tests of Learning Aptitude (DLTA) for 100 suburban Massachusetts students in grade 2-4, 5-6 and 7-8. Wilcoxin Signed Ranks tests and Spearman correlation coefficients indicated (1) significant positive correlations between PM and NPM Cloze scores on certain DLTA, and (2) PM Cloze scores significantly higher than NPM scores.

(Detroit Tests of Learning Aptitude; Cloze tests)

COHEN, JUDITH HELENE. AN EXAMINATION OF THE EFFECT OF CONTENT AREA READING IN LITERATURE, SOCIAL STUDIES AND SCIENCE TEXTBOOKS UPON CLOZE TEST PERFORMANCE OF SEVENTH GRADE STUDENTS. PH.D. HOFSTRA UNIVERSITY, 1975. ORDER NO. 75-11,298, 146 PAGES.

Analyzes results of a battery of six Cloze tests, three multiple choice tests and three subject area questionnaires administered to 63 grade 7 students and finds significant differences due to subject areas. Cloze and multiple choice tests differentiated between passage difficulty within subject areas while the Dale-Chall formula did not. Suggests that Cloze scores for this sample indicate criterion reference systems may be inappropriate for content material at this level.

(Cloze tests; criterion multiple choice tests; questionnaires)

LINTZ, ELIZABETH T. A STUDY OF THE RELATIONSHIPS AMONG WORD RECOGNITION ERRORS IN ORAL READING AND SILENT READING. ED.D MEMPHIS STATE UNIVERSITY, 1975. ORDER NO. 76-10,869, 83 PAGES.

Examines the concurrent validity of the San Diego Quick Assessment as a measure to establish instructional reading level and to predict error patterns and positional word error. Pearson product moment correlations with the Metropolitan Achievement Test, the Gray Oral Reading Test; Metropolitan Achievement Test and the Silent Reading Diagnostic Test indicated the San Diego measure the capacity to predict instructional level but isolation and identification of error patterns and positional errors in words did not hold up well across measures.

(San Diego Quick Assessment; Gray Oral Reading Test; Metropolitan Achievement Test; Silent Reading Diagnostic Test )

GIORDANO, GERARD RAYMOND. CHARACTERISTIC COMPREHENSION, A UNBIASED ESTIMATED OF READING ABILITY. PH.D. THE OHIO STATE UNIVERSITY, 1975. ORDER NO. 76-3433, 76 PAGES.

Employs multiple regression procedures to examine characteristic comprehension, assessed by the amount of extraneous material introduced by the reader into a passage, and noncharacteristic comprehension, assessed by measuring the degree to which the reader could recognize material identified as important by the experimenter. Reports that characteristic comprehension, an estimate of reading ability free from tester bias, is distinct from noncharacteristic comprehension, and cannot be accurately predicted by the eccentricity of an individual's semantic associations nor by the level of his decoding skills.

(Measures of characteristic and noncharacteristic reading comprehension)

1.2 MOTIVATION AND ATTITUDES TOWARD READING

ANDERSON, HUDSON MILO. AN ANALYSIS OF THE RELATIONSHIP OF SELECTED FACTORS TO THE NATURE OF VOLUNTARY READING OF ADOLESCENTS. ED.D. UNIVERSITY OF OREGON, 1963. ORDER NO. 64-4398, 189 PAGES.

Classifies books as Pre-adult or Adult Forms of Fiction, Biographical Material or Informational Material and using test and questionnaire results for 327 grade 10 students, looks at the effect of comprehension levels, sex and parental occupations on, amount and maturity of student reading. Findings include: (1) girls read significantly more than boys in all categories (2) parental occupation did not affect number of books read but did influence maturity level in some cases, and (3) significant relationships were indicated between level of reading comprehension and total amount of reading.

(Iowa Tests of Educational Development , "Literature-Interpretation")
DAIGON, ARTHUR. THE DOMINANT THEMES IN THE READING OF SEVENTH-GRADE STUDENTS IN RELATION TO THE FACTORS OF SEX AND READING COMPREHENSION. ED.D. NEW YORK UNIVERSITY, 1963. ORDER NO. 63-6561, 191 PAGES.

Examines relationships between the major themes of novels chosen by 60 boys and 60 girls and the factors of sex and reading comprehension. Chi-square analysis indicated (1) girls with high comprehension read the greatest number and variety and the most difficult books (2) boys of high and average reading comprehension were not distinguishable from each other, concentrating largely on adventure novels, and (3) girls were more interested in the novel and preferred themes involving introspection and emotional consequence while the boys preferred to read about violent physical activity.

(Reading records; measure of reading comprehension).

WHITWORTH, RICHARD CALE, AN APPRAISAL OF THE PROBLEMS EXPERIENCED BY AND THE TECHNIQUES USED BY ENGLISH TEACHERS IN INDIANAPOLIS, INDIANA, SECONDARY SCHOOLS FOR IMPROVING STUDENT READING TASTES. ED.D. INDIANA UNIVERSITY, 1964. ORDER NO. 65-2406, 245 PAGES.

Reports results of two questionnaires administered to 210 English teachers and 653 senior high school students which indicated that teachers believed the most important problems in improving student reading tastes were stimulating the desire to read, guiding the student to select books which broaden his horizons and instilling the habit of choosing worthwhile books. Among students, only 16 percent indicated reading the same kinds of books inside and outside of school, although they did state they believed that literature reading in school was instrumental in improving their reading tastes.

(Researcher developed questionnaires)

ROWEI, CHARLES GLENNON. CHANGE IN ATTITUDE TOWARD READING AND ITS RELATIONSHIP TO CERTAIN VARIABLES AMONG CHILDREN WITH READING DIFFICULTIES. ED.D. GEORGE PEABODY COLLEGE FOR TEACHERS, 1967. ORDER NO. 67-15,001, 161 PAGES.

Compares 40 randomly selected students participating in a corrective reading program with 30 controls who were recommended for the program but did not participate. Finds that the corrective program was effective in improving both reading skills and attitude toward reading. Sex, age and SES were not significant.

( Silent Reading diagnostic Tests; Gates Basic Reading _ Tests; Warner's Scale of Index of Status Characteristics ; investigator developed instrument for attitude for reading.)

CROCKER, OSWALD KITCHENER. THE LEISURE READING OF HIGH SCHOOL STUDENTS IN NEWFOUNDLAND, LIBRARY FACILITIES IN THE SCHOOLS AND HOME BACKGROUND AS RELATED TO READING. ED.D. INDIANA UNIVERSITY, 1967. ORDER NO. 68-4713, 320 PAGES.

Concludes (1) the literature course of study investigated failed to develop interest in reading; (2) Newfoundland schools were seriously handicapped by inadequate library facilities and services; and (3) although the home was more influential than the school, the school had the major responsibility for the developing of reading interest.


Reports construction and validation of a Sophistication of Reading Interests Scale intended to provide an estimate of students' levels of sophistication of reading interests. Using students in grade 9 through 12, considered the degree to which sophistication was related to sex, personality factors, age, intelligence and reading achievement, and found several significant correlations through multiple regression and correlational analyses although the correlation of no factor or combination of factors was high enough to be useful in predicting level of sophistication.

(Researcher developed Sophistication of Reading Interests Scale; measure of reading achievement, standardized IQ test)

KEMPER, RICHARD EUGENE. AN INVESTIGATION OF SEVENTH GRADE STUDENTS' ATTITUDES TOWARD READING AS MEASURED BY THE SEMANTIC DIFFERENTIAL. ED.D. UNIVERSITY OF PITTSBURGH, 1970. ORDER NO. 70-20,377, 125 PAGES.

Reports data for 400 seventh graders drawn from a population of 561 in 23 classrooms and classified by sex, reading achievement and school. Analyses of variance performed on results of a semantic differential consisting of 15 concepts and 14 scales indicated (1) students had a favourable attitude toward reading (2) significant differences by sex and reading achievement favouring girls and subjects achieving above grade level, and (3) no significant difference by schools. The concept's library, newspaper and someone who reads a lot were consistently ranked high while reading workbooks and reading orally ranked low.
NOLTE, SHERRY LYNN. A COMPARISON OF READING LEVELS OF SEVENTH GRADE STUDENTS AND TELEVISION PREFERENCES. PH.D. THE UNIVERSITY OF OKLAHOMA, 1970. ORDER NO. 71-17,046, 61 PAGES.

Using a sample of seventh graders stratified by reading achievement, examines the relationship of reading achievement to television watching. Analysis of variance performed on questionnaire data indicated (1) high and medium level readers watched Situation Comedy more than any other category while low level readers watched Adventure most (2) Sports was the least watched category, and (3) a number of preferences between types of programs emerged.

MOTT, JOHN HOMER. READING INTERESTS OF ADOLESCENTS: A CRITICAL STUDY OF FIFTY YEARS OF RESEARCH. ED.D. UNIVERSITY OF NORTHERN COLORADO, 1970. ORDER NO. 71-4203, 405 PAGES.

Synthesizes results of theses and dissertations related to the reading interests of adolescents between 1919 and 1969 concluding (1) few fundamental changes in interests have been recorded (2) interest in reading books has steadily declined (3) sex and age are dominant factors influencing interests (4) research is in general agreement concerning peer group influence, need for availability of reading material, accommodation of interests as well as individual needs and the need for changes in adult attitudes toward youthful reading interests, and (5) an urgent need exists for relevant studies concerning minority group and culturally disadvantaged adolescents and academic failures.


Examines reading interests and habits of 28 high school remedial reading students in western Massachusetts comparing these to their interests and habits after summer vacation and after an additional 12 week period.


Attempts to determine the extent to which Iowa junior high school English teachers demonstrate an applied knowledge of reading interests of adolescents as indicated by their assignment of 18 real or fictitious book annotations to grade level and sex on a questionnaire returned by 286 of a random sample of 400 teachers. Chi-square analysis indicated that the following groups scored significantly more frequent correct answers than other groups: (1) respondents who had English department heads (2) those 41-45 years of age, and (3) those with 3-5 years experience teaching English. Generally, respondents were most successful when assigning annotations by sex alone than by grade alone and grade and sex combined.

PENNEY, MARY ELIZABETH. TELEVIEWING INTERESTS AND READING INTERESTS OF SEVENTH GRADE STUDENTS OF SHAWNEE, OKLAHOMA. ED.D. THE UNIVERSITY OF OKLAHOMA, 1973. ORDER NO. 73-15331, 76 PAGES.

Investigates the significance of differences in reading and televiewing interests by sex and SES using a random sample of 60 males and 60 females in Shawnee, Oklahoma who completed televiewing and reading interest questionnaires including the categories: (1) Adventure, Romance, Mystery (2) Religion (3) Arts and Music (4) Amusements, Sports, Games (5) Humor or Fanciful, and (6) Informative. Correlations and t-tests indicated that neither sex nor SES was a determiner of reading or televiewing interests, but that there was a positive relationship between reading and televiewing interests.

KAHN, NORMA BERNSTEIN. DESIGN AND IMPLEMENTATION OF A HIGH-SCHOOL LITERATURE PROGRAM TO MOTIVATE LIFETIME READING OF LITERATURE. ED.D. UNIVERSITY OF PENNSYLVANIA, 1973. ORDER NO. 73-27562, 230 PAGES.

Describes inadequacies of existing literature programs and implementation at the Stevens School, Philadelphia, Pennsylvania, of five literature courses organized on the basis of key values in literature for the individual and selected by each student according to his current interests and needs: (1) Literature To Entertain (2) Literature To Understand One's Self (3) Literature To Understand Others (4) Literature to Change
Society and (5) Literature to Discover Beauty.

CLARKE, POLLY STOTTS. READING INTERESTS AND PREFERENCES OF INDIAN, BLACK, AND WHITE HIGH SCHOOL STUDENTS. ED.D. NORTH TEXAS STATE UNIVERSITY, 1973. ORDER NO. 74-14,811, 274 PAGES.

Presents results of a reading interest inventory administered through English classes in 20 integrated schools in Oklahoma (n=3581). Percentages, reported in tabular form, indicate reading interests of adolescents in this study were significantly different in five areas relating to sex and six areas relating to grade level, with more differences found between Black and White students than between Black and Indian or between White and Indian. Boys appeared to be more affected than girls by education level of parents. (Reading interest inventory)


Uses 300 TV tie-ins comprised of 18 different titles with 128 boys and 125 girls in a suburban school. Concludes, following pre and post test questionnaire analysis that (1) TV tie-ins were preferred over non-TV tie-ins of the books used in the study (2) TV tie-ins were effective in promoting interest in reading among low SES and low IQ students (3) reading habits of boys were more influenced by television than those of girls (4) no student felt that TV tie-ins were difficult to read, and (5) of non-TV tie-ins, preference was for reading general fiction with boys preferring action and adventure, girls, romance. (Lorge-Thorndike Intelligence Test, Multi-level edition; "The Home Index", Harrison G. Gough; investigator developed questionnaire)

TRUE, JUDITH NAPIER. A COMPARISON OF READING INTERESTS BY ECONOMIC LEVELS. PH.D. GEORGIA STATE UNIVERSITY - SCHOOL OF EDUCATION, 1974. ORDER NO. 75-9456, 171 PAGES.

Compares reading interests of upper and lower economic levels using questionnaire results for grade 9 students in DeKalb County, Georgia. Chi-square analyses indicated significant differences between the responses of different economic levels and between males and females. (Investigator developed questionnaire)

MOORE, MARGARET L. AN ASSESSMENT OF A "RIGHT TO READ" PROGRAM FUNDED BY THE ELEMENTARY AND SECONDARY EDUCATION ACT TITLE II IN THE HARRISBURG, ILLINOIS, COMMUNITY UNIT DISTRICT #3 SCHOOLS. PH.D. SOUTHERN ILLINOIS UNIVERSITY, 1974. ORDER NO. 75-13,248, 169 PAGES.

Appraises a "Right to Read" project at Malan Junior High School in terms of student reading behaviors using 48 boys and 45 girls randomly selected as control and experimental homeroom sections. Analysis of data provided by school librarians indicated that students were motivated to read and use nonprint materials as a result of the project, with the seventh grade more highly motivated than the eighth but no differences attributable to sex. (Library records)


Presents results of three questionnaires administered to grade 12 college bound English classes in three schools in Cleveland, Ohio, selected to represent high, middle and low economic levels. Descriptive statistical procedures and chi-square analysis generally revealed an inverse relationship between economic status and educational goals, reading interests and opinions concerning the English curriculum. (Three questionnaires)

VAUGHAN, JOSEPH LEE JR. THE EFFECT OF INTEREST ON THE READING COMPREHENSION OF GOOD, AVERAGE AND POOR READERS IN GRADES FOUR, SIX, EIGHT AND ELEVEN. ED.D. UNIVERSITY OF VIRGINIA, 1974. ORDER NO. 74-23,324, 73 PAGES.

Uses a sample of 72 students at each of grades 4, 6, 8, and 12 to examine the effect of interest as indicated by preferential selection of reading passages on comprehension as measured by Cloze tests and concludes, from analyses of variance that the effect of interest on comprehension is inversely proportional to reading ability, but is not influenced by academic maturity. (Cloze tests; measures of reading ability and interest)
FIDDLER, JERRY BEN. THE STANDARDIZATION OF A QUESTIONNAIRE TO ASCERTAIN THE ATTITUDE TOWARDS READING SIXTH GRADE PUPILS. ED.D. STATE UNIVERSITY OF NEW YORK AT BUFFALO, 1974. ORDER NO. 74-14,298, 203 PAGES.

Describes construction and standardization of a reading attitude questionnaire including (1) preparation of a taxonomy of the affective domain as it relates to reading and development of items based on the taxonomy as well as distracting items (2) rating of items by a panel of experts (3) item analyses of preliminary questionnaire using a criterion group of 15 subjects with extremely favourable attitudes toward reading and 15 with extremely unfavourable (4) field testing of the validated instruments using 657 subjects from a variety of schools, and (5) preparation of a norms table and instructions for administration and scoring. Item analyses using data from the criterion group yielded a validity coefficient of .795 for the 20 items which discriminated best and field testing revealed a test-retest reliability coefficient of .865. (Researcher developed attitude measure; specialist, teacher and peer ratings)

COLBERT, JOY EDITH. NONFICTION AND ADOLESCENT READING INTERESTS. ED.D. VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY, 1974. ORDER NO. 74-23,802, 195 PAGES.

Suggests the use of a 32 item criteria checklist for assessing content components of nonfiction selections in order to discover how the nonfiction reading required of adolescents compares with their reading preferences. Analyzes the content of 107 selections in 12 leading anthologies recommended for grade 8 in terms of the criteria.

EPSTEIN, IRA DAVID. THE EFFECT OF AN INTEREST-CENTERED PAPERBACK READING PROGRAM ON STUDENT ATTITUDE TOWARD AND ACHIEVEMENT IN READING. PH.D. FORDHAM UNIVERSITY, 1975. ORDER NO. 76-4179, 146 PAGES.

Compares attitude and achievement gains of four intact classes of grade 8 English randomly assigned either to an interest-centered program involving interest inventories, paper back books and self-selection of materials and assignments, or to a teacher structured reading program. Analysis of covariance and correlational analyses of data for the 104 subjects indicated no significant differences in attitude attributable to treatment, although the teacher-structured groups made significantly greater gains in achievement, notably comprehension. (Metropolitan Achievement Tests, Intermediate Reading Test, Forms G and H; semantic differential scale)

DOAN, SHIRLEY ANN STAPLETON. A STUDY OF THE IMPACT OF TEACHERS' ATTITUDES TOWARD INDEPENDENT LEARNING UPON STUDENTS' ATTITUDES TOWARD INDEPENDENT LEARNING IN READING SHORT STORIES. PH.D. THE UNIVERSITY OF NEBRASKA - LINCOLN, 1975. ORDER NO. 76-2015, 142 PAGES.

Presents pre and post experimental data for students and teachers in 19 classes of tenth grade English in Lincoln, Nebraska with classes assigned to student-structured or teacher-structured learning modes for 14 school days. Analysis of variance and post hoc multiple comparisons indicated teachers' attitudes toward independent learning make a significant impact on the on the attitude of their students toward independent learning, with greatest impact when congruence of teacher preference and mode exists. (Doan Seale for Independence of Learning; Student Preference Report)


Compares 75 tenth grade students assigned either to achievement motivation activities, organized study with teacher interaction or independent study for 18 weeks and reports no significant differences in academic progress attributable to the achievement motivation treatment. (Measures of English achievement, need achievement, attendance, attitude toward school)

CONNAY, HANNAH ELIZABETH MILLER. READING INTERESTS OF CHILDREN IN GRADES FOUR THROUGH EIGHT. ED.D. THE UNIVERSITY OF ALABAMA, 1975. ORDER NO. 76-4801, 223 PAGES.

Presents results of a reading-interest questionnaire composed of 120 annotated fictitious titles representing 25 categories completed by 784 Alabama students categorized by race, SES, sex and grade level. Lawshe-Baker Monograph analysis of percentages and rank order correlations indicated (1) most popular categories overall were Mystery and Detective, Realistic Animal Stories, Humour and Whimsy, Money Making and Practical, and Mild Adventures of Children, and (2) differences appeared by sex, race, grade and SES. (Researcher developed questionnaire)
BROWN, ELEANOR DRUM. THE ROLE OF THE ENGLISH TEACHER IN ENCOURAGING RECREATIONAL READING. STATE UNIVERSITY OF NEW YORK AT ALBANY, 1975. ORDER NO. 75-27,013, 152 PAGES.

Examines data on (1) range of recreational reading and reading interests of 2255 grade 9 Albany, New York students (2) teacher response to questionnaire and structured interviews, and (3) expert ratings of teachers on their encouragement of recreational reading. Concludes that elements of a student's background appeared to exert more influence on interest in reading than did the teacher, although when interest in reading was present, the teacher did promote increased recreational reading. Reading ranked last for boys and second to last for girls as a leisure time pursuit.

(Structured interviews; questionnaire; rating scale)


Uses a factorial design with randomly selected and assigned experimental and control group students exposed to prepackaged audio-pictorial media on print-verbal selections as stimuli. Analyses of variance indicated no significant gain in creative thinking ability, verbal abilities or positive attitudes toward reading and writing attributable to either experimental treatment. There was no gain for experimental groups over the control group which received neither set of stimuli.

(Student written products; criterion measures of creative thinking, verbal abilities and attitudes)

SHIRLEY, FEHL LORAYNE. THE INFLUENCE OF READING ON THE CONCEPTS, ATTITUDES AND BEHAVIOUR OF TENTH, ELEVENTH AND TWELFTH GRADE STUDENTS. PH.D. UNIVERSITY OF ARIZONA, 1966. ORDER NO. 66-10,211, 238 PAGES.

Identifies changes in concepts, attitudes and behaviour as a result of reading for grade 10, 11, and 12 students using a modified critical incident technique. Chi-square and correlational analyses identified seven areas of influence, in order of frequency: self-image, philosophy of life, cultural groups, social problems, sensitivity to people, political science and miscellaneous.

(Modified critical incident technique)

SMITH, RICHARD JOHN. THE EFFECTS OF READING A SHORT STORY FOR A CREATIVE PURPOSE ON STUDENT ATTITUDES AND WRITING. PH.D. THE UNIVERSITY OF WISCONSIN, 1967. ORDER NO. 67-12,158, 95 PAGES.

Concludes that the kind of writing task assigned to students preparatory to reading made a difference in their attitudes toward the material, with a creative writing task stimulating creative thinking about the material. Analyses of variance were performed on data for 20 grade 12 college preparatory English classes divided into (1) training program and creative writing task (2) training program and noncreative writing task (3) creative writing task but no training program, and (4) noncreative writing task and no training program.

(Immediate short answer response test; delayed 10 item multiple choice test)
must maintain adequate aesthetic distance from the story (2) failure to perceive the form of the work (3) invention, and (4) egocentrism. (Standardized tests of verbal facility and academic achievement; free and structured written responses to stories; questionnaire concerning perceptions of reading behaviours)

LUCHSINGER, BARBARA BETH. RESPONSES OF TENTH GRADE READERS TO PAIRED COMPLEX AND LESS COMPLEX SHORT STORIES. PH.D. THE UNIVERSITY OF IOWA, 1969. ORDER NO. 69-21,708, 161 PAGES.

Examines immediate and delayed responses of 464 high average and low ability grade 10 students to four pairs of complex (adult) and less complex (adolescent) short stories. Chi-square analysis indicated (1) when Purpose and Imagery were considered separately, all differences favoured the less complex stories (2) for scores collapsed over Function all differences favoured the less complex, and (3) responses for both boys and girls favoured the adolescent materials.

(Hypothesis and response measures; Iowa Tests of Educational Development)

HAYES, MARIE THERESE. AN INVESTIGATION OF THE IMPACT OF READING ON ATTITUDES OF RACIAL PREJUDICE. ED.D. BOSTON UNIVERSITY SCHOOL OF EDUCATION, 1969. ORDER NO. 70-12,175, 161 PAGES.

Appraises the effects of reading literary works on the modification of certain attitudes towards Negroes of a white urban school population. Nine books of mixed genre were read by 34 male and 23 female college preparatory grade 11 English students in a large urban high school in an industrial northeastern city. As the study was exploratory no generalizations were made, however, the results did indicate that subjects' attitudes changed in a direction favourable to the Negro with males indicating greater change than females. (Cooperative English Tests; Otis Quick-Scoring Mental Ability Test; Hinkley Scale of Attitudes toward Negroes, Form A and B; Triandis Behavioral Differential; Bogardus Social Distance Scale)


Presents development and experimental evaluation of a Personalized Reading Program consisting of a cooperatively student-teacher developed reading plan for each student based on observed and tested student needs and including skills building material, recreational reading, evaluation, and revision. A randomized block design with repeated measures was used with 180 grade 7 students in Shafter, California. Analyses of variance indicated the Personalized Reading Program students superior in attitudes toward reading and school, study skills and self-concept.

(Measures of attitudes, study skills, self-concept, reading skills and IQ)

FAGGIANI, LESTER A. THE RELATIONSHIP OF ATTITUDE TO RESPONSE IN THE READING OF A POEM BY NINTH GRADE STUDENTS. PH.D. NEW YORK UNIVERSITY, 1971. ORDER NO. 71-28,631, 334 PAGES.

Explores ways in which prior attitude toward and involvement in a subject related to aspects of free response to a poem treating that subject using the poem "Dulce et Decorum Est" and the subject "Dying for One's Country". A modified version of the Purves' system of content analysis was used to look at incidence of response for Personal Involvement, Perception, Interpretation and Evaluation, with prereading attitude determined using a semantic differential instrument. Analyses indicated a significant correlation between high Personal Involvement and strong prior attitude. In-depth analysis of 16 individual protocols revealed that readers were intensely active intellectually and emotionally and highly individual in their responses.

(Semantic differential; Purves' system for content analysis)

SOMERS, ALBERT BINGHAM. RESPONSES OF ADVANCED AND AVERAGE READERS IN GRADES SEVEN, NINE AND ELEVEN TO TWO DISSIMILAR SHORT STORIES. PH.D. THE FLORIDA STATE UNIVERSITY, 1972. ORDER NO. 73-4701, 138 PAGES.

Analyzes and describes free written responses of 41 seventh grade, 45 eighth grade and 48 eleventh grade students from the University School at Florida State University to "The Chaser" by John Collier, and "Appointment with Love" by S. Kishor, attempting to determine changes from one grade to the next. Each statement in 268 Free response papers was coded into Engagement, Perception, Interpretation, Evaluation or Miscellaneous and also into one of Purves' 45 subcategories. Concludes that students generally prefer evaluation as a mode of response (2) outside of references to plot, students rarely respond to form or technique (3) differences by grade level are not generally significant although grade seven students are more involved in the stories than others (4) for more difficult these-oriented stories more statements are of interpretation and fewer of evaluation, with greater variety and more even distribution of responses (5).
differences in response by sex and reading ability are infrequent, and (6) generally, free written responses are brief, shallow and restricted in scope.

(For Gate-MacGinitie Reading Tests; Purves classification from Elements of Writing About a Literary Work)

ANGELOTI, MICHAEL LOUIS. A COMPARISON OF ELEMENTS IN THE WRITTEN FREE RESPONSES OF EIGHTH GRADE READERS TO A JUNIOR NOVEL AND AN ADULT NOVEL. PH.D. THE FLORIDA STATE UNIVERSITY, 1972. ORDER NO. 72-32,754, 127 PAGES.

Looks at free written responses of 66 eighth grade students to the junior novel Turned Out, and compares these to their responses to the adult novel A Separate Peace, using the Purves system of classifying elements of written response to literature. Character analysis provided nearly 75 percent of all interpretive responses with (1) girls writing a higher percentage of interpretive statements, and (2) the largest portion of evaluative responses to both novels affective. Both formal and affective evaluation occurred more frequently for the adult novel and statements of perception for this novel were highest for response to exposition and lowest for the climax while the reverse was true for the junior novel.

(Purves classification system for response to literature)


Evaluates responses of 12 high school juniors and seniors concerning effects of self-selected books, movies and popular songs they experienced from September 1972 to February 1973 according to a framework of seven of Havighurst's developmental tasks and stage one in Erikson's identity crisis. Students' criteria for judging are noted.

(Content analysis of interview responses)

BAZELAK, LEONARD PAUL. A CONTENT ANALYSIS OF TENTH-GRADE STUDENTS' RESPONSES TO BLACK LITERATURE, INCLUDING THE EFFECT OF READING THIS LITERATURE ON ATTITUDES TOWARDS RACE. ED.D. SYRACUSE UNIVERSITY, 1973. ORDER NO. 74-8334, 222 PAGES.

Analyzes free written responses of 140 racially mixed grade 10 students in a suburban New York school to four short stories written by Black Americans. Analysis of differences between experimental and control students who did not read the stories but followed the regular course of studies indicated that the Black literature readings did not have an impact on racial attitudes. Chi-square analysis indicated significant differences among experimental students by race, sex, verbal IQ, reading ability, literary comprehension, and racial attitudes toward Blacks in all response categories.

(Categorization system for content analysis; objective literature comprehension tests; standardized reading tests; pre and post semantic differentials)
SHABLAK, SCOTT LEE. THE EFFECTS OF DIFFERENT TYPES OF GUIDE MATERIALS AND MANNER OF PRESENTATION ON NINTH GRADERS' CURIOSITY TOWARD AND RESPONSE TO SELECTED SHORT STORIES. PH.D. SYRACUSE UNIVERSITY, 1973. ORDER NO. 74-8307, 343 PAGES.

Examines the effects of literal/interpretive levels guides, abstract applied level guides and concrete applied level guides used as prereading experiences and for prediction of response to guides with 202 grade 9 students assigned to control and experimental groups. Following the reading of four stories during learning time and two independent of instruction over a two and one-half week period, significant differences were found in overall patterns of response, in prereading curiosity scores and in comparisons between pre and post reading scores among experimental and control students. Argues that because the nature of the guidance offered had an observable effect on students' patterns of written response teacher repertories of well-defined strategies of instruction should be increased. (Squire's categories for content analysis; Interest Indicator Scales; multiple choice achievement test)

THOMPSON, STEPHEN JOHN. RESPONSES OF STUDENTS IN GRADES 7-12 TO SELECTED SHORT STORIES AND THE RELATIONSHIP BETWEEN THESE RESPONSES AND CERTAIN READER CHARACTERISTICS. PH.D. SYRACUSE UNIVERSITY, 1973. ORDER NO. 74-10,183, 139 PAGES.

Relates grade, sex and personality to response to six short stories for four boys and four girls selected for high ability and verbal facility in each of grades 7 through 12. A directed response - categorizing stories on the basis of literary quality - provided the stimulus situation for prompting non-directed responses which were then analyzed using a modified form of Squire's system with categories for literary judgement, interpretation, narration, association, self-involvement, and prescriptive judgement. No significant differences were found by grade, sex or personality factors on the directed responses while significant differences were found in all cases for non-directed responses. (Junior-Senior High School Personality Questionnaire; Squire's system for coding responses to literature; interviews; rating of oral facility)

KUENH, WILLIAM LAWRENCE. SELF-ACTUALIZATION AND ENGAGEMENT-INVOLVEMENT RESPONSE TO LITERATURE AMONG ADOLESCENTS. PH.D. UNIVERSITY OF MINNESOTA, 1973. ORDER NO. 74-10,622, 186 PAGES.

Correlates self-actualization as defined by Maslow with engagement-involvement in reading for 86 grade 11 students concluding that subjects scoring high on engagement-involvement generally scored high on self-actualization, and that this relationship was not caused by relationships with intelligence, verbal intelligence and verbal productivity. (Shostrum's Personal Orientation Inventory; Purves' content analysis technique for written responses to determine engagement-involvement; IQ measure)

PAGE, ERNEST RICHARD. AN ANALYSIS OF RACIAL ATTITUDE CHANGE IN ELEVENTH GRADE STUDENTS USING A BLACK LITERATURE PACKAGE. PH.D. THE PENNSYLVANIA STATE UNIVERSITY, 1974. ORDER NO. 71-10,000, 172 PAGES.

Examines racial attitude change in 65 grade 11 students in a nearly all white Central Pennsylvania school following the reading of a Black Literature Package (BLP). Scores on the Multifactor Racial Attitude Inventory used in a variation of the Solomon four group design and subjected to analysis of variance indicated no significant differences between students reading the package independently, reading the package under teacher direction or following regular language arts instruction. (Multifactor Racial Attitude Inventory)

AUERBACH, LEO. THE INTERACTION BETWEEN SOCIAL ATTITUDE AND RESPONSE TO THREE SHORT STORIES. PH.D. NEW YORK UNIVERSITY, 1974. ORDER NO. 74-17,130, 214 PAGES.

Compares responses to violent and nonviolent short stories of two groups of eleventh and twelfth grade suburban New Jersey students matched on attitude toward physical aggressiveness. Analysis of free and directed responses indicated attitudes toward physical aggression were not related to type or intensity of response to violent stories and that attitudes toward violence were not related to types of story read. (Semantic differentials; Social-judgement-involvement instrument; content analysis of written responses)
HANZELKA, RICHARD LOUIS. CHARACTERISTICS OF SHORT STORIES ASSOCIATED WITH PREFERENCES OF NINTH GRADE STUDENTS. PH.D. THE UNIVERSITY OF IOWA, 1974. ORDER NO. 74-21,895, 134 PAGES. Compares student evaluation with expert evaluation of 15 short stories from the universe of short stories in 10 hard cover literature anthologies using 17 ninth grade judges and a panel of English education specialists. Reports (1) student judges preferred a clear plot, with figurative language and imagery appearing to rate poorly (2) a high correlation between the evaluative scales and readability-clarity scales, and (3) generally high agreement between the student ratings and the expert ratings.

KELLY, PATRICIA PROUDFOOT. A COMPARISON OF THE ORAL STUDENT RESPONSES IN A CLASS USING SIMULATION GAMES PRIOR TO READING SELECTED SHORT STORIES AND A CLASS NOT USING SIMULATION GAMES. ED.D. VIRGINIA POLYTECHNIC INSTITUTE AND STATE UNIVERSITY, 1975. ORDER NO. 75-23,703, 129 PAGES. Using three eleventh grade classes once a week for three weeks, compares student responses for an experimental group who played simulation board games designed to introduce concepts entailed in the story to be read, a placebo group who played simulation games unrelated to the story and a control group who played no games. Squire's seven categories of student response were employed and students who had played the conceptually related game appeared to have more empathy for characters and their behaviors and showed greater participation in class discussion. Placebo group responses were similar to those of controls.

PLATEK, THERESA F. THE RESPONSES OF SIX ADOLESCENTS TO VALUE SITUATIONS IN SELECTED SHORT STORIES: A CASE STUDY OF THE VALUING PROCESS. ED.D. STATE UNIVERSITY OF NEW YORK AT BUFFALO, 1975. ORDER NO. 75-27, 371, 202 PAGES. Concerns the observable aspects of the valuing process in expressed response to short stories and attempts to determine the extent to which reading of fiction facilitates this process using Sidney-Simon's value sheet, Lawrence Kohlberg's moral dilemma and observations in restricted environments over a ten week period. Finds students (1) did not always reveal their values to engage in valuing (2) expressed preference for discussing values in specific rather than abstract situations, and (3) preferred solitary to collaborative valuing.

PETROSKY, ANTHONY R. INDIVIDUAL AND GROUP RESPONSES OF FOURTEEN AND FIFTEEN YEAR OLDS TO SHORT STORIES, NOVELS, POEMS AND THEMATIC APPERCEPTION TESTS: CASE STUDIES BASED ON PIAGETIAN GENETIC EPISTEMOLOGY AND FREUDIAN PSYCHOANALYTIC EGO PSYCHOLOGY. ED.D. STATE UNIVERSITY OF NEW YORK AT BUFFALO, 1975. ORDER NO. 75-16,956, 665 PAGES. Presents a descriptive profile of adolescent response to literature examining findings in terms of psychoanalytic concepts relating to response to life styles and of Piaget's genetic epistemology. Using a holistic approach to case studies, concludes (1) cognitive and affective parameters of response are determined by respondent's thought processes and personality (2) thought processes and identity theme are intra-individual variables constructed within and with past experiences (3) response to literature takes a form that is learned (4) learning of a response form is a result of perceived expectations (5) different response forms allow various degrees of freedom, and (6) a genuine dialectical experience results from opportunities for articulation and sharing of personal impression and interpretations in group situations.

SHURDEN, KAY WILSON. AN ANALYSIS OF ADOLESCENT RESPONSES TO FEMALE CHARACTERS IN LITERATURE WIDELY READ BY STUDENTS IN SECONDARY SCHOOLS. ED.D. THE UNIVERSITY OF TENNESSEE, 1975. ORDER NO. 76-1981, 101 PAGES. Considers ratings of leading female characters by 400 rural Tennessee secondary students for 12 books with fully drawn female characters considering only books which had at least 20 respondents. Reports (1) seven of the female characters analyzed had more unsteretypic than stereotypic characteristics (2) more of the characters had traits considered socially valued than unvalued (3) no significant differences appeared in ratings by sex, and (4) books written for teenage audiences presented the most stereotypic female characters.

...
LUCKING, ROBERT ALFRED. A STUDY OF THE EFFECTS OF A HIERARCHICALLY-ORDERED QUESTIONING TECHNIQUE ON ADOLESCENTS' RESPONSES TO SHORT STORIES. PH.D. THE UNIVERSITY OF NEBRASKA - LINCOLN, 1975. ORDER NO. 76-2035, 133 PAGES.

Compares essay response to short stories for 84 Lincoln, Nebraska tenth grade students after receiving (1) no instruction (2) instruction by teachers without special training in questioning, and (3) instruction by teachers trained in asking hierarchically ordered questions. Each statement in the three sets of essays was rated using the Purves content analysis scheme. Multivariate analysis of variance indicated that the hierarchically ordered questions caused students to make a significantly broader, more interpretative range of responses regardless of reading ability or attitude.

(Purves' content analysis scheme for response to literature; measures of reading achievement and attitude)

CAFEE, CLAUDE EARL. BIBLIO THERAPY: ITS EFFECT ON SELF-CONCEPT AND SELF-ACTUALIZATION. ED.D. EAST TEXAS STATE UNIVERSITY, 1975. ORDER NO. 76-4623, 117 PAGES.

Reports that bibliotherapy did not produce a statistically significant increase in reported self-concept and self-actualization scores for 42 volunteer subjects in grade 10 to 12 in Petty, Texas. Subjects were randomly assigned to (1) group meetings weekly for a two hour session with the investigator plus reading assignment (2) assigned reading materials and individual meetings with the investigator, and (3) no treatment. A significant difference was found for reported acceptance of others.

(Personal Orientation Inventory; Berger Acceptance of Self and Others Scale)

COWGILL, GENEVIVE ALICE. A STUDY OF THE DIFFERENTIAL EFFECTS OF SHORT FILMS, AUDIO-TAPES AND CLASS DISCUSSIONS ON THE UNSTRUCTURED WRITTEN RESPONSES OF SENIOR STUDENTS TO POETRY. PH.D. UNIVERSITY OF PITTSBURGH, 1975. ORDER NO. 76-14,119, 273 PAGES.

Considers the effects of various combinations of teaching techniques on the written responses of 324 twelfth grade suburban Pittsburgh students with a randomly selected sample of 432 protocols providing 4731 statements for analysis using Purves' five categories. Results following chi-square analysis included (1) students who studied short films related to the poems wrote significantly more statements than those who did not, and (2) the audio-tape group wrote more interpretive responses while the students who participated in discussions wrote more engagement statements.

(Purves' Elements of Writing About a Literary Work response categories)

PENNA, ROBERT FRANK. THE RELATIVE EFFECTIVENESS OF THE CLASSROOM DISCUSSION APPROACH AND THE TUTORIAL APPROACH TO LITERATURE FOR THE DEVELOPMENT OF ADOLESCENT EGO IDENTITY. PH.D. FORDHAM UNIVERSITY, 1975. ORDER NO. 76-4190, 297 PAGES.

Compares a Classroom Discussion Approach with a Tutorial Approach using ninth and tenth grade classes stratified by reading ability and randomly assigned to Classroom Discussion or to control. Ten students were randomly assigned to the Tutorial Approach. Analyses of covariance following the ten week study indicated (1) the Classroom Discussion Approach scored significantly higher than the others for self-identity and self-acceptance, and (2) the high reading achievement group scored significantly higher on these variables than did the average or low achievement groups.

(Nelson Denny Reading Test; Index of Adjustment and Values)

CULP, MARY BETH WADE. A STUDY OF THE INFLUENCE OF LITERATURE ON THE ATTITUDES, VALUES AND BEHAVIOUR OF ADOLESCENTS. PH.D. THE FLORIDA STATE UNIVERSITY, 1975. ORDER NO. 76-13,804, 178 PAGES.

Using questionnaire data on the influence of literature since sixth grade provided by 158 university freshmen, analyzes the responses of students between 16 and 20 years of age, and reports case study data for 10 students selected from a pool established at either end of the spectrum of influence. Findings included (1) the majority of students had been influenced to some extent in their attitudes, values and/or behaviour by literature with most influences on attitude and few reported on behaviour (2) areas of influence were self-image, awareness of moral and ethical issues, sensitivity to others, and awareness of social problems (3) case studies indicated no clear relationship between the influence of literature and intelligence, achievement and background factors, and (4) the most influential genre is the novel.

(Student records; check lists; autobiographical data sheets; interviews)
MCCURDY, SARA BETH HUNTLEY. A STUDY OF RELATIONSHIPS BETWEEN
GOALS FOR THE TEACHING OF LITERATURE AND TEACHERS' ATTITUDES
TOWARDS THE MAJOR CATEGORIES OF WRITTEN STUDENT RESPONSES TO
LITERATURE. Ph.D. THE FLORIDA STATE UNIVERSITY, 1975. ORDER NO.
76-2667, 179 PAGES.

Uses a survey questionnaire including samples of written student
responses to literature in identifying preferences of secondary
English teachers towards categories of student responses.
Reports statistically significant patterns of response
preferences with interpretation consistently ranked as the most
preferred and evaluation the least preferred response. However,
in the goal statements by the teacher respondents, perception
was the most preferred and evaluation the least preferred.
(Questionnaire; Purves' content analysis for response to
literature)

ROSS, HARRY CAMPBELL. COMPARATIVE STUDY OF THE RESPONSES MADE BY
GRADE 11 VANCOUVER STUDENTS TO CANADIAN AND NEW ZEALAND POEMS.
ED.D. THE UNIVERSITY OF BRITISH COLUMBIA (CANADA), 1975.
(AVAILABLE THE NATIONAL LIBRARY OF CANADA).

Using a fully crossed 2x2 factorial design with 12 replications,
examines free written responses of 24 Vancouver, British
Columbia grade eleven students who listened to taped recordings
of a pair of unfamiliar poems reading them concurrently. For one
sub-group, the poems were identified as originating in Canada or
New Zealand. Analysis indicated little discriminatory recognition
and little response difference although there was considerable
evidence that when students knew the origins of Canadian poems
they favoured those on a number of dimensions. The attempt to
establish a working base for ongoing exploration was considered
successful.
(Researcher designed content analysis)

HALL, JOHN EDWARD. A DESIGN FOR ORGANIZING AND ADMINISTERING
READING PROGRAMS IN CONSOLIDATED HIGH SCHOOLS FOR NEGROS IN
MISSISSIPPI. Ed.D. NEW YORK UNIVERSITY, 1961. ORDER NO. 62-3310,
152 PAGES.

Presents a handbook for principals on organizing high school
reading programs in consolidated high schools for Negros in
Mississippi, developed following a literature review, analysis
of achievement and intelligence data for 6958 students, and
questionnaire responses from 137 principals. Concludes that the
average Negro student was retarded four grade levels in reading,
that principals were concerned about this retardation and
expressed a need for guidance. The handbook was submitted to 40
principals for evaluation.
(Reading test; IQ measure; questionnaire)

TOWNSEND, IRVING DINSMORE. THE READING ACHIEVEMENT OF ELEVENTH
AND TWELFTH GRADE INDIAN STUDENTS AND A SURVEY OF CURRICULA
CHANGES INDICATED FOR THE IMPROVED TEACHING OF READING IN THE
PUBLIC SCHOOLS OF NEW MEXICO. Ed.D. THE HIGH UNIVERSITY OF NEW
MEXICO, 1962. ORDER NO. 62-2490, 246 PAGES.

Compares achievement of grade 11 and 12 Indian students with
national norms, determines practices in teaching reading and
presents suggestions for changes necessary to improve reading
instruction. Data from standardized tests, questionnaires and
personal interviews indicated (1) approximately half of the
students scored below the tenth percentile on a standardized
reading test with 47 percent below a grade level of 6.8 in
comprehension, below 7.8 on vocabulary and below 7.2 on speed
and accuracy (2) 98 percent of the questionnaires revealed a
need for remedial action in current teaching methods, and (3) 80
percent of the teacher respondents had no professional training
in the teaching of reading.
(Diagnostic Reading Tests; Gates Reading Survey; investigator
developed questionnaires; interviews)
COOPER, DAVID. IMPLICATIONS FROM SEMANTICS FOR THE TEACHING OF MATURE READING SKILLS IN SECONDARY-SCHOOL ENGLISH CLASSES. ED.D. STANFORD UNIVERSITY, 1963. ORDER NO. 63-6407, 178 PAGES.

Examines the semantic aspects of reading and the literature of semantics to propose objectives for a program to develop maturity in reading. Fifty-one objectives for a secondary school reading program are described in terms of the semantic insights required of mature readers and are consistent with those objectives of general education and the teaching of English. Concludes that secondary teachers should assume greater responsibility in developing expository reading skills as well as literary skills, and suggests semantic theory is an important source of objectives for such a program.

SUMMERS, EDWARD GEORGE. AN EVALUATION OF READING GROWTH AND RETENTION UNDER TWO PLANS OF ORGANIZATION FOR SEVENTH GRADE DEVELOPMENTAL READING. PH.D. UNIVERSITY OF MINNESOTA, 1963. ORDER NO. 64-7282, 320 PAGES.

Evaluates a seventh grade developmental reading program performing analysis of covariance on data including scores from the Gates Reading Survey Test and concludes (1) massed semester and whole year scheduling were equally effective (2) the "middle" IQ group consistently achieved greater gains with "low" and then "high" groups following (3) females generally made significantly greater gains than males (4) little significant interaction between combinations of scheduling, IQ and sex appeared (5) retention analysis one semester after treatment indicated students had not only maintained their comprehension and vocabulary gains but significantly increased them, and (6) the program had a positive effect on the classroom teacher's ability to teach a developmental sequence.

ELLIS, UPSHUR BERKLEY. THE INITIATION OF DEVELOPMENTAL READING PROGRAMS IN THE JUNIOR HIGH SCHOOLS OF BUCKS COUNTY, PENNSYLVANIA. ED.D. TEMPLE UNIVERSITY, 1963. ORDER NO. 64-1127, 207 PAGES.

Critically analyzes the way in which junior high schools initiated their developmental reading programs using interview and questionnaire data from principals, reading coordinators, librarians and reading teachers in 16 schools. Data is presented on the year programs were initiated, personnel involved in initial planning, in-service training, selection of reading teachers, scheduling and grouping practices and evaluation of programs. The most serious problems were identified as a lack of desire to teach reading and a failure of teachers to accept responsibility to teach reading. (Interview questionnaires)


Compares a basal reading program with a developmental reading program which used Science Research Associates Reading Laboratories, pacing machines, controlled readers and a basal reader over two years involving 208 grade 8 students the first year and 222 the second. Students were assigned to one program for the first half of the year and switched to the other program the second half. Analysis of Iowa Silent Reading Test scores indicated (1) the developmental program may be interchanged by semesters without affecting achievement (2) students at lower levels of proficiency derived more benefits from the developmental program and (3) certain teachers may have aptitudes which lend themselves to increased efficiency in the teaching of the developmental program.

CADELINA, GEORGINA BENitez. RECOMMENDATIONS AND SUGGESTIONS FOR DEVELOPMENTAL READING PROGRAMS FOR QUEZON CITY HIGH SCHOOLS, QUEZON CITY, PHILIPPINES. ED.D. INDIANA UNIVERSITY, 1964. ORDER NO. 65-385, 230 PAGES.

Investigates current practices in teaching secondary reading and presents basic recommendations for the establishment of a structured developmental program. Proposes and describes programs for college preparatory and for vocational curriculum students.


Compares reading achievement of 460 grade 7 and 424 grade 8 students categorized by sex, IQ, reading ability and designated control (not enrolled in reading classes) or experimental (enrolled in reading classes). Analyses of variance indicated (1) experimental students scored significantly higher on speed of comprehension, vocabulary, level of comprehension, ability to read social studies materials, ability to interpret literary
materials and ability to use source materials, but not in ability to read science materials (2) reading instruction enabled boys to equal or surpass girls in reading achievement, and (3) significant differences in achievement appeared among IQ levels.

(Measures of general reading skills, content reading skills, and intellectual ability)

2009
SCHIFFERT, RALPH EDGAR. THE DESIGN, IMPLEMENTATION AND EVALUATION OF A DEVELOPMENTAL READING PROGRAM IN GRADES SEVEN AND EIGHT AT MENDHAM BOROUGH SCHOOL, MENDHAM, NEW JERSEY. ED.D. NEW YORK UNIVERSITY, 1967. ORDER NO. 68-4818, 253 PAGES.

Designs, implements and evaluates a developmental reading program in grades 7 and 8 at Mendham Borough School, Mendham, New Jersey. Suggests that the one year concentrated program as conducted was sufficient in grade 7 and that maintenance and development of reading skills could continue in content classrooms, guidance and library classes in grade 8. Postulates that a limit of reading power is reached in grade 7 and that increases beyond this point are a function of such variables as intelligence or experiential background.

(Measures of reading achievement and intellectual ability)

2010
EVANS, HOWARD MARTIN. AN EVALUATION OF THE EFFECTS OF JUNIOR HIGH SCHOOL SPECIAL READING INSTRUCTION UPON SUBSEQUENT READING PERFORMANCE. ED.D. UNIVERSITY OF ILLINOIS, 1968. ORDER NO. 69-10,696, 91 PAGES.

Compares results of two follow-up tests at grade 8 and grade 10 between 67 pairs of control and experimental subjects, matched by IQ, reading achievement and grade level, where experimental students had received special reading instruction in seventh grade while controls had not. An ex post facto study of matched grade 11 groups was also made, where experimental students (n=95) had received special instruction in grade 7 or 8 while the controls (n=76) had not. Concludes, following t-tests which indicated no significant differences, that as a majority of the experimental students made little or no gain, the continued expenditure of time, money, space and facilities for such special reading classes as the experimental groups experienced is not warranted.

(Iowa Tests of Basic Skills ; Iowa Tests of Educational Development ; IQ measure)

2011
GUERNSEY, JAMES LOWERRE. A PROPOSAL FOR TEACHING READING IN THE EAST ISLIP JUNIOR HIGH SCHOOL. ED.D. COLUMBIA UNIVERSITY, 1968. ORDER NO. 69-6031, 166 PAGES.

Presents a survey and analysis of literature on reading and curriculum, a proposal for a junior high school reading program, description of the East Islip Junior High School reading program and proposes improvements in this program. Advocates a program in which reading teachers (1) teach developmental reading classes to all grade 7 students (2) teach remedial classes for all students having difficulty, and (3) provide assistance for content area teachers.

2012
LARKIN, WILLIAM MARTIN. AN ANALYSIS OF INDEPENDENT STUDY PROGRAMS IN SELECTED JUNIOR HIGH SCHOOLS OF INDIANA. ED.D. INDIANA UNIVERSITY, 1969. ORDER NO. 70-17,236, 180 PAGES.

Analyzes student and faculty personnel, and instructional materials, appraisal practices, attitudes and individualization of instruction in independent study program in 13 Indiana junior high schools. Data from administrator, teacher and student interview guides analyzed and tabulated using rank order and percent indicated that in most schools using independent study programs (1) opportunities for independent study appear most frequently in the basic skills areas (2) additional equipment and materials are not extensively used (3) programs are organized for a select group of students (4) decision making is done cooperatively between teachers and students (5) programs include scheduling, teaching load and providing facilities (6) attitudes of principals, teachers and students are positive, and (6) evaluation and action research are not evident.

(Interviews)

2013
TAYLOR, HARRY J. EVOLVING A BETTER READING PROGRAM IN AN INNER CITY JUNIOR HIGH. ED.D. WAYNE STATE UNIVERSITY, 1971. ORDER NO. 71-29,803, 169 PAGES.

Examines differences in reading achievement between an experimental group (n=148) of students taking English with National Teacher Corps Interns with an added emphasis of reading, and a control group (n=52) taking English with regular teachers and no added emphasis on reading. Stanford Achievement Test data subjected to analyses of covariance indicated a significant difference between experimental and control groups for paragraph meaning but not for word meaning. Questionnaire responses by experimental students indicated positive attitudes towards reading instruction in their English class.

(Stanford Achievement Test , Reading; investigator developed
SCHMIDTLEIN, ROZANNE. A POST HOC STUDY OF ESEA TITLE I READING IN GRADE SEVEN IN A MIDWESTERN CITY. PH.D. THE UNIVERSITY OF AKRON, 1972. ORDER NO. 73-10,156, 129 PAGES.

Looks at the same pupil's reading achievement scores in grades 4, 6, and 8 to ascertain if the Title I ESEA Reading Program had any impact. Students were randomly selected from four Title I junior high schools in a Midwestern city and matched by sex and ability with non-ESEA students. Reading achievement scores from grade 4, 6, and 8 were obtained from permanent records. Analyses of covariance and multiple regression techniques indicated no significant differences between Title I and non-Title I students, and no significant differences attributable to sex.


Presents a comprehensive model for a secondary reading syllabus in culturally different communities based on the assumptions that (1) learning is a cumulative and sequential process, (2) components of the proposed curriculum must be clearly articulated, and (3) program materials and procedures should be relevant to the program's objectives and practical demands of society. Examination of reading syllabi published by the ten largest U.S. Secondary school districts in the light of the model indicated that in existing syllabi, emphasis is on reading as a product, rather than a process, and the major goals are (1) understanding syntax and literary style, (2) analyzing psychological motivations of individual characters, (3) developing a love of reading, and (4) understanding one's own motivations better and thus improving one's relationships with other individuals. Includes recommendations for altering syllabi to serve the needs of culturally different citizens.

GUTTINGER, HELLEN IRELAND. DEVELOPMENTAL READING PROGRAMS EMphasizing THE PURPOSES OF THE LEARNER FOR SIXTH, SEVENTH AND EIGHTH GRADERS IN TWO SCHOOLS IN TWO FLORIDA COUNTIES. ED.D. THE UNIVERSITY OF FLORIDA, 1974. ORDER NO. 75-16,387, 429 PAGES.

Tests the effectiveness of a developmental individualized reading laboratory and final evaluation conferences in two Florida public schools. Analysis of variance and Scheffé's multiple comparison procedures were performed on comprehension and vocabulary data from the Stanford Achievement Test and rate scores on the Diagnostic Reading Test for 473 LPA grade 6, 7, and 8 students and 125 grade 6, 7, and 8 students in classroom teacher-directed reading programs. Concludes (1) LPA students indicated a significant change in comprehension, rate and vocabulary; (2) LPA students made significantly greater gains in comprehension and rate than classroom students; and (3) School B students had significantly greater comprehension and vocabulary gains.

GRAHAM, HANTFORD LEROY. A CRITICAL ANALYSIS OF HISTORICAL STRATEGIES OF READING INSTRUCTION IN THE LIGHT OF CONTEMPORARY PSYCHOLINGUISTIC THEORY. ED.D. UNIVERSITY OF VIRGINIA, 1974. ORDER NO. 75-2053, 122 PAGES.

Investigates the instructional methodologies and materials used most between 1600 and 1850 A.D., and concludes that the methodologies were most successful and probably the best for the child at that time. Application of psycholinguistic theory to the practices indicated a sequential cognitive process in learning to read that took into account each necessary step in the process.

MILLER, EVELYNE FRANCES. A PSYCHOLINGUISTIC BASIS FOR READING IMPROVEMENT IN THE SECONDARY SCHOOL. ED.D. UNIVERSITY OF SOUTHERN CALIFORNIA, 1974. ORDER NO. 74-21,490, 199 PAGES.

Develops guidelines and constructs, validates and revises a model around psycholinguistic theories showing various facets of a secondary reading program which could be followed in the development of such a program. Concludes (1) schools should improve their reading programs based on psycholinguistic theory and considering the effects of attitudes, interests and values; (2) consultants should be hired to work with content area teachers in the application of psycholinguistic insights, and (3) evaluation should include assessing affective areas, measuring success in school subjects and using follow-up studies.
Uses the Gates-MacGinitie Reading Test, Survey E to assess reading skills in comparing a traditional or "annual" program with experimental "rotational" programs in a southern California public junior high school. The ten rotational classes received four nine-week blocks of instruction - grammar, developmental reading, composition and literature - from four different teachers while the three annual classes each received its entire English instruction from one teacher. Concludes (1) developmental reading tended to be more effective when spread over the annual period than over an intensive short period (2) reading skills may be effectively learned in a nine week period (3) after an intensive nine week period of reading instruction is completed and instruction progresses in another area of English, reading skills tend to decline, and (4) rate appears to be the reading skill most easily affected by direct instruction. (Gates-MacGinitie Reading Test, Survey E)

Compares scores for 483 seniors at Sooner High School and at College High School of Bartlesville, Oklahoma, on the New Purdue Placement Test in English and the Diagnostic Reading Test. Analyses of covariance, covarying on SRA Achievement Series eighth grade and Differential Aptitude Test ninth grade scores, and controlling sex and SES, indicated College High School students of both sexes performed better on the English Test with some significant differences by program and sex within schools. (The New Purdue Placement Test in English; Diagnostic Reading Test; SRA Achievement Series Tests; Differential Aptitude Test)

Reports on the effectiveness of a model guideline used in the construction of a School Preferred Reading Program in Los Angeles Unified School System secondary schools. Questionnaire and interview data indicated that components of the model were used in all schools and that (1) modifications were most often

indicated in the areas of student involvement, reading in the content areas and parent contributions (2) leadership was often lacking (3) additional funds and staff cooperation were often indicated strengths of class size and lack of appropriate

materials were weaknesses, and (4) the model provided a useful
guide for constructing school reading programs. (Questionnaire; interviews)

Examines achievement of 25 randomly selected ninth grade Right to Read students participating in an innovative curriculum featuring an affective format, gaming-simulation activities, field experiences, a diagnostic-prescriptive approach and monetary reinforcement. Compares these to 46 randomly selected control not participating in the program using t-tests and analyses of variance and reports (1) a significant difference in reading comprehension in favor of the project students (2) no main effects for sex or attendance patterns, and (3) a number of significant interactions. (Measure of reading comprehension)

2.1 STATUS OF SECONDARY READING

Surveys principals and English teachers in Wisconsin secondary schools and college methods course instructors and finds (1) principals, teachers and college instructors agree that reading is an instructional problem in secondary schools (2) few colleges require courses in reading techniques at the secondary level (3) the responsibility of the English staff for reading instruction has been recognized while total school responsibility has not (4) the majority of English teachers have had no course work in reading (5) much of the reading instruction provided was in special classes with most schools reporting no plan for secondary reading instruction, and (6) well developed programs occurred almost exclusively in large school systems. (Questionnaire)
SIMMONS, JOHN STEPHEN. COMPARISON OF A THEORETICALLY SOUND READING PROGRAM WITH CURRENT PRACTICES OF SECONDARY SCHOOLS IN THE UPPER MIDWEST. PH.D. UNIVERSITY OF MINNESOTA, 1962. ORDER NO. 64-4083, 313 PAGES.

Presents a developed and revised theoretically sound high school program and looks at actual reading practices using 127 returned questionnaires from a random sample of schools in five midwestern states. Survey results revealed (1) most often, either English teachers or administrators supervise the reading programs although usually neither has a professional background in teaching reading and (2) more than one third of the schools indicated little need for organized reading instruction and many schools had no formal program. Organized reading instruction in the Upper Midwest was found to be generally inadequate and in many cases totally lacking.

(Questionnaire)


Examines the status of the state mandated reading program in Grades Seven and Eight of the third and fourth class school districts of nine selected counties of western Pennsylvania.

(Questionnaire; interviews)

LIETWILER, HELENA KEEHNE. A DESCRIPTIVE STUDY OF READING PROGRAMS AND PRACTICES IN PUBLIC SCHOOLS IN THE UNITED STATES. ED.D. THE GEORGE WASHINGTON UNIVERSITY, 1967. ORDER NO. 68-5522, 199 PAGES.

Concludes (1) less than three quarters of the high schools studied offer a recognized reading program, with only one third offering developmental and remedial reading (2) the number of reading programs is increasing (3) most principals lack sufficient reading instruction to organize and direct programs in their schools (4) few schools employ reading specialists and many reading teachers lack specific training, and (5) further teacher education in testing and evaluation is necessary.

(Questionnaire)

LOURIE, SAMUEL. SOCIO-ECONOMIC AND HISTORICAL FACTORS IN SECONDARY READING: AN INVESTIGATION OF THE RELATIONSHIP BETWEEN THE EVOLUTION OF SECONDARY SCHOOL READING INSTRUCTION IN THE UNITED STATES, AND THE DEVELOPMENT OF SELECTED READING PROGRAMS IN NEW JERSEY, WITH ATTENTION TO SELECTED SOCIO-ECONOMIC FACTORS. ED.D. NEW YORK UNIVERSITY, 1967. ORDER NO. 68-4814, 227 PAGES.

Analyzes data from official reports, questionnaires, interviews and observations in order to compare the evolution of four New Jersey reading programs with accepted theoretical models and to identify pertinent socio-economic and historical factors. Finds (1) major socio-economic factors were financial resources, population mobility, racial prejudice and social class bias in selecting methods and materials and assigning instructors (2) the two higher SES communities and programs superior in administrative leadership, teacher training, suitable facilities, realistic time and space allotments, community support and remedial reading provisions, and (3) relevant historical factors included World War II which aggravated the shortage of trained secondary reading instructors and technological innovations and intensified competition for college admission which encouraged superficial, mechanized and "packaged" programs.

(Questionnaires; interviews; observations)

GRAHAM, GEROLD VERNON. PRESENT PRACTICES IN READING PROGRAMS IN SECONDARY SCHOOLS IN CALIFORNIA WITH SUGGESTIONS FOR THEIR IMPROVEMENT. ED.D. THE UNIVERSITY OF FLORIDA, 1968. ORDER NO. 69-10,927, 196 PAGES.

Examines the status and characteristics of secondary school reading programs using questionnaire results from 303 schools each representing one district, and personal observations at ten selected schools. Concludes (1) organized reading programs are recent additions to the majority of the schools (2) generally, these programs are somewhat limited and narrow in scope (3) criteria for student placement in and removal from special classes are somewhat superficial (4) evaluation methods are generally inadequate, and (5) most schools with programs are satisfied and report significant gains in reading.

(Investigator developed questionnaire; observation)
Concludes from questionnaire responses of 94 Indiana junior high schools and further study of 11 representative programs that (1) 64 junior high schools had formal reading programs (2) administration of the schools showed great interest in and support for the reading programs (3) instruction was most often remedial rather than comprehensive and did not meet the needs of a large majority of the student (4) Faculty involvement was usually limited to reading specialists and English teachers, and (5) activities of the reading specialists were not generally those recommended by experts in the field.


Presents a taxonomy of decision making for a midwestern city's school reading program, and compares actual decision making processes employed by administrators and supervisors with a theoretical model of a rational decision making process. Chi-square analyses indicated no significant relationship between staff position held and ability to identify respective decision for the sample of 19 administrators and supervisors. Further analysis of the decision making process employed indicated (1) little agreement between job description and perception of decisionmaking role (2) an incomplete awareness of a totally rational decisionmaking process, and (3) principals and central office administrators relied most heavily upon intuition as a basis for choice while supervisors tended to rely on past experience.

(Investigator developed questionnaire; interviews)


Develops general and specific guidelines for junior high school reading programs and evaluates current practices in 27 Connecticut schools. Includes recommendations for implementation of practices not presently evident.

(Investigator developed questionnaire; interviews)


Concludes from questionnaire responses of 94 Indiana junior high schools and further study of 11 representative programs that (1) 64 junior high schools had formal reading programs (2) administration of the schools showed great interest in and support for the reading programs (3) instruction was most often remedial rather than comprehensive and did not meet the needs of a large majority of the student (4) Faculty involvement was usually limited to reading specialists and English teachers, and (5) activities of the reading specialists were not generally those recommended by experts in the field.

(Gordon, William Macguire. A study of reading programs in the three-year junior high schools of the state of Indiana. Ed.D. Indiana University, 1968. Order No. 68-17,065, 130 pages.)


Analyzes questionnaire data on the status and characteristics of secondary reading programs obtained from 84.7 percent of Oregon's 327 secondary schools and concludes (1) rapid growth is apparent (2) greatest need for reading programs is in the small secondary senior high schools (3) well prepared reading teachers are vitally needed (4) the evaluative program is inadequate and inaccurate (5) emphasis is on remediation and correction rather than continuing development, and (6) generally, schools with reading programs have enthusiastic personnel who believe in the success of their programs.

(Investigator developed questionnaire; observation)


Assesses questionnaire data from Community School Board Members and District Superintendents representing all 31 New York City school districts to determine whether utilization of certain historically identified aspects of the curriculum development process were related to reading achievement and whether there were significant inter-relationships between various aspects of curriculum development. Correlational analyses indicated (1) practical indication of a linear relationship between reading achievement and utilization of major aspects of curriculum development (2) no inter-relationships between components of curriculum development, and (3) decentralization has not effectively transferred decision-making power to local communities.

(Metropolitan Achievement Test: Reading; developed questionnaire)


Examines school size, enrollment and teachers' years of experience teaching reading and number of college credits in reading as these affect the quality of reading programs in Montana appraised by a Reading Program Evaluation Instrument based on an 12 point criteria. Regression analyses revealed that course work credits has the most significant predictive effect...
on the total score and six of the twelve subscores on the evaluation instrument.

(Investigator developed Reading Program Evaluation Instrument; questionnaires)


Presents survey results from 30 high schools, believed to be the most representative of those employing sound reading programs in each of six states, which indicated (1) growth in the number of reading programs has been steady and consistent over 1966-1972 (2) nearly 60 percent of the programs are operated without a specified course of study (3) roughly 80 percent of the total enrollments are not receiving reading instruction, and (4) approximately 80 percent of the schools surveyed are lacking most of the necessary qualifications to match a theoretical model of a sound reading program.

(Survey Forms)

CLOER, CARL THOMAS JR. A STUDY OF VARIABLES IN RELATION TO SECONDARY SCHOOL READING ACHIEVEMENT IN SOUTH CAROLINA. PH.D. UNIVERSITY OF SOUTH CAROLINA, 1974. ORDER NO. 74-22,040, 111 PAGES.

Uses 38 secondary schools in South Carolina to determine the effects of the independent variables reading teacher, reading supervisor, developmental reading program, remedial reading classes, in-service training, compulsory placement, federal funds, stated goals, evaluation, criteria for placement and time spent in special reading classes on reading achievement. Simple correlational analyses indicated that contrary to expectations from surveying the literature when schools were the units of analysis, none of the independent variables were significantly related to reading achievement.

(Measure of reading achievement and mental ability)

OSBORN, CHARLES DAVID. SURVEY OF ADMINISTRATIVE PRACTICES AND CERTAIN ELEMENTS RELATING TO THE STATUS OF SECONDARY READING PROGRAMS IN SELECTED COMPREHENSIVE HIGH SCHOOLS IN INDIANA. ED.D. BALL STATE UNIVERSITY, 1974. ORDER NO. 74-16,836, 234 PAGES.

Identifies administrative practices related to secondary reading in seven school corporations where superintendents were willing to participate and involving 28 high schools in Indiana. Findings included that generally (1) the superintendent participated little in facilities and program planning and evaluation relative to secondary reading (2) communication to the superintendent and school board concerning status and evaluation of such programs was limited (3) hiring procedures and budget considerations for secondary reading were administered by principals and central office staff (4) inservice and consultive services were offered to encourage professional growth and reading Personnel were acquired from within the corporation, and (5) program evaluation did not exist.

(Surveys; interviews)
Establishes an historical-sociological framework and reviews pertinent literature concerning the failure of past and present education, particularly reading, in serving minority populations and describes reading programs and practices which have successfully reversed reading failure in urban schools. Presents the Career Opportunities Program at the University of Massachusetts as an academic experience-based teacher training model preparing effective teachers for urban schools and, finally, examines four proposals for change directed at increasing achievement.

Briefly describes specific aspects of reading programs - present educational policies, teacher training, teacher training in reading, native language, reading methods, special education programs, research in reading, remedial reading education, special schools, sex attitudes, relevance of materials, classroom observations, and items peculiar to a specific country - in England, The Netherlands, Denmark, Norway, Sweden, Switzerland, Israel, Iran, India, Nepal, Japan, Australia and New Zealand. Procedures included a comprehensive questionnaire and personal interviews with a variety of personnel for each country.

Attempts to determine the relative reading difficulty of 22 high school and college texts defined as the number of words underlined by chemistry and physics students in a randomly selected group of public schools. Analyses of variance revealed significant differences in difficulty by text, by unit within text and by school. The Underlining Test was considered valid following correlational analyses indicating a significant relationship between the number of passages underlined and vocabulary test scores, with students with larger vocabularies underlining fewer words. Concludes that reading difficulty is an important variable for textbook selection and presents multiple regression equations applicable for determining the reading difficulty of physics and chemistry texts.

Evaluates seven junior high school textbooks using the Dale-Chall formula for readability, the Flesch Human Interest Index for interest appeal and test results on high interest-low conceptual difficulty and low interest-high conceptual difficulty passages from each text for 450 students. Concludes (1) all the language arts and social studies texts were suitable (2) the science text was grossly inappropriate because of a high average reading level, an extremely wide range of reading levels and low interest appeal, and (3) mean scores for tests on high interest-low conceptual difficulty passages were higher than for low interest-high conceptual difficulty in all instances.

Presents a high-interest, low-vocabulary story written for use with average ability grade 10 students several years retarded in reading, with readability for all chapters rated close to grade 7-8 level by the Dale-Chall formula and interest indicated "very interesting" to "dramatic" by the Flesch human interest formula.

(Paperback: Dale-Chall readability formula; Flesch human interest index)


Analyzes six Alabama high school chemistry texts using a criteria list by Summers to determine if the contents were current, and presents readability levels according to the Dale-Chall formula. Generally, texts were written at levels 13-15, too high for many students whose median reading level on the California Reading Test was 12.4 in a sample of 342 with the range of reading ability 6.8 to 15.8. No student with a reading grade lower than 10 received a grade higher than "C" in high school chemistry. Presents ratings of textbooks from A to F.

(California Reading Test; Dale-Chall formula)


Assesses reading difficulty of eighth grade science textbooks in Texas public schools using Dale-Chall formula finding that of the five texts adopted, one had a reading level of grade 7-8, two of 9-10 and two of 11-12.

(Dale-Chall readability formula; questionnaire)


Evaluates the Dale-Chall formula using two information sheets dealing with technical content and two with non-technical content, all written at the tenth-grade level and re-written at the fifth-grade level, with objective achievement tests for each type of material. Analysis of data for 126 pairs of grade 7 students matched on sex, reading ability, scholastic aptitude, and pre-test scores indicated (1) revision of both materials to a lower level of readability did not result in improvement in comprehension, retention or reading speed (2) comprehension and retention were better for non-technical than for technical materials, and (3) while girls were more successful with non-technical content, boys were more successful with technical content.

(Developed objective achievement test; Dale-Chall readability formula; measure of scholastic aptitude)


Examines the effect of readability level and accessory remarks on problem solving in arithmetic using ten arithmetic problems written at second/third grade and eighth/ninth grade levels defined by the Dale-Chall and Spache Formulas. "Difficult Problems" and "Easy Arithmetic" were printed in large red type with the instructions, and the effects of combinations of remarks and problems studied at high and low mental ability.
levels. Concludes that mental ability and readability and the interaction of these two factors have a significant effect on problem solving.

(Dale-Chall and Spache readability formulas; measure of IQ)

JANZ, MARGARET LOUISE. AN INVESTIGATION OF THE READING LEVELS OF SECONDARY SCHOOL STUDENTS AND THE READABILITY LEVELS OF SELECTED TEXTBOOKS. PH.D. THE FLORIDA STATE UNIVERSITY, 1969. ORDER NO. 70-8563, 81 PAGES.

Relates reading ability of a sample of 590 grade 8, 9, and 10 South Georgia students to the Flesch readability ratings of their assigned textbooks in English, Social Studies and Science. Concludes (1) the majority of assigned textbooks were too difficult, and (2) the range in reading levels of the textbooks was not compatible with the range in reading abilities of the students. (Flesch readability formula; measure of reading ability)

HOLLER, RICHARD LEROY. THE READABILITY OF SELECTED TENTH GRADE BIOLOGY TEXT MATERIALS. ED.D. UNIVERSITY OF MARYLAND, 1969. ORDER NO. 70-10,284, 157 PAGES.

Applied Dale-Chall and Yoakam readability formulas to the 40 reading selections in Biological Science: Pattern and Processes, with three selections then randomly selected, one from each third of the text. Simplified versions were written and Cloze tests constructed for both the original and the revised passages and randomly assigned to a random sample of grade ten students stratified by reading achievement in Kent County, Maryland. Concludes (1) the text exhibits readability limitations when it is to be used for below average readers, and (2) Cloze procedure and the Dale-Chall Formula ranked the more difficult reading selections in the same general order. (Cloze tests; Dale-Chall readability formula; measure of reading ability)

BABCOCK, NATALIE C. FIGURATIVE LANGUAGE AS A READABILITY VARIABLE IN THE STUDY OF THE SHORT STORY. ED.D. OKLAHOMA STATE UNIVERSITY, 1969. ORDER NO. 70-21,339, 95 PAGES.

Assesses figurative language as a factor contributing to reading difficulty using grade 12 students taught a short story unit from which discussion of figures of speech was deleted in a control group (*n=38*), with an experimental group(*n=41*) taught a similar unit in which Figures of speech was the specific skill emphasized. Analysis of covariance and a T-test indicated no significant difference in achievement between control and experimental groups on post-tests utilizing Cloze technique, suggesting that even when figurative language is emphasized, no significant gain in comprehension results. No significant differences appeared between a passage containing two figures of speech and one containing 22 figures. (Cloze procedure)

JEFFERSON, GEORGE LEE JR. LEXICAL AND STRUCTURAL ITEMS AS PREDICTORS OF READABILITY FOR HIGH AND LOW ABILITY READERS. PH.D. UNIVERSITY OF GEORGIA, 1969. ORDER NO. 70-10,200, 152 PAGES.

Attempts to clarify use of Cloze techniques in the measurement of reading comprehension and written language difficulty using 466 high school students, stratified by reading ability and randomly assigned to treatment. A three way analysis of variance with readability, reading ability and deletion type (nth word, lexical or structural) as independent variables indicated significant main effects for reading ability and deletion type, and a significant interaction between type and reading difficulty. Suggests that Cloze is a potentially strong research tool but, at present, not a highly valid measure of reading comprehension or passage difficulty. (Reading ability measure; Cloze procedure; readability measure)

SMITH, WILLIAM LEWIS. THE EFFECT OF SYNTAX ON READING. PH.D. THE FLORIDA STATE UNIVERSITY, 1969. ORDER NO. 70-8575, 134 PAGES.

Considers whether more mature syntactic structure increases reading difficulty or whether all students, regardless of grade level, have the same syntactic skills, using passages written at grade 4, grade 8, grade 12 and Skilled Adult levels of syntactic maturity along with Cloze tests for reading comprehension. From each of grades 4 through 12, four groups of 30 subjects were randomly selected and administered test instruments at one of the four levels of maturity. Statistical analysis indicated (1) grade 4, 5, and 6 students found fourth grade writing easiest to read while older students did not, and (2) more mature students found eighth grade writing easier to comprehend than either simpler or more complex forms. (Cloze procedure)

Compares the reading levels of 900 secondary students as indicated by standardized reading tests with Flesch readability scores for textbooks commonly taught in content areas and finds real differences between the reading levels of the students and the readability levels of the texts with more than half the students assigned content textbooks found to be too difficult. (Flesch Reading Ease Formula; standardized reading test)


Compares the readability levels of of The Roberts English Series, Books 7, 8, and 9; Our Language Today, Books 7 and 8; Modern Grammar and Composition, Book 9, and English, Books 7, 8, and 9, and the reading scores on standardized achievement tests for a sample of 2,412 grade 7, 8, and 9 students. Concludes (1) 1,167 of the students were reading significantly below the readability levels of their language texts, with all of these except Modern Grammar and Composition too difficult for over half of the students using them, and (2) the selected modern grammar texts were considerably more difficult than certain well known Latinate grammars.

(Flesch readability formula; standardized reading test)

HOUSKA, JOSEPH THOMAS. THE EFFICACY OF THE CLOZE PROCEDURE AS A READABILITY TOOL ON TECHNICAL CONTENT MATERIAL AS USED IN INDUSTRIAL EDUCATION AT THE HIGH SCHOOL LEVEL. ED.D. UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN, 1971. ORDER NO. 72-6957, 199 PAGES.

Appraises Cloze procedure as a readability tool on technical content material using three 350 word passages from each of automotive, woods and electronics industrial education assessed for readability, re-written to 7th, 10th, and 13th grade levels. Subjects (n=99), stratified by reading ability, first completed a Cloze test and then 11 days later read the passage and completed a comprehension measure. Correlational analyses indicated the Cloze procedure identified readabilities of the passages similar to the comprehension test and the Flesch formula and discriminated between readers of varying abilities.

(Flesch Reading Ease Formula; standardized reading test)
WARREN, THOMAS SAMUEL. THE COMPREHENSIBILITY OF SELECTED TRANSLATIONS OF THE NEW TESTAMENT FOR STUDENTS WITH VARIOUS READING ABILITY LEVELS IN GRADES SEVEN, EIGHT, AND NINE. PH.D. THE FLORIDA STATE UNIVERSITY, 1972. ORDER NO. 73-4709, 81 PAGES. Investigated the readability of the King James, The New English Bible (NEB), and Good News for Modern Man (GNMM), applying the Flesch formula to 64 randomly selected chapters in each translation. Subjects, grouped by reading grade level, read a randomly selected chapter from each and completed an eight-item multiple choice test with 75 percent considered proof of comprehension. Findings include (1) Flesch scores: King James, 7.7; NEB, 6.7; GNMM, 6.3 (2) some subjects at each reading grade level four to 12 were able to read and understand the King James, NEB and GNMM at levels five to 12, and (3) the King James appears to be written at a level approaching frustration for a majority of subjects reading below grade 11, NEB for those below grade 9, and GNMM below grade 7. (Flesch Reading Ease Formula; Comprehensive Test of Basic Skills; criterion test of comprehension)

CHAPMAN, BILLY GENE. THE DEVELOPMENT OF A SEX MANUAL FOR YOUTH AND ADULTS WITH LIMITED READING ABILITY. ED.D. TEXAS TECH UNIVERSITY, 1973. ORDER NO. 73-32,752, 369 PAGES. Describes the mechanics and rationale used in writing "Sex for Adults in Third Grade English", a book prepared for publication appearing as the Appendix to the dissertation. The book, containing the type of sex information needed by youth and young adults who will be married, has a 3.018 mean reading level and special provisions for readers with visual and intellectual impairment.

DRONBERGER, GLADYS BARRETT. THE READABILITY OF ABSTRACTS AND SOURCE DOCUMENTS. THE UNIVERSITY OF OKLAHOMA, 1973. ORDER NO. 74-9867, 74 PAGES. Investigated the readability of Educational Resources Information Center abstracts appearing in Resources in Education and compares these to readability levels of source documents, applying the Flesch Reading Ease Formula to a randomly selected set of 12 abstracts and source documents from each of four clearinghouses. Concludes (1) abstracts were significantly less readable than source documents (2) areas of educational literature did not differ significantly, and (3) reading levels of abstracts (grades 11.8 to 12.0) and source documents (11.2 to 11.6) did not appear to be higher than the estimated reading level of users. (Flesch Reading Ease Formula)

BAUER, DEANNE OLSEN. EFFECTS OF VARIOUS SYSTEMATIC GRAMMATICAL FORM CLASS DELETIONS UPON COMPREHENSION OF MUTILATED MATERIAL. PH.D. THE UNIVERSITY OF WISCONSIN, 1973. ORDER NO. 74-8969, 272 PAGES. Investigates the effect of type of deletion, content area of passage and linguistic competence of subject using 132 seventh graders each completing a mutilated passage from mathematics, natural science or social studies. Analysis of variance indicated significant main effects for linguistic ability and content area but not for type of deletion by grammatical form class. No significant interactions appeared. (Comprehension measures: Cloze procedures)

NORTON, WILLIAM HILL. COMPUTER ANALYSIS OF READABILITY FACTORS. PH.D. THE UNIVERSITY OF IOWA, 1973. ORDER NO. 74-7414, 165 PAGES. Presents a computer program designed to efficiently analyze readability factors in educational texts. The program which uses the Standard Frequency Index from the American Heritage Word Frequency Book, parses sentences into noun phrases, verbals, adverbials, prepositional phrases and infinitives and uses a count of these factors to provide a more sophisticated measure of sentence complexity than the traditionally used sentence length. (American Heritage Word Frequency Book, Carroll, Davies and Richmond, 1971; computer program)

BAKER, HOMER O'NEAL. AN ALGORITHM FOR COMPUTERIZED READABILITY. ED.D. ARIZONA STATE UNIVERSITY, 1974. ORDER NO. 74-10,711, 71 PAGES. Presents a readability algorithm which would provide an efficient subroutine on any standard computer. Average word length and sentence length both in letters were used to calculate 13 linear and curvilinear algorithms with these then correlated with the Spache, Fry and Flesch formulas. (Spache, Fry and Flesch readability formulas; computer program)
TYLER, THOMAS LEE. A READABILITY STUDY OF ENGLISH STUDENT MATERIALS USED IN THE SEMINARY HOME STUDY PROGRAM PREPARED BY THE SEMINARY CURRICULUM STAFF COMPARED WITH THE READING ABILITIES OF A SAMPLE OF THE YOUTH ENROLLED IN THAT PROGRAM IN THE UNITED STATES. ED.D. BRIGHAM YOUNG UNIVERSITY, 1974. ORDER NO. 74-28,404, 72 PAGES.

Relates the mean rated readability of student study material in the Seminary Home Study Course for 1974-75 as indicated by the Dale-Chall readability Formula to the mean California Reading Test scores of 441 students enrolled in the program. Materials rated at the seventh grade level while students' reading levels corresponded to their assigned grade levels for grade 9, 10, and 11 and to grade 11 for the twelfth grade sample. Concludes that student material is at the appropriate level of reading difficulty for independent student work.

(California Achievement Tests: Reading; Dale-Chall readability Formula)

CERVONE, EDMUND VINCENT. ACHIEVEMENT IN AND ATTITUDE TOWARDS SENIOR HIGH SCHOOL U.S. HISTORY WITH REDUCED READABILITY TEXTS. ED.D. TEMPLE UNIVERSITY, 1974. ORDER NO. 74-28,161, 119 PAGES.

Compares the achievement and attitudes of low achieving students in US history over three semesters with 20 experimental students using a basic text ranging from fourth to sixth grade levels in readability while 11 controls used a text ranging from ninth to eleventh grade in difficulty. Results indicated (1) experimental and control groups did not differ relative to a criterion measure of achievement, and (2) attitude scores of the experimental group became positive while those of the control group became negative.

(Dale-Chall readability formula; Fry's readability graph; Cooperative Social Studies Tests; American history; developed attitude measure)

LINDQUIST, ALBERT ALLEN. SET INDUCTION EFFECTS ON READING COMPREHENSION IN CONTENT FIELDS AS MEASURED BY CLOZE EXERCISES FOR SELECTED SEVENTH AND EIGHTH GRADE STUDENTS. ED.D. UNIVERSITY OF SOUTHERN CALIFORNIA, 1974. ORDER NO. 74-17,356, 191 PAGES.

Using 153 grade 7 and 8 students enrolled in 12 classrooms taught by second assignment teacher trainees in a middle class suburban school concludes (1) limited evidence exists of the relationship between reading ability of the students and readability of the materials (2) beginning teachers accept assigned instructional materials without considering pupil ability to read them (3) instructional materials in the content areas are frequently at inappropriate readability levels (4) little definitive evidence exists to support specific teaching skills such as set induction as a method of producing significant gain in student comprehension of content materials, and (5) reading comprehension is a complex skill not immediately responsive to prescriptive change in teacher behaviour.

(Comprehensive Test of Basic Skills; informal reading inventory; Fry readability graph)

VERDERBER, NADINE LUCILLE. APPLICATION OF CERTAIN READABILITY TECHNIQUES TO CALCULUS TEXTBOOKS. PH.D. THE OHIO STATE UNIVERSITY, 1974. ORDER NO. 75-11,439, 183 PAGES.

Relates interest and difficulty of mathematical English passages from five calculus textbooks to the comprehension of the passages as indicated by Cloze procedure and multiple choice tests. Analyses of covariance and correlational analyses performed on test scores and Flesch's Human Interest Index and the Kane-Bryne-Hater Formula II (KBH-II) ratings indicated (1) Cloze tests were able to detect differences in the readability of the texts (2) Cloze and multiple choice measures appeared to be measuring different aspects of the readability of the passages (3) KBH-II was not able to detect differences in readability, and (4) neither KBH-II nor the Flesch ratings correlated significantly with Cloze scores.

(Flesch Human Interest Index; Kane-Bryne-Hater Formula II; researcher designed comprehension power test; Cloze procedure)

LOWELL, THOMAS STEVENSON KELLER. THE EFFECTS OF MANIPULATION OF SYNTAX AND VOCABULARY ON READING COMPREHENSION. PH.D. UNIVERSITY OF VIRGINIA, 1974. ORDER NO. 75-4690, 165 PAGES.

Examines the effects of varying syntactic complexity as measured by its derivation from the deep structure of Chomskian grammar, and vocabulary difficulty as measured by the 1948 Dale list of 3,000 "easy" words, on the comprehension, reading rate and enjoyability ratings of 216 grade 7 students at Kate Collins Junior High School, Waynesboro, Virginia. Subjects, randomly assigned to six groups - three assigned "good" passages of significant modern literature and three "poor" passages of stereotyped subliterature - each read one passage in its original form and one in each of the simplified syntax and vocabulary forms recording reading time, rating "comprehensibility" and "enjoyability" and performing Cloze procedure tasks. Analysis of variance indicated significant but inconsistent differences favouring "poor" style and simplified vocabulary form. Concludes that neither manipulating syntax to make it less complex nor reducing unfamiliar or difficult words necessarily make the passage easier to understand.

(Likert scales; Cloze procedure; measure of reading rate)
SMITH, CLAIRE LINDSAY GARNIER. A COMPARATIVE STUDY OF THE READABILITY OF SELECTED ACCOUNTING TEXTBOOKS. PH.D. THE UNIVERSITY OF OKLAHOMA, 1975. ORDER NO. 75-21,827, 102 PAGES.

Explores the readability of accounting textbooks applying the Flesch Reading Ease formula to three high school, three college level and three vocational texts. Analyses of variance in conjunction with Scheffe's multiple comparisons test and Hartley's F-max indicated significant differences among the text means by level with the difference accounted for by the difference between the high school and college sample. Mean readability scores indicated the reading levels increased in difficulty as the grade levels increased and that the reading level of each textbook was considerably below that of the students for whom it had been written.

(Flesch Reading Ease Formula)

KUPKA, JOSEPH EMIL. THE EFFECT OF TOPIC SENTENCES ON READING COMPREHENSION. PH.D. THE UNIVERSITY OF AKRON, 1975. ORDER NO. 75-20,804, 321 PAGES.

Probes the effect of topic sentence placement on comprehension using 210 eleventh and twelfth graders each subjected to an 18 paragraph, 10 page expository essay written in four variations of topic sentence placement and a multiple-choice comprehension post-test. Multiple linear regression analysis indicated no significant differences attributable to position or omission of topic sentences.

(Multiple choice comprehension measure; measures of IQ, language, arithmetic and reading achievement, English GPA)

ALMEIDA, PAMELA MASON. PRACTICAL IMPLICATIONS OF THE CLOZE TEST FOR PLACEMENT IN INSTRUCTIONAL MATERIALS. ED.D. HARVARD UNIVERSITY, 1975. ORDER NO. 76-10,556, 124 PAGES.

Supports the hypothesis that Cloze performance of 40 percent equals criterion level of reading comprehension on a multiple choice test following analysis of covariance on data for 156 sixth graders involving Cloze tests, reading selections and multiple choice tests at three levels of readability.

(Cloze procedure; criterion multiple choice tests)

SHAFFER, GARY LEE. AN INVESTIGATION OF THE RELATIONSHIPS OF SELECTED COMPONENTS OF READABILITY AND COMPREHENSION AT THE SECONDARY SCHOOL LEVEL. ED.D. UNIVERSITY OF SOUTHERN MISSISSIPPI, 1975. ORDER NO. 76-4463, 97 PAGES.

Employs social studies content materials containing similar content but different predicted levels of readability with 300 randomly selected students from two high schools on the Mississippi Gulf Coast. Reports, following analysis of variance for standardized test and Cloze test data, (1) a direct relationship between reading achievement and amount of comprehension gain was apparent (2) traditional components of readability formulas (sentence length, syllabic count and vocabulary) did alter the predicted readability of materials but not all had an independent relationship to comprehension, and (3) apparently more information can be gained by the reader as a result of rewriting material to contain shorter sentences.

(California Achievement Tests: Reading, level 5, Form A (1970); Cloze tests)


Provides readability data on prose selections from the Laureate and Classic Literature series from Harcourt, Brace and Jovanovich used in grade 9 to 12 indicating that the level of the selections is beyond the grasp of many if not most students. The reading mean of eleventh grade students was reported at 9.3 while each text revealed a range of levels from second grade to college. The Laureate provided a slightly better fit than the Classic.

(Fry Readability Graph; California Achievement Tests: Reading)
4. PERSONNEL

4.0 PROFESSIONALS

JAMES, HELEN JEANE. EVALUATION OF A JUNIOR HIGH SCHOOL IN- SERVICE PROGRAM DESIGNED TO HELP TEACHERS PROVIDE FOR PUPILS' INDIVIDUAL DIFFERENCES IN READING ABILITIES. ED.D. UNIVERSITY OF MIAMI, 1969. ORDER NO. 69-17,933, 454 PAGES.

Develops, implements and evaluates a series of training sessions and individual conferences involving 16 teachers and a part-time consultant in a Dade County, Florida junior high school over one semester. Concludes (1) the training was effective for those aspects of instruction for which teachers perceive support in their school (2) implementation of recommended practices seems to depend more on what the teacher sees as implications of the recommendation rather than on the practices themselves (3) the process of problem identification and solution in continuing inservice training has a cumulative positive effect on teachers' perceptions of their own and students' needs, and (4) improvement in teaching reading skills depends in part on the teachers' understandings and abilities to group students and incorporate skill-building techniques into their lesson plans.

Owen, Alfred Roy. TEACHER PREPARATION AND COURSE AVAILABILITY IN TEXAS JUNIOR HIGH SCHOOL READING PROGRAMS. PH.D. TEXAS A. & M. UNIVERSITY, 1970. ORDER NO. 70-22,945, 114 PAGES.

Examines questionnaire data for 250 teachers in 104 schools and for 11 Texas teacher training institutions, and catalog offerings from 20 institutions and reports (1) most junior high reading teachers lack suitable preparation at that level (2) corrective and remedial instruction is unavailable to many students who need it, and (3) most teacher training institutions do not offer adequate preparation for the junior high reading teacher.

KIES, DANIEL ALLAN. CURRICULUM CHANGES IN THE PREPARATION OF READING TEACHERS. ED.D. UNIVERSITY OF ARIZONA, 1970. ORDER NO. 70-20,674, 151 PAGES.

Using the questionnaire from the Austin study, The Torchlighters, investigates changes in university and college preparation of reading teachers over nine years. Chi-square and correlational analyses performed on responses from 365 of 530 surveyed institutions indicated (1) more universities and colleges are offering reading as a separate rather than an integrated course (2) more institutions are offering and requiring secondary reading courses, and (3) more time is devoted to teaching than was previously the case.
STIEGLITZ, EZRA LOUIS. DEVELOPING COMPETENCY BASED TEACHER EDUCATION RESOURCE MODULES IN INDIVIDUALIZING INSTRUCTION AND TREATMENT OF SPECIAL READING DIFFICULTIES. PH.D. UNIVERSITY OF PITTSBURGH, 1972. ORDER NO. 73-4033, 222 PAGES.

Presents field test results for a Reading Difficulty module using 11 full-time female University of Pittsburgh students and concludes that (1) students reacted favorably to the program (2) students entered the module with a limited number of skills (3) students progressed at different rates, and (4) most of the competencies were attained by the students in the final weeks of the pilot study.

MALAK, JOSEPH FRANCIS. DEVELOPING COMPETENCY BASED TEACHER EDUCATION RESOURCE MODULES IN COMPREHENSIVE AND DIAGNOSTIC EVALUATION OF READING PROGRESS. PH.D. UNIVERSITY OF PITTSBURGH, 1972. ORDER NO. 73-4142, 275 PAGES.

Presents four resource modules including field test results for the Diagnostic Evaluation of Reading Progress module which was tested at the University of Pittsburgh using 10 full-time female Master's students. Concludes that (1) the students were able to progress at their own rate and work in areas of individual needs and interests (2) a competency based teacher education program utilizing modular design is feasible, and (3) students reacted positively and were generally willing to participate again in such a program.


Attempts to provide insight into the feasibility of providing self-pacing in an undergraduate reading methods course using 265 Michigan State students assigned to either a self-paced or an instructor paced method of instruction so that both methods included students who preferred and did not prefer that mode. Analyses of variance and covariance indicated that the two groups did not differ significantly in achievement and attitude, regardless of whether or not they were in a method of pacing they preferred.

(Pre and post measures of achievement; post measures of attitude; unobtrusive measures of attitude; student evaluation of the course)

RAETSCHE, FREDERICK CARL. THE EFFECT OF AFFECTIVE AND COGNITIVE TRAINING UPON ATTITUDES TOWARD STUDENTS, TUTORING PERFORMANCE AND ACADEMIC ACHIEVEMENT. PH.D. UNIVERSITY OF GEORGIA, 1972. ORDER NO. 73-5767, 146 PAGES.

Uses two sections of a reading methods course to compare the effect of cognitive and affective treatment sections upon the attitude and performance of pre-service teachers engaged in tutoring children with reading problems. Analyses of covariance and analyses of variance indicated no significant difference for the affective and cognitive groups on any student or teacher measure except for the Supervisorial Rating Sheet which favored the affective group.

(For pre-service teachers: Minnesota Teacher Attitude Inventory; California F Scale; Nelson Denny Reading Test; Reading Skills Test; Supervisorial Rating Sheet. For students: Stanford Diagnostic Reading Test; Reading Attitude Index)

JAKUPCAK, MICHAEL JOSEPH JR. JOB FUNCTIONS, ROLES AND VIEWS OF TRAINING OF LEARNING DISABILITY AND REMEDIAL READING PERSONNEL. ED.D. UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN, 1973. ORDER NO. 74-12,274, 140 PAGES.

Analyses 45 questionnaire responses from 84 potential subjects who had received master's degrees in learning disabilities or remedial reading at the University of Illinois and finds (1) learning disability personnel functioned in diagnostic remedial and consultative roles in individual or small group settings while remedial reading teachers assumed regular classroom assignment as well as diagnostic and remedial responsibilities with individuals and small groups (2) differences between the two groups involved diagnostic roles, direct involvement in remediation and perceptions of the children they served while similarities involved degree of interaction with parents, expressed need for better communication with classroom teachers and application of teacher made materials, and (3) both groups highly valued their graduate training in their respective fields with practicum experiences in supervised clinical settings indicated most relevant to their current positions.

(Survey questionnaire)


Relates teacher knowledge and understanding of reading to student reading achievement using a sample of 3003 grades 4
through 6 students taught by 200 teachers in Chicago Public Schools. Correlational and chi-square analyses indicated (1) when data were analyzed without respect to levels of teachers or student performance, no relation appeared between teacher knowledge of reading and student residual achievement gain, and (2) when data were analyzed differentially with respect to levels of performance, there appeared to be an interaction effect on achievement gains related to the skills area measured, the teacher's knowledge and the pupils' initial status achievement level.

(Inventory of Teacher Knowledge of Reading; Metropolitan Achievement Test)

**KLUMB, ROGER WILLIAM.** THE EFFECTS OF MONITORING PUPIL READING SKILLS DEVELOPMENT AND TEACHERS' ATTITUDE TO TWO INCENTIVE TREATMENTS FOR TEACHERS ON PUPILS' READING GAINS. PH.D. UNIVERSITY OF CALIFORNIA, LOS ANGELES, 1973. ORDER NO. 74-11,586, 182 PAGES.

Analyzes results of two locus of control instruments, Form A administered to 400 teachers, requesting them to indicate sources of failure in reading, and Form B administered to 420 teachers requesting indications of the causes of failure in reading and correlates the results of these instruments with students reading gain scores and with certain teacher characteristics. Concludes (1) no significant relationship appeared between locus of control and age, sex, or number of years teaching (2) highly significant correlations between locus of control and ethnicity and grade level taught, and (3) teachers attributed success and failure more often to students than to themselves.

(Two locus of control instruments)

**SABIN, JAMES EDWARD.** THE EFFECTIVENESS OF READING METHODS COURSES IN DEVELOPING CERTAIN COMPETENCIES VITAL TO EFFECTIVE READING INSTRUCTION. ED.D. BALL STATE UNIVERSITY, 1973. ORDER NO. 73-19,991, 345 PAGES.

Compares gain scores on Teaching Tasks in Reading for 66 undergraduates receiving no reading methods instruction, 58 enrolled in a basic reading course, 32 taking a second undergraduate course in corrective reading and 88 graduate students in methods courses ranging from basic to advanced. Analysis of covariance and correlational analyses indicated a basic reading methods course is effective for the development of selected competencies vital to successful teaching of reading.

( Teaching Tasks in Reading, Form C-AD)

**NORMAN, BETTY LUCILLE CLASON.** COMPARING FIRST YEAR TEACHING OF FORMER UNDERGRADUATE INTERNS AND FORMER STUDENT TEACHERS AS DETERMINED BY PUPIL READING ACHIEVEMENT GAINS. ED.D. UNIVERSITY OF HOUSTON, 1973. ORDER NO. 74-2676, 137 PAGES.

Investigates the effect of mode of field experience for 14 first year teachers who had completed an intern year in classrooms of their own and eight who had spent one semester as regular student teachers. Analyses of variance, correlational analyses and t-tests performed on data for 494 students randomly assigned to former interns' or student teachers' classrooms indicated a strong relationship between mode of field experience and gains in pupil reading achievement with students of former interns showing gains in achievement while students of former student teachers showed losses.

(Gates-MacGinitie Reading Tests)
effects of position, geographic area, sex and type of reading program. Analyses of variance, t-tests and correlational analyses indicated (1) differences by position in Pennsylvania but not in West Virginia (2) significant differences among English, math, history and science teachers in both states, and (3) a significant relationship between sex and attitude in West Virginia but not in Pennsylvania.

(Developed attitude questionnaire)

DISHNER, ERNEST KEITH. PROFICIENCY MODULES VERSUS TRADITIONAL TEACHING IN DEVELOPMENTAL READING METHODOLOGY COURSES. ED.D. UNIVERSITY OF GEORGIA, 1973. ORDER NO. 74-4782, 375 PAGES.

Compares subject matter knowledge and perceptions of instruction for randomly assigned experimental students (n=60) receiving instruction via proficiency models developed by the University of Georgia's Reading Department Staff and control students (n=57) taught in traditional classes with students blocked for autonomy/intelligence. Analyses of variance indicated (1) significant differences between groups on all subtests and total test score of a reading skills mastery test, with differences favouring the experimental group for all except "knowledge of classroom organization", and (2) significant differences in perceptions of instruction for eight items with seven of the differences favouring the module group.

(Edwards Personal Preference Schedule; Otis Quick-Scoring Mental Ability Tests; a reading skills mastery test; Scott's Inventory of Student Perceptions of Instruction)

FERGUSON, JEAN MARIE. A COMPARISON OF TEACHING STRATEGIES IN DEVELOPMENTAL READING COURSES: SYSTEMATIC, INCLUDING A FLOW CHART AND ROLE PLAY VERSUS INFORMAL DISCUSSION. ED.D. UNIVERSITY OF OREGON, 1973. ORDER NO. 74-6825, 106 PAGES.

Compares the increase in learning between a treatment group using a systems approach including flow charting and role playing and a control group using informal discussion with a sample of 110 college students. Analysis using t-tests indicated no significant differences between control and experimental groups on a performance measure for the course text, California Phonics Survey, a semantic differential and an attitude questionnaire.

(Developed measure; California Phonics Survey; semantic differential; developed attitude questionnaire)


Analyzes questioning behaviour from 17 cassette tapes of 62 mails to student teachers in Virginia who were asked to tape a typical literature class session, and finds (1) substantial use of the question as an instructional device (2) approximately two-thirds of the questions at lower cognitive and affective levels with over half the class discussion occurring at these levels, and (3) approximately 13 percent of the total class time spent discussing questions.

(Developed attitude questionnaire)
Examines student attitudes concerning the teaching of reading for 30 State College Elementary Education students in Shippensburg using a 77 item Q-deck of reading teaching practices and a reading observation checklist for evaluation of classroom teaching behaviors. Concludes (1) student attitudes change only slightly from entry into a reading methods course through completion of a practicum (2) changes in attitude tend to be towards those of the methods professor with student teachers beginning their practicum assignments with attitudes similar to those of their supervising teachers, and (3) student teachers agreed with certain practices which they did not follow during their reading teaching experience.

(Q-deck; reading observation checklist)

Presents results of a questionnaire mailed to personnel at all South Carolina high schools reporting that the majority of respondents did not use the selected survey, diagnostic or intelligence tests nor the selected basal and supplementary programs. Materials and methods most widely used were worksheets, individualized method, allowing students class time to read, record player and tape recorder. (Investigator developed questionnaire)


Using a static-group comparison design, investigates the effects of a three month series of inservice workshops offered for university credit and based on a needs assessment in a suburban Denver high school. Correlational analyses, t-tests and chi-squares performed on data for 18 volunteer participants and 18 controls indicated the experimental group performed significantly better on a Content Area Reading Instructional Skills Test which involved a series of videotaped simulated classroom situations. (Content Area Reading Instructional Skills Test - researcher designed)


Analyzes questionnaire and interview data involving 331 teachers and 18 librarians in 19 elementary and eight secondary schools to determine if differences exist between teachers who engage extensively in professional reading and those who do little or none. Analyses of variance, correlational and regression analyses indicated (1) elementary teachers were the heaviest readers (2) women read more than men (3) reading tended to increase with age up to 61 (4) a wide range of reading habits existed in relation to both quantity and type of material with most teachers clustered at the low end of the quality continuum, and (5) attitude toward teaching made the greatest contribution to the variance in reading. (Teacher questionnaire; librarian interview schedule; on-site observation)


Considers data from 224 Oregon teachers responding to a mailed instrument consisting of 27 competencies which sampled the universe of skills in content reading instruction. Reports secondary teachers expressed positive attitudes and conceptions of competency with content area responsibility the major factor influencing attitudes and perceptions. Training in the teaching of reading and teaching experience also influenced perceptions of competency, but not attitudes. (Developed survey instrument)


(1) Finds significant differences between ratings of importance of reading specialist competencies between randomly selected groups of elementary school principals, college professors of reading and reading specialists. (2) College and university professors and reading specialists differed significantly in their ratings of selected modes of acquiring each competency. (Competency Rating Scale and Mode of Acquisition Rating Scale designed by investigator)


Presents a 60 item multiple choice test with items consisting of questions similar to those found in elementary reading workbooks and selected to represent sub-types in each of the five major areas of the Barrett taxonomy. Construct validation, involving t-tests on data for Oklahoma graduate students in reading education who either were or were not receiving instruction in reading comprehension and split-half reliability data are included.
(Researcher developed test)

CHAPIN, LAURENCE RANDALL. AN ANALYSIS OF READING ACHIEVEMENT AND ITS RELATIONSHIP TO SELECTED FACTORS OF SURVEYED UTAH SECONDARY SCHOOL TEACHERS. ED.D. BRIGHAM YOUNG UNIVERSITY, 1976. ORDER NO. 76-9828, 109 PAGES.

Examines word analysis, study skills and reading comprehension scores of 352 teachers from ten subject areas using analysis of covariance and finds a significant difference between the score of English teachers and other major subject areas teachers. (Measures of word analysis, study skills and reading comprehension)

4.2 OTHER PERSONNEL

SMITH, RONALD FRANCIS. DEVELOPMENT AND EVALUATION OF A TUTORIAL READING PROGRAM. PH.D. UNIVERSITY OF OREGON, 1970. ORDER NO. 71-10,764, 283 PAGES.

Presents a complete tutorial reading program and evaluates its effectiveness by having 10 ninth grade girls each teach their experimental program to one experimental subject and a placebo program consisting of Frostig worksheets and oral reading to a control subject. Following 42 thirty-minute treatment periods over 11 weeks, statistical analyses indicated no significant differences between control and experimental subjects with both groups showing significant gains. (Criterion reading measures; reading tests for material not covered in the program)


Examines the effects of tutoring experience on 40 grade 11 and 12 students and on the 46 grade 6 students they tutored. Following 42 one and one-half hour sessions, three each week, analysis of covariance on pre and posttest data for students involved and for those not participating in the tutoring program indicated (1) significant differences in favour of the grade 11 and 12 tutors only for self-concept and total attitude, and (2) no significant differences between the grade 6 students being tutored and others not involved in the program. (Gates-MacGinitie Reading Tests, Survey D and Survey F; Loban Guide for Rating Written Expression; Laurel School Survey Questionnaire)

BIGLER, MARY AGNES GLENN. PARENTAL USE OF HOUSEHOLD LITERATURE TO REINFORCE SECONDARY SCHOOL READING INSTRUCTION. PH.D. THE UNIVERSITY OF MICHIGAN, 1974. ORDER NO. 75-10,133, 111 PAGES.

Defines and delineates reading skills needed by secondary students, presents activities designed to practice and reinforce these skills and presents results of field testing to determine whether parents could use the activities successfully. Parents of 20 students reading one to three grade levels below placement worked at least one hour a week for 16 weeks carrying out skills activities suggested by a teacher. The activities were generally considered successful. (Questionnaire; interviews)

WATSON, JERRY J. A STUDY OF ADULTS' REACTIONS TO CONTEMPORARY JUNIOR NOVELS REFLECTING ADOLESCENTS' INTEREST IN READING ABOUT ASPECTS OF PEER AND NON-PEER RELATIONSHIPS. PH.D. MICHIGAN STATE UNIVERSITY, 1974. ORDER NO. 74-27,503, 321 PAGES.

Investigates attitudes of (1) parents and teachers of adolescents and public, and (2) school librarians with adolescent clientele toward controversial junior fiction and reports following content analysis that objectionable language was the most censurous literary aspect with references to sexuality next. Descriptions of anti-social behaviour were indicated least objectionable. (Content analysis; survey)

HOUSER, VERNON GALE. EFFECTS OF STUDENT AIDE EXPERIENCE ON TUTORS' SELF-CONCEPT AND READING SKILLS. ED.D. BRIGHAM YOUNG UNIVERSITY, 1974. ORDER NO. 74-27,252, 107 PAGES.

Compares gains in reading skills and self concept over six months for grade 7 and 8 students participating in a tutoring program for younger students with gains of a random sample of other Blackstock Junior High School students. Analysis of variance indicated significant gains for the experimental over the control students on both variables as well as a significant gain in reading speed and accuracy. (Gates-MacGinitie Reading Test; Piers-Harris Children's Self-Concept Scale)
HALICK, MARY P. A STUDY OF THE EFFECTS OF A TUTORIAL PROGRAM ON THE READING ACHIEVEMENT OF SEVENTH GRADE STUDENTS ENGAGED IN TUTORING SECOND GRADE STUDENTS. ED.D. MARQUETTE UNIVERSITY, 1974. ORDER NO. 74-22,292, 112 PAGES.

Examines changes in reading ability, attitudes toward self and attitudes toward reading for 49 seventh grade tutors scoring above 90 for IQ and 1.5 or more years below reading grade level, and for their subjects, 49 second graders scoring above 90 for IQ and at least .5 years retarded in reading. Analyses of covariance indicated no significant gains for the grade 7 students or for the grade 2 students on reading ability or attitudes toward self or reading.

(Kotch-Lennon Test of Intelligence; Stanford Achievement Test, Intermediate Battery; Lorge-Thorndike Intelligence Test; Gates-MacGinitie Vocabulary and Comprehension Test; Stanford Achievement Test; Marquette Attitude Scale Toward Self; Marquette Attitude Scale Toward Reading; Gates-MacGinitie Reading Test, Primary B)

KING, MARTHA BETENE. AN INVESTIGATION OF THE EFFECTS OF TRAINING ON THE UTILIZATION OF VARYING COGNITIVE CATEGORIES OF ORAL QUESTIONING BY CROSS AGE READING TUTORS. PH.D. UNIVERSITY OF MARYLAND, 1975. ORDER NO. 75-27,791, 104 PAGES.

Compares questioning behaviour of 30 high school seniors who were reading tutors randomly assigned to treatment and control groups with (1) treatment group receiving 19 hours instruction in oral questioning strategies (2) control group 10 hours inservice training involving analysis of an immediately previous tutoring session, and (3) a second control group 19 hours of story telling practice. Chi-square, Kolmorov-Smirnov and Mann-Whitney U tests applied to data from tape recordings of tutoring sessions indicated that the experimental group asked fewer total questions but over a greater range of cognitive categories.

(Content analysis of taped recordings)

5. READING SKILLS

5.0 GENERAL

TURNER, AARON LYNN. INTENSIVE USE OF THE SRA READING LABORATORY AT THE SEVENTH GRADE LEVEL. ED.D. UNIVERSITY OF ARKANSAS, 1963. ORDER NO. 63-6030, 45 PAGES.

Examines gain and retention scores for an experimental group of seventh graders at one junior high school with those for a control group at another school in the same city, where both experimental and control students received similar instruction for six and one-half months except for six weeks of intensive use of the Science Research Associates Reading Laboratory by the experimental. No significant differences in reading achievement by treatment or sex were identified.

(Iowa Silent Reading Test, New Edition: Elementary Test)

KRANTER, ROBERT EUGENE. A COMPARISON OF TWO METHODS OF LISTENING AND READING TRAINING IN AN EIGHTH GRADE LANGUAGE ARTS PROGRAM. ED.D. NORTH TEXAS STATE UNIVERSITY, 1963. ORDER NO. 64-5179, 120 PAGES.

Compares the Listen and Read Program (LRP) to teacher constructed lessons composed of the same concepts as those found in the first 25 tapes of the LRP using 157 students in six English classes. Analysis of variance indicated that the LRP was an effective adjunct to the language arts program in producing significant achievement in listening comprehension, reading ability, following directions, recognizing transitions, reading graphic materials and capitalization and was significantly more effective with low ability students for several skill areas.

(Tests for listening, reading, study skills and English)


Evaluates a group and an individualized reading program using two groups of 20 tenth grade students matched on reading
achievement, personality and intelligence, and similar in self-perceived reading problems and needs. Following 20 instructional sessions over a three month period no statistically significant differences in improvement of reading achievement, personality adjustment or level of self-perceived reading problems and needs were indicated.

(Measures of reading achievement, personality adjustment and self-perceived reading problems and needs)

HOLLINGSWORTH, PAUL M. A STUDY TO COMPARE THE EFFECT OF TWO LISTENING PROGRAMS ON READING ACHIEVEMENT AND LISTENING COMPREHENSION. ED.D. ARIZONA STATE UNIVERSITY, 1964. ORDER NO. 64-12,822, 95 PAGES.

Uses commercial programs published by the Educational Development Laboratories and Science Research Associates with one taped lesson presented each week for 10 weeks to two experimental grade 8 groups while a control group received no instruction. Chi-square analysis indicated no significant differences for reading or listening achievement.

(Stanford Achievement Test; Otis Quick-Scoring Mental Ability Tests; Sequential Tests of Educational Progress; Listening Test)

DIRIENZO, ANGELO EUGENE. A COMPARISON OF SEVENTH AND EIGHTH GRADE PUPIL ACHIEVEMENT IN A BASAL AND NON-BASAL READING PROGRAM. PH.D. THE UNIVERSITY OF CONNECTICUT, 1964. ORDER NO. 65-2703, 162 PAGES.

Investigates basal and non-basal programs with two grade 8 and two grade 7 groups assigned to each program. Analysis of test scores following one semester of instruction indicated no significant differences in achievement or attitude.

(Iowa Silent Reading Test, Form A & C; Science Research Associates Junior Inventory; recreational reading records)

MARTIN, LOIS ESTELLE. A COMPARATIVE ANALYSIS OF THE RESULTS OF TWO APPROACHES TO READING INSTRUCTION UPON SEVENTH GRADE STUDENTS. ED.D. NORTH TEXAS STATE UNIVERSITY, 1964. ORDER NO. 64-7761, 137 PAGES.

Compares instruction specifically emphasizing reading skills with instruction using regular classroom activities using 290 seventh grade students and finds, following t-tests, significant gains in references and charts favoring the reading instruction group.

(California Test of Mental Maturity; Diagnostic Reading Tests, Booklets I and II, Form A and Work-Study Skills Form A)

MALONE, JAMES FRANKLIN. THE RELATIVE EFFECTIVENESS OF CONTROLLED READING VERSUS REGULAR CLASSROOM INSTRUCTION IN RATE AND COMPREHENSION WITH SELECTED EIGHTH GRADE STUDENTS. ED.D. NORTH TEXAS STATE UNIVERSITY, 1964. ORDER NO. 65-1145, 102 PAGES.

Applies analysis of variance to mean reading scores for four eighth grade classrooms, two randomly assigned to controlled reading and two to regular reading classes and finds a statistically significant difference only between one group and the other three groups. States that statistical effectiveness is lessened when groups are heterogeneous and not matched on IQ.

(Iowa Silent Reading Tests)

PETE RSON, RAYMOND PETER. A COMPARISON OF THE READING AND SPELLING ACHIEVEMENT OF GROUPS OF ENGLISH AND AMERICAN CHILDREN. PH.D. THE UNIVERSITY OF MICHIGAN, 1964. ORDER NO. 64-12,658, 201 PAGES.

Compares scores of more than 300 children at each of ages 7, 11, and 16 in Leeds, England, with comparable students in Pinellas County, Florida, on Stanford Achievement Tests; paragraph meaning and word meaning and with Jackson, Michigan, students on the Metropolitan Achievement Test, spelling. Finds, generally, the Leeds sample lost their initial advantage on paragraph meaning with age, but retained it on word and spelling tests.

(Stanford Achievement Test, paragraph meaning and word meaning; Metropolitan Achievement Test, spelling)

MORTON, LEONARD. THE INFLUENCE OF INSTRUCTION IN CRITICAL THINKING ON ACHIEVEMENT IN CERTAIN ASPECTS OF THE ENGLISH LANGUAGE ARTS. ED.D. YESHIVA UNIVERSITY, 1964. ORDER NO. 65-4144, 194 PAGES.

Relates instruction in critical thinking to improved achievement in reading, English usage, spelling and literature and investigates the difference in critical thinking between students taught with television and those exposed to conventional instruction using 100 grade 9 students. Reports (1) critical thinking instruction resulted in significant test score gains (2) conventional instruction was superior to television, and (3) a relationship between critical thinking and achievement gains was indicated only for reading.

(New York State Junior High School Survey Test; Watson-Glaser Critical Thinking Appraisal)
Surveys practices in 2001 Ohio schools and evaluates a developmental reading program at Chagrin Falls Junior High School comparing data for experimental students participating in the program with that for controls. Reports no significant differences in favour of the experimental group. Few Ohio schools had reading laboratories and generally, reading specialists were not adequately prepared. (Iowa Silent Reading Test; California Achievement Test; survey questionnaire)

D'AUNNZIO, ANTHONY. AN INVESTIGATION OF THE EFFECTS OF THREE DIFFERENT READING PROGRAMS ON JUNIOR HIGH SCHOOL STUDENTS. ED.D. TEMPLE UNIVERSITY, 1965. ORDER NO. 65-9475, 439 PAGES.

Uses three groups of 20 Caucasian seventh graders matched on CA, IQ, reading grade, years in school and sex and assigned to (a) experience with investigator (b) basal instruction with investigator, or (c) basal instruction without investigator; for an eight month study. Finds that group (a) scored significantly higher than group (b) on word recognitions, English usage and intelligence tests and significantly higher than group (c) on speed, word recognition and performance. (Gates Reading Survey; Wechsler Intelligence Scale for Children; Stanford Achievement Test; Comprehension; Philadelphia English Usage Test; Philadelphia Mental Ability Test; Otis Quick-Scoring Test of Mental Ability)

WITHAM, ANTHONY PATRICK. AN INVESTIGATION OF A CONTROLLED READING TECHNIQUE WITH EIGHT-GRAD STUDENTS. ED.D. WAYNE STATE UNIVERSITY, 1966. ORDER NO. 67-10,498, 439 PAGES.

Reports data from nine sections of English randomly assigned to (1) a machine oriented group using the Controlled Reader (2) a materials oriented group using more conventional approaches to increase rate and comprehension, and (3) a control group following the typical language arts course of study for a ten week period. Analysis of covariance using criterion measures taken 14 weeks after the study indicated both experimental groups scored significantly higher than the control group with the machine oriented group somewhat higher than the materials group in eye-movement efficiency skills, speed and accuracy, and rate of reading. (Standardized reading tests; eye-movement camera)
experimental curriculum.

(Sequential Tests of Educational Progress; measures of IQ and reading achievement)

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YANUZZI, JOAN RUSS. AN EXPERIMENTAL STUDY OF THE EFFECTIVENESS OF A COURSE IN LEARNING-TO-LEARN. PH.D. CORNELL UNIVERSITY, 1967. ORDER NO. 67-15,381, 237 PAGES.

Evaluates a program designed to train students in comprehension skills, memory improvement and error suppression and to develop analytical and searching attitudes using 75 students who had just completed grade nine, randomly assigned to one of four groups - two receiving instruction in learning-to-learn, one in study skills and one no instruction. Concludes, Following 20 hours of instruction over a four week summer interval, that the learning-to-learn experience resulted in significant transfer effects in critical thinking and numerical problem solving but not in verbal reasoning, subsequent academic achievement or affective variables.

(Measures of critical thinking, numerical problem solving, verbal reasoning and affect; school records)

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TURNER, WILLIAM JOE. A STUDY OF THE EFFECTIVENESS OF TEACHING METHODS OF STUDY TO SELECTED HIGH SCHOOL FRESHMEN. PH.D. UNIVERSITY OF SOUTHERN CALIFORNIA, 1967. ORDER NO. 67-10,777, 130 PAGES.

Assesses the effectiveness of the SQ3R method randomly assigning ninth grade volunteers from a large suburban school to experimental and placebo groups which met weekly for one class period over seven months. No significant differences in subject matter achievement or GPA was found between the experimental group, taught to study more effectively using SQ3R, and the placebo group, participating in group guidance sessions. Feelings of students towards themselves were not significantly improved, and in some cases, feelings toward school, teachers and reading deteriorated.

( Cooperative English Tests:Reading; Webb-Harris Word Meaning Test; teachers' grades)

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FARR, ROGER CHARLES. THE INFLUENCE OF HIGHLY FRUSTRATING READING EXPERIENCES ON THE PERFORMANCE OF SEVENTH-GRADE STUDENTS. ED.D. STATE UNIVERSITY OF NEW YORK AT BUFFALO, 1967. ORDER NO. 67-13,519, 167 PAGES.

Uses reading achievement, anxiety scale and intelligence test data on 650 seventh graders randomly assigned to frustrating or easy selections finding no significant differences in task performance after reading a frustrating selection compared with an easy selection and no significant interactions involving anxiety level and reading ability level.

(Wechsler Intelligence Scale for Children; Gates Reading Survey; Sarason's Test Anxiety Scale for Children)

Compares gain scores of 75 experimental students given an 18 week course in reading, writing, listening and study skills with those of 75 controls matched on desire to takes the course, sex and IQ who received an 18 week course in World Geography. Using the standard error of difference formula, concludes (1) experimentals gained significantly more in study skills with experimental boys gaining more than control boys, and (2) the upper third of the experimental group gained significantly more than the lower third on reading skills, while in listening skills the middle third of the experimentals gained more than the lower third.

(Tests of reading, writing, listening and study skills)


Explores changes in reading skills and behaviour and attitudes toward a commercially available video developmental reading program consisting of 36 video tapes each 30 minutes in length. Data for 361 secondary students from three schools indicated gains of 41 percentile rank scores for rates, 7.5 for comprehension and 6.5 for vocabulary. Reading behaviour did not change and students manifested a nearly neutral attitude towards instructional television.

(Tests of educational ability, Davis Reading Test, Sadler-Carlson Listening Comprehension Test, Edwards Personal Preference Schedule, California Reading Test)

GREEN, RICHARD T. EVALUATION OF MATERIALS DESIGNED TO IMPROVE THE BALANCE IN READING BETWEEN COMPREHENSION AND RATE. ED.D. BOSTON UNIVERSITY SCHOOL OF EDUCATION, 1971. ORDER NO. 71-27,677, 460 PAGES.

Assesses a 30 lesson unit of convergent and divergent thought production exercises designed to slow down students who read too swiftly and speed up those who read too slowly using 54 experimental and 49 control students in grade 9 at a Massachusetts high school. Analyses of variance, covariance and regression indicated a highly significant difference favouring the experimental group in the improvement of balance between comprehension and rate with sex and IQ not significant.

(Science Research Associates Tests of Educational Ability; Davis Reading Test)

CHAPPIE, DAVID ALEXANDER. CAN WAKING SUGGESTION BE AS EFFECTIVE AS HYPNOSIS IN INCREASING READING EFFICIENCY? PH.D. UNITED STATES INTERNATIONAL UNIVERSITY, 1971. ORDER NO. 72-18,626, 119 PAGES.

Compares hypnosis, waking suggestion and control groups on gains in reading efficiency following one treatment session and finds no significant differences involving pre, post and follow up test scores.

(Reading efficiency measure)

REED, MARY MAHONEY. SOME EFFECTS OF ORAL PRESENTATION ON READING ACHIEVEMENT IN GRADES SEVEN AND EIGHT IN AN INNER CITY SCHOOL. PH.D. UNIVERSITY OF PITTSBURGH, 1972. ORDER NO. 73-13,233, 140 PAGES.

Compares intact classes of grade 7 (n=127) and grade 8 (n=111) inner city Pittsburgh students designated experimental or control with experimental groups subjected to oral presentations on materials twice weekly over 30 weeks. Analyses of variance and correlational analyses indicated (1) experimental groups performed significantly better on Vocabulary Listening, and (2) a number of significant grade-treatment interactions occurred. Cautions that generalizations are not possible beyond the population involved.

(Durrell Listening-Reading Series, Advanced Level Test, Forms DE and EF; Iowa Silent Reading Test, Elementary Battery, Forms AM, BM, CM, and DH)
SCHARFENSTEIN, LESLIE LLOYD. AN INVESTIGATION OF THE RELATIVE EFFECTIVENESS OF A CONTROLLED READING PROGRAM USED IN CONJUNCTION WITH A BASAL READING PROGRAM AT THE MIDDLE GRADES LEVEL. ED.D. UNIVERSITY OF MISSISSIPPI, 1973. ORDER NO. 73-32,025, 64 PAGES.

Compares five control groups using the Scott-Foresman Basal Reading Manual with five experimental groups supplementing this instruction with three half hour sessions each week using the controlled reader and related materials. Students (n=150), randomly assigned to control and experimental groups, met daily for one hour in the language arts centre at Arabi Elementary School, Louisiana, for ten weeks. Although analyses of covariance indicated a treatment effect for vocabulary no conclusions are found tenable regarding the effectiveness of the controlled reading program and further study is recommended.

CALIFORNIA SHORT FORM TEST OF MENTAL MATURITY; GATES-MACGINTIE READING TESTS


Presents a workbook for developing silent reading, comprehension, vocabulary, study skills, conversation, spontaneous expression, oral reading skills, speech and listening skills and evaluates it using gain scores for 82 students randomly assigned to control (Galaxy Reading Program) or experimental groups (prepared workbook) meeting 40 minutes each week for 17 weeks. Finds no significant differences between experimental and control groups on any test at any level.

Otis-Lennon Mental Ability Test; California Reading Test; Gray Oral Reading Test; Buchanan Experimental Test in Reading, Speaking and Outlining

HOELTZEL, RODNEY CLEVE. READING RATES AND COMPREHENSION AS AFFECTED BY SINGLE AND MULTIPLE-RATIO SCHEDULES OF REINFORCEMENT WITHIN A TOKEN ECONOMY AS MEASURED BY PRECISION TEACHING TECHNIQUES. PH.D. UNIVERSITY OF SOUTHERN CALIFORNIA, 1974. ORDER NO. 74-9066, 238 PAGES.

Reports detailed observations of four students exposed to an experimental text yoked to a control text for seven school weeks. Examines results to determine the effect of reinforcement, efficacy of teaching techniques and the value of trend analysis as a guideline for program change and finds a predictable profile for one subject.

Stanford Achievement Test, Reading; San Diego County Inventory of Reading Attitude

WARDELL, PATRICIA MURRAY. THE DEVELOPMENT AND EVALUATION OF A READING PROGRAM DESIGNED TO IMPROVE SPECIFIC SKILLS IN READING A NEWSPAPER. ED.D. BOSTON UNIVERSITY SCHOOL OF EDUCATION, 1973. ORDER NO. 73-25,625, 515 PAGES.

Using a workbook developed to enhance newspaper reading skills and two forms of a test to evaluate these skills concludes from analyses of variance and covariance on data for 130 male and 170 female grade 9 students (1) classroom use of materials based on actual newspaper writing increased proficiency in distinguishing between facts and opinions, major and minor details and total achievement or affective characteristics were not a function of the method of instruction. (Individual and group standardized reading and language tests; psychometric measure of motivational orientations; test to measure potential of dropout characteristics; student attendance records)
newspaper reading ability (2) females excel males in distinguishing between facts and opinions, following directions, reference skill, total newspaper reading ability and total reading comprehension, and (3) students with high IQ and low SES, and low IQ and high SES seem to benefit most from instruction in newspaper reading skills. (Otis-Lennon Mental Ability Test, Form J; California Reading Test, Junior High Level, Forms W and Y; Watson-Glaser Critical Thinking Appraisal, Forms YM and ZM)


Considers the effects of story related and non-story related films on comprehension and vocabulary of three groups of grade 8 students (n=99). Finds, following analysis of covariance, covarying on intelligence, no significant differences among the three groups for vocabulary or comprehension, suggesting the traditional basal reader approach is as effective alone as when supplemented by other techniques. (Gates-MacGinitie Reading Test, Survey E, Forms 1 and 3; Lorge-Thorndike Intelligence Test)

BURNHAM, CAROLYN JOAN STIGMAN. READING ACHIEVEMENT SURVEY IN GRANITE SCHOOL DISTRICT- A DIAGNOSTIC STUDY OF SKILLS AND DEFICIENCIES OF SEVENTH GRADE STUDENTS. PH.D. UNIVERSITY OF UTAH, 1974. ORDER NO. 75-597, 192 PAGES.

Analyzes test results for a stratified sample of nine schools representing three SES groups and involving 612 sixth grade students and concludes (1) sex, mental ability, and school variables have highly significant effects on reading achievement (2) ethnic background was generally insignificant, and (3) differences between SES groupings were most obvious. Local norms and prediction equations enabling diagnostic scores to be predicted from knowledge of reading achievement were developed. (Stanford Achievement Test 1964, Intermediate II; Stanford Diagnostic Reading Test 1966, Level II; measure of mental ability)

FITZGERALD, BILLY J. AN ANALYSIS OF COMPUTER ASSISTED INSTRUCTION IN THE READING PROGRAM AT CARL HAYDEN HIGH SCHOOL. ED.D. ARIZONA STATE UNIVERSITY, 1974. ORDER NO. 74-20,129, 71 PAGES.

Finds no significant differences for gains in comprehension, vocabulary, syllabication, sound discrimination, cost of instruction, attendance or drop-out rate following analyses of covariance on data from four experimental (computer assisted) and four control grade 9 classes containing 105 randomly selected students. (Stanford Diagnostic Reading Test, Level II; student records)

WASHBURN, RUSSEL HUBERT. SOME EFFECTS OF THE PERIODIC REINFORCEMENT OF READING SKILLS IN A DEVELOPMENTAL READING PROGRAM AT THE SECONDARY LEVEL. UNIVERSITY OF WYOMING, 1974. ORDER NO. 75-240, 101 PAGES.

Compares gains in reading rate, comprehension and efficiency among (1) an experimental group participating in a developmental reading program and a reinforcement period (2) a control group participating in the developmental program, and (3) an external group, using three World Literature classes at Ritenour High School, St. Louis, Missouri, involving 77 grade 10 students. Analyses of variance and covariance and t-tests indicated significant differences in favour of the experimental group for rate and efficiency, but not for comprehension. (Measures of reading rate, comprehension and efficiency)

BILLMAN, JOE THOMAS. THE EFFECTS OF IRRELEVANT CONCURRENT PSYCHOMOTOR ACTIVITY ON THE ABILITY TO COMPREHEND COMPRESSED SPEECH. PH.D. THE UNIVERSITY OF OKLAHOMA, 1975. ORDER NO. 76-3064, 157 PAGES.

Reports that two pilot studies (n=40 and n=32) and a main study (n=120) indicated, following analyses of variance, that the performance of up to three bits of psychomotor activity did not produce a significant effect on listening comprehension of compressed speech at 250 and 275 words per minute. (Sequential Tests of Educational Progress, Listening Test, Part 2, Form 1A)
HOGAN, FLORENCE PEARL. COMPARISON OF TWO METHODS OF TEACHING WORD MEANING THROUGH THE USE OF WORD PARTS IN GRADES TEN, ELEVEN, AND TWELVE. ED.D. BOSTON UNIVERSITY SCHOOL OF EDUCATION, 1961. ORDER NO. 61-3358, 204 PAGES.

Compares an independent discovery method using the classification technique with a usage method similar to lessons outlined in word study books at the high school level. Concludes following ten minute treatment periods each day for ten weeks involving 511 students that the study of word parts is an effective means of teaching vocabulary to high school students, with the independent discovery method superior to the usage method.

WALKER, WILLIAM RAY. FACTORS INFLUENCING RETENTION OF READENGLISH WORDS. PH.D. THE UNIVERSITY OF WISCONSIN, 1964. ORDER NO. 64-13,932, 97 PAGES.

Considers frequency of appearance, part of speech and number of associations stimulated by words as these affect retention using 18 words presented to 72 grade 9 boys in a serial retention task and one month later in an associational fluency test. Analysis of variance indicated a significant but uneven effect for frequency of usage with concrete nouns easier to recall and stimulating more associations than abstract nouns or verbs.

AMES, WILBUR STANLEY. A STUDY OF THE PROCESS BY WHICH READERS DETERMINE WORD MEANING THROUGH THE USE OF VERBAL CONTEXT. ED.D. UNIVERSITY OF MISSOURI, 1965. ORDER NO. 65-14,463, 180 PAGES.

Identifies and classifies contextual aids serving as clues to meaning which might be attached to simulated words using an introspective technique to study the thought processes of advanced graduate students. An analysis of responses to 334 contextual situations yielded a classification scheme having substantial reliability. Concludes the use of verbal context aids appears to be a useful approach to derivation of word meaning for unfamiliar words and is conditioned to a degree by the form classes to which the words belong.

ROBINSON, JOANNE ADLEY. THE DEVELOPMENT OF CERTAIN PRONUNCIATION SKILLS IN THE CASE OF SUFFIXED WORDS. ED.D. HARVARD UNIVERSITY, 1967. ORDER NO. 67-14,243, 185 PAGES.

Examines the development of ability to form suffixed words and pronounce these with correct syllabic stress during the period from grade 3 to adulthood. Results of a study involving a series of pseudo and actual English words ending in -tion and -ity some of which required a shift in syllabic stress indicated (1) regular developmental progressions in the abilities measured (2) actual words were more easily handled than pseudo words, and (3) interaction between ability to handle stress shift and the suffix involved.

GEIGER, EVANGELINE DRURY. AN INVESTIGATION OF THREE METHODS OF TEACHING VOCABULARY AT THE JUNIOR HIGH LEVEL. ED.D. UNIVERSITY OF CALIFORNIA, BERKELEY, 1967. ORDER NO. 68-7, 174 PAGES.

Compares use of a programmed text, a programmed text augmented by listening assistance and a programmed text augmented by a word analysis supplement using 16 seventh and eighth grade classes practicing 15 minutes daily. Concludes (1) vocabulary can be developed at the seventh grade level using a programmed text emphasizing context clues, and (2) listening assistance but not the word analysis supplement contributed to the effectiveness of the text.


Examines the effects of instruction in reading vocabulary using 42 schools in the Archdiocese of Baltimore divided into equal groups (A) employing the Supplementary Vocabulary Program designed by the author (B) using the published Words Are Important program and (C) using no formal program, over a 30 week period. Analyses of data revealed no statistically significant differences among the three methods.

( Otis Intelligence Scale; Metropolitan Achievement Test)
RUSSELL, KENNETH STEVENSON. THE RELATIONSHIPS OF PHONETIC SKILL, ROTE MEMORY, VERBAL ACHIEVEMENT AND VISUAL MEMORY TO SPELLING ACHIEVEMENT AS MEASURED BY THREE DIFFERENT FORMATS. ED.D. UNIVERSITY OF IDAHO, 1968. ORDER NO. 68-17,002, 76 PAGES.

Using stepwise multiple regression programs on data for 133 selected high school seniors finds (1) a relationship for both phonetic skill and rote memory to spelling achievement (2) a doubtful relationship between verbal achievement and spelling (3) no significant correlations between visual memory and spelling (4) significant intercorrelations between phonetic skill and rote memory and between rote memory and visual memory, and (5) spelling associated with short-term memory and with long term incidental memory but not with long term intentional memory.

(Spelling by multiple choice, oral and written formats; measure of phonetic skills, rote memory, visual memory and verbal achievement)

QUEALY, ROGER JAMES. SENIOR HIGH SCHOOL STUDENTS' USE OF CONTEXTUAL AIDS IN READING. ED.D. INDIANA UNIVERSITY, 1969. ORDER NO. 69-15,656, 122 PAGES.

Examines tape recorded responses of 72 senior high school students to simulated words created from 20 articles chosen from two popular periodicals and visually compares these with a previously constructed schema of contextual aids produced through analysis of responses of graduate students to identical materials. Chi-square analysis indicated (1) senior high school students differed from graduate students in degree of sophistication rather than in kind of response, and (2) ability to identify simulated words using contextual clues was significantly related to intellectual ability and syntactic nature of the word but not to grade level or sex.

(Standardized intelligence tests; taped interviews)

MULLEN, THOMAS PATRICK. THE EFFECT OF SILENT AND ORAL READING PROCEDURES ON WORD PRONUNCIATION AND COMPREHENSION AMONG POOR READERS IN THE JUNIOR HIGH SCHOOL. PH.D. UNIVERSITY OF MINNESOTA, 1971. ORDER NO. 72-5600, 109 PAGES.

Uses 124 junior high school students identified as poor readers and randomly assigned to groups involving (1) 40 vocabulary words and 6 paragraphs from the New Developmental Reading Test for Intermediate Grades read silently with no assistance (2) vocabulary read to the subjects but subjects read paragraphs silently (3) vocabulary read to subjects who then repeated the words orally and read the paragraphs silently, and (4) identical to treatment (3) with the addition of oral reading of paragraphs by students. Analysis of variance and orthogonal contrasts indicated the significant feature to be reading the words aloud in treatment (3) and (4). No differences were associated with the oral or silent reading of paragraphs.

( New Developmental Reading Test for Intermediate Grades)

MATTHEWS, HELEN E. A MODALITY FOR SELF-INSTRUCTION IN READING SKILLS. PH.D. SYRACUSE UNIVERSITY, 1972. ORDER NO. 73-7743, 161 PAGES.

Investigates the affective response of vocational education subjects to the procedures of a self-instructional mode designed to present reading skills at the decoding level. Outlines the program proposal and describes a four week pilot study.


Explores the vocabulary response patterns and notes the relationships between these patterns and reading achievement and intelligence using a random sample of students entering grade 7 in a suburban Tucson, Arizona, school. Data from administration of (1) a standardized reading test (2) an individually administered intelligence test (3) a free recall response, multiple choice task, sentence written by the subjects and a meaning from context task using the same stimulus word, and (4) introspective-retrospective questioning were subjected to chi-square and non-statistical analysis. Concludes (1) students with differing intelligence and reading achievement within a grade level demonstrate different group response patterns (2) students with low achievement and IQ demonstrate more difficulty in dealing with typical teaching and testing techniques, and (3) few children are aware of the processes by which they acquire word meanings.

(Standardized reading test; individual intelligence test; vocabulary response test; taped interview)

DANNER, HORACE GERALD. AN EVALUATION OF TWO DISPARATE METHODS OF TEACHING VOCABULARY TO A HIGH SCHOOL REMEDIAL READING CLASS OF SPECIAL CATEGORY STUDENTS. PH.D. THE AMERICAN UNIVERSITY, 1973. ORDER NO. 73-28,809, 78 PAGES.

Compares teacher directed and programmed methods of teaching vocabulary using 105 ninth and tenth grade remedial reading students in Herndon, Virginia, over the last quarter of the
1971-72 school year. Analysis of covariance indicated a significant gain score for the teacher directed but not for the programmed learning group.

IQ measure; reading ability test; spelling test; school records; vocabulary achievement test)

ROTHSTEIN, EVELYN BIERMAN. THE IMPLEMENTATION OF A VOCABULARY PROGRAM IN THREE SEVENTH GRADE CLASSES COMPOSED OF BLACK AND HISPANIC-BACKGROUND STUDENTS. ED.D. COLUMBIA UNIVERSITY, 1974. ORDER NO. 74-23,530, 147 PAGES.

Presents a 26 lesson reading vocabulary program for black and Hispanic junior high school students reading two to three years below grade level in a ghetto area in New York and describes its implementation in three grade 7 classes, each taught by a different teacher over a nine month period with three 50 minute periods weekly. The original design was obviated by organizational and disciplinary problems within the school, with results indicated significant by t-tests only indicating changes in scores were beyond the level of chance, and because of the difficult conditions not necessarily indicative of real improvement in ability.

(Gates-MacGinitie Reading Test; Metropolitan Achievement Test; Peabody Picture Vocabulary Test; Labov-ed Test)

JOHNSTON, CARL WILLIAM. AN EXPERIMENTAL STUDY OF TWO METHODS OF VOCABULARY DEVELOPMENT. PH.D. UNIVERSITY OF COLORADO, 1974. ORDER NO. 74-22,359, 194 PAGES.

Compresses traditional vocabulary instruction using synonyms, word analysis and contextual clues, and mnemonic treatment using artificial memory aids as well as traditional methods with regular English instruction using three groups of 32 grade 10 students randomly selected and assigned to treatments for two 45 minute sessions weekly for eight weeks. The Finn multivariate F test and Neuman Keuls multiple comparisons indicated no significant differences between the two experimental groups, although both scored significantly higher than the control group.

(Four 60-item developed vocabulary tests)


Attempts to identify students of average or above intelligence who are misplaced in non-college "track" due to decoding deficiencies by using a 50 word vocabulary instrument with 70 percent of the words within the known listening vocabulary of 172 non-college track sophomores in a suburban Boston school. Experimental students with a high discrepancy score (difference between the number of incorrect answers on the listening portion and the number on the reading section) were given further testing and eight of these received remedial instruction three times weekly over six weeks. Finds (1) 27 students with a discrepancy score greater than ten (2) 24 of these had a mean IQ score of 105.158 on an individual test and 90.33 on a group measure (3) for the high discrepancy group, the correlation between group reading and group IQ tests was .28, and (4) some improvement was indicated by the students receiving remediation.

(Standardized reading test; vocabulary measure; individual and group IQ tests)
GUNNING, THOMAS GALVIN. A COMPARISON OF WORD ATTACK SKILLS DERIVED FROM A PHONOLOGICAL ANALYSIS OF FREQUENTLY USED WORDS DRAWN FROM A JUVENILE CORPUS AND AN ADULT CORPUS. ED.D. TEMPLE UNIVERSITY, 1975. ORDER NO. 75-26,278, 204 PAGES.

Structures and compares two series of grapheme-phoneme correspondences and phonics generalizations using the first 1500 words of the Heritage List and the first 1500 words of the Computational list. Findings light the complexities of English spelling and the need to incorporate all productive features of regularity into a decoding program for disabled readers, and indicate the need for the use of balanced programs incorporating both high frequency words and frequently appearing patterns. (The American Heritage Word Frequency Book; Computational Analysis of Present-Day American English)

5.3 COMPREHENSION

GLIESSMAN, DAVID HENRY. ABSTRACTNESS AND INFORMAL ORGANIZATION OF READING MATERIAL: THEIR EFFECT ON READING PERFORMANCE AND RELATIONSHIP TO SELECTED INTELLECTUAL CHARACTERISTICS. PH.D. UNIVERSITY OF ILLINOIS, 1961. ORDER NO. 61-4297, 121 PAGES.

Explores the relationships among ability to comprehend abstract reading material, cognitive rigidity, concreteness of thinking, and general reading comprehension using 103 male and 84 female rural grade 11 students. Finds abstract content did not significantly affect comprehension and reduced reading rate only for girls with no significant differences on cognitive rigidity, intellectual ability, language ability and reading comprehension between those showing the greatest comprehension losses on informally organized materials and those showing no significant losses. Cognitive rigidity correlated positively with general reading comprehension. (Similarities Test; Sign Changes and Reversal Reading Test; intellectual, reading achievement and writing skill measures)

KRAKE, LOUIS. A STUDY OF THE RELATIONSHIP OF PHONIC ABILITY, IRRESPECTIVE OF HOW IT WAS ACQUIRED, AND SILENT READING COMPREHENSION OF HIGH SCHOOL STUDENTS. ED.D. WESTERN RESERVE UNIVERSITY, 1965. ORDER NO. 66-3034, 128 PAGES.

Concludes that phonic ability is necessary but not sufficient for effective skills in silent reading comprehension after examining data on phonic and reading ability for 27 male and 31 female eleventh graders. (A Test of Phonic Ability - researcher developed; Iowa Silent Reading Tests)

SNAVELY, ELOISE ALBERTA. THE EFFECTIVENESS OF PURPOSE STATEMENTS AND MARGINAL NOTES AS AIDS TO READING COMPREHENSION. PH.D. STATE UNIVERSITY OF IOWA, 1961. ORDER NO. 61-5611, 138 PAGES.

Considers the effects of purpose statements and marginal notes for six 500 word articles administered to 81 grade 4, 66 grade 6 and 87 grade 8 students in each treatment - control using no aids, experimental A using purpose statements; experimental B provided with marginal notes. No significant interactions between ability or grade level and type of comprehension aid appeared. (Multiple choice comprehension criterion tests)

REED, ESTELLA E. AN INVESTIGATION OF THE RELATIVE EFFECT OF THE STUDY OF SYNTAX AND PARAGRAPH STRUCTURE ON READING COMPREHENSION OF MONOLINGUAL PUPILS IN GRADE SEVEN. ED.D. INDIANA UNIVERSITY, 1966. ORDER NO. 66-12,678 144 PAGES.

Concludes that an experimental group of 64 students receiving 30 reading lessons over 15 weeks improved significantly in paragraph comprehension over a control group of 63 who received no definite reading instruction. No differences appeared between monolingual students by treatment, but bilingual students in the experimental group scored significantly higher than bilingual controls. (Nelson Reading Test, Grades 3-9, Paragraph Comprehension Test)
BROWN, PAULINE. THE RELATIONSHIP OF ATTITUDE AND READING COMPREHENSION TO CRITICAL READING RESPONSES. ED.D. BOSTON UNIVERSITY SCHOOL OF EDUCATION, 1966. ORDER NO. 66-14,774, 195 PAGES.

Examines critical reading responses of 145 male and 125 female eleventh grade students to four articles on communism and Negro racism and reports (1) no relationship between attitude toward a topic and critical reading responses (2) attitudes toward communism generally unfavorable; attitudes toward the Negro race highly favorable (3) a greater number of correct responses concerning racism than communism (4) critical reading responses tended to correlate positively, but moderately, with standardized reading test, critical thinking tests and the intelligence test, and (5) subjects tended to give more correct answers to questions on the topic toward which they had expressed favorable attitudes. (Standardized reading and intelligence tests; criterion measures of comprehension and attitudes)

LEHRMAN, RAYMOND HENRY. THE EFFECTS OF SOCIAL REINFORCEMENT OF PASS OR FAIL ON COMPREHENSION AND EYE-MOVEMENT BEHAVIOUR OF SEVENTH GRADE BOYS AT THREE LEVELS OF READING ABILITY DURING A SERIES OF EQUATED READING TASKS. ED.D. UNIVERSITY OF OREGON, 1966. ORDER NO. 67-1664, 90 PAGES.

Investigates the effects of social reinforcement of "pass" or "fail" at the conclusion of comprehension testing using a sample of 120 grade 7 boys stratified by reading ability. Concludes (1) reading ability significantly affected eye-movement behavior but not comprehension (2) "fail" reinforcement produced significantly lower mean comprehension scores but did not appear to affect eye-movement, and (3) across repeated measures, overall comprehension increased while eye-movement performance remained the same or deteriorated. (Standardized reading test; 10 question true-false oral examination; eye-movement camera)

REHMANN, ARNOLD MELVIN. GUIDED READING AT THE SEVENTH GRADE LEVEL: AN EXPERIMENTAL STUDY. PH.D. UNIVERSITY OF MINNESOTA, 1968. ORDER NO. 69-11,491, 264 PAGES.

Considers the effects of treatments involving advance organizers, prereading questions, specific vocabulary helps and marginal notes on the reading comprehension of a sample of 249 seventh grade Minnesota students stratified by sex and previous reading achievement. Concludes following analysis of variance that questions and vocabulary assistance along with advance organizers produced measurable differences not exhibited by the advance organizers alone and that there were significant differences by reading ability but not by sex. (Multiple choice criterion test; measure of reading ability)

HACKETT, MARIE GANNON. A HIERARCHY OF SKILLS IN LISTENING COMPREHENSION AND READING COMPREHENSION. PH.D. UNIVERSITY OF CALIFORNIA, BERKELEY, 1968. ORDER NO. 69-14,900, 132 PAGES.

Examines the applicability of a hierarchically-ordered achievement test involving 11 language comprehension skills to the diagnosis and assessment of listening and reading skills. Correlational, chi-square and sociogram analysis of data from grades 2, 5, 8, and 11 indicated the predictability of higher level skills from attainment of lower level ones, with no significant differences for reading versus listening and a significant effect for SES. (Research designed test)

QUAINTANCE, BROTHER WILLIAM JOSEPH. THE EFFECTS OF OPEN-MINDEDNESS AND CLOSED-MINDEDNESS ON READING COMPREHENSION. ED.D. TEMPLE UNIVERSITY, 1968. ORDER NO. 68-17,826, 125 PAGES.

Compares comprehension scores of reading selections showing a Negro acting in accord with the Judeo-Christian system, another a Negro at variance with the system and a third not dealing with race for 50 boys aged 11 to 15 1/2 identified as openminded from a rehabilitation center for juvenile delinquents with a similar group identified as close-minded. Concludes that openminded readers tend to allow factors other than their belief system to influence their comprehension while closed-minded readers tended to do well in materials which support their belief system. (Dogmatism Scale -Rokeach; 10 item comprehension tests)

JEWELL, CEDRIC BERESFORD. A READING COMPREHENSION TEST FOR SENIOR HIGH SCHOOL STUDENTS IN LARGE URBAN AREAS IN ALBERTA, CANADA. PH.D. UNIVERSITY OF OREGON, 1969. ORDER NO. 70-9444, 98 PAGES.

Presents development, field testing and standardization procedures for a general reading comprehension test. Analysis of data for 1052 Edmonton and Calgary students indicated the test to be a reliable, valid, discriminatory and administratively feasible normative instrument. (Dale-Chall readability formula; researcher developed comprehension test)
MCLAUGHLIN, EARL GLEN. A FACTOR ANALYTIC STUDY OF THE ITEMS USED IN A NEW READING COMPREHENSION TEST DESIGNED FOR HIGH SCHOOL STUDENTS. ED.D. WEST VIRGINIA UNIVERSITY, 1969. ORDER NO. 70-15,240, 85 PAGES.

Analyzes test results for 371 tenth, eleventh and twelfth grade students on the ESEA Test of Reading Comprehension to determine whether 10 skills of reading comprehension postulated in the test could be identified and isolated by 40 items written to measure them. Widely scattered factor loadings across the skill areas provided little support for the existence of a multi-factor theory of reading comprehension. Only "order" was clearly identified in addition to what appeared to be a general reading comprehension factor.

( ESEA Test of Reading Comprehension )


Appraises inductive and expository methods of instruction in principles of general semantics using three teachers each teaching one class by expository methods, one by inductive and one following the regular grade 9 curriculum for 15 lessons over 10 weeks. Analyses of variance and covariance on critical thinking gain scores indicated significant differences in favour of the experimental groups over the control group and for the inductive groups over the expository groups.

( Watson-Glaser Critical Thinking Appraisal ; Amidon-Flanders Interaction Analysis System )

HUNTER, ANTHONY DEVEREUX. A COURSE TO AID READING BASED ON SECTOR ANALYSIS AT THE SENTENCE LEVEL AS REVISED AFTER FIELD TESTING IN THE EIGHTH GRADE. ED.D. COLUMBIA UNIVERSITY, 1969. ORDER NO. 71-69,693, 340 PAGES.

Presents a course based on the assumptions that children who have been taught to recognize structural meaning in sentences with greater certainty and speed will read with fuller and more rapid comprehension and that practice in analyzing sentences by sector analysis (Robert L. Allen) can help children recognize this structural meaning with improved certainty and speed. Includes 18 lessons and 225 exercises attempting through gradual steps to help students analyze easily the most complex of sentences.

(Achievement test)

FERRIS, FRANCIS XAVIER. IMPROVEMENT OF CRITICAL READING SKILLS AT THE SECONDARY LEVEL BY SELF-INSTRUCTION. ED.D. UNIVERSITY OF MIAMI, 1970. ORDER NO. 71-4308, 373 PAGES.

Compares teacher-directed and self-instructional six week units on critical thinking involving 99 grade 11 students randomly assigned with two classes for each method. Analyses of covariance indicated significant differences in favour of the self-instructional classes for total critical reading scores, subtests on deduction and propaganda devices, and attitude toward reading. Multivariate analysis of covariance indicated intelligence directly related to critical reading ability.

( Watson-Glaser Critical Thinking Appraisal ; Nelson-Denny Reading Test ; instruments devised by the investigator)


Assesses the effect of ten recorded listening lessons 40 minutes in length comparing 25 experimental grade 11 students with controls. Analysis of variance indicated the experimental improved significantly over the control group on listening comprehension. Listening scores were highly correlated with critical thinking and reading scores, and reading with critical thinking scores.

( The Brown-Carlsen Listening Comprehension Test ; Stanford Achievement Test ; Watson-Glaser Critical Thinking Appraisal )

CUCNUTTA, DAVID MEARLS. TWO METHODS OF IMPROVING CERTAIN READING COMPREHENSION SKILLS OF ABLE ELEVENTH GRADE LEARNERS. ED.D. BOSTON UNIVERSITY SCHOOL OF EDUCATION, 1971. ORDER NO. 71-26,691, 321 PAGES.

Evaluates self-directed and teacher directed analysis of reading errors using 288 grade 11 students identified as "able" or "very able" for verbal ability. Concludes, following analysis of covariance, that (1) difference in verbal reasoning was the most significant factor in power reading comprehension performance (2) the methods were equally effective, and (3) girls made greater improvement than boys.

( Nelson-Denny Reading Test ; Revised edition - Forms A and B; researcher developed Advanced Readers' Comprehension Test)
WARE, RALPH H. THE DEVELOPMENT OF A CRITERION-RELATED READING COMPREHENSION TEST FOR EXPOSITION AND ARGUMENT. ED.D. STATE UNIVERSITY OF NEW YORK, ALBANY, 1971. ORDER NO. 72-51,825, 164 PAGES.

Presents a criterion related reading test for certain kinds of expository and argumentative prose and concludes, following analyses of covariance and administration to 36 ninth grade students for whom profiles were drawn, that (1) the skills identified are teachable and testable behaviours and (2) the process of comprehension explained by the task analysis may be coherently and systematically tested.

( Finder - Cochrane Task Analysis for Comprehending Exposition and Argument; two reading ability tests)

BOONE, STANLEY MALCOLM. AN INVESTIGATION OF THE EFFECT OF HIGHER LEVEL QUESTIONS ON READING COMPREHENSION. PH.D. UNIVERSITY OF WASHINGTON, 1971. ORDER NO. 72-7552, 157 PAGES.

Compares the effects of high level questions, knowledge level questions and no questions received after reading on comprehension using three groups of 70 randomly assigned grade 10 Seattle students. Analysis of variance and the Duncan New Multiple Range Test indicated significant differences in vocabulary and comprehension scores following three weeks of daily 30 minute treatment sessions only between the group receiving high level questions and the group receiving no questions.

(Measures of reading vocabulary and comprehension)


Identifies current concepts of reading comprehension deriving from experimental investigations and theoretical statements and considers whether these concepts are consistently represented in current secondary professional reading textbooks, instructional materials and published texts. Concludes that a basic dichotomy exists between concepts expressed in terms of overt behaviour and those described in terms of covert behaviour.

(Content analysis)

HOLMES, ELIZABETH ANN. A STUDY TO DETERMINE THE EFFECTS OF PRE-READING COMPREHENSION AND POST READING COMPREHENSION OF BLACK HIGH SCHOOL SENIORS. ED.D. UNIVERSITY OF OKLAHOMA, 1971. ORDER NO. 72-14,109, 159 PAGES.

Examines the level of comprehension which black high school seniors bring to the reading of English prose and that which they achieve from actual reading and finds no significant differences between pre and post reading comprehension.

(Measures of reading comprehension)

ELLINGTON, BILLIE JEAN. EVALUATION OF THE CLOZE PROCEDURE AS A TEACHING DEVICE FOR IMPROVING READING COMPREHENSION. ED.D. UNIVERSITY OF GEORGIA, 1972. ORDER NO. 73-5666, 169 PAGES.

Compares comprehension scores of 81 eleventh grade students randomly assigned to a group receiving Cloze reading comprehension exercises and finds no significant differences following multivariate analysis of covariance.

(Cooperative English Tests)

CULHANE, JOSEPH WILLIAM. THE USE OF AN ITERATIVE RESEARCH PROCESS TO STUDY THE ADAPTATION OF CLOZE FOR IMPROVING THE READING COMPREHENSION OF EXPOSITORY MATERIALS. PH.D. SYRACUSE UNIVERSITY, 1972. ORDER NO. 73-19,794, 128 PAGES.

Develops procedures for using Cloze in teaching after examining the effects of (1) expanded directions (2) student vs teacher led post exercise discussion, and (3) exact word versus synonym word replacement. Compares Cloze procedure to a more traditional method of reading expository materials and finds that Cloze makes a difference in amount of information students are able to acquire.

(Cloze procedure; IQ measure)

KORNFELD, PHYLLIS LORRAINE. A PROPOSAL FOR THE DEVELOPMENT OF DISCOURSIVE AND NON-DISCOURSIVE READING ABILITIES IN THE AREA OF READING COMPREHENSION. ED.D. COLUMBIA UNIVERSITY, 1972. ORDER NO. 73-24,073, 206 PAGES.

Synthesizes related research and present a scheme of reading comprehension composed of six major groupings of abilities and 41 components subsumed under them.

Compares interest and comprehension ratings of 219 Black and 214 White students who each read one story about Black characters and one about Whites roughly matched for theme and level of difficulty. Analyses of covariance indicated (1) race of character was not a factor in students' interest (2) White students read stories about Whites with greater comprehension than did Blacks, but the reverse was not true, and (3) a negligible relationship between comprehension and interest ratings existed.

(Metropolitan Achievement Test; five point interest scale)

MURRAY, JOHN GEORGE. A STUDY OF THE EFFECT OF SIMULTANEOUS AUDITORY-VISUAL PRESENTATION AT DIFFERENTIATED RATES ON LISTENING AND READING COMPREHENSION. ED.D. BOSTON UNIVERSITY SCHOOL OF EDUCATION, 1972. ORDER NO. 72-25,454, 188 PAGES.

Examines data for four listening-reading groups of 30 students selected on the basis of reading and listening comprehension skills and subdivided so that 10 students in each group heard and viewed seventh grade materials simultaneously at 125, 200 and 275 words a minute respectively. Analysis of covariance indicated no significant differences attributable to rate or experimental conditions, although there were some differences among subgroups.

(Durrell Listening-Reading Series; Controlled Reader Study Guide, EDL)

SMITH, ARTHUR EDWARD. THE EFFECTIVENESS OF TRAINING STUDENTS TO GENERATE THEIR OWN QUESTIONS PRIOR TO READING. PH.D. SYRACUSE UNIVERSITY, 1972. ORDER NO. 73-9566, 155 PAGES.

Investigates two methods of training students to generate pre-reading questions using 116 grade seven developmental reading students randomly assigned to experimental group A, experimental group B or a control group for 15 lessons. Concludes the two experimental treatments involving training in question generation were equally effective and more effective than the control method in training students to ask prereading questions, but no differences appeared in performance on a standardized reading test or in the ability to ask questions after reading a selection.

(Standardized comprehension test; researcher developed criterion measure)

CULYER, RICHARD C. III. AN INVESTIGATION OF GROWTH IN CRITICAL READING ABILITY IN GRADES TEN, ELEVEN AND TWELVE. THE FLORIDA STATE UNIVERSITY. 1973. ORDER NO. 74-17,969, 92 PAGES.

Concludes from data on 341 female and 328 male grades 10, 11, and 12 students in Piedmont, North Carolina, that no significant differences appeared by grade or sex for selected critical reading skills. Intelligence and general reading achievement were significantly correlated with critical reading ability.

(Intermediate Critical Reading Test; Gall; California Short-Form Tests of Mental Maturity, 1963; Level 4; Nelson-Denny Reading Test, Form A)


Correlates reading comprehension skill and selected aspects of the Rorschach Inkblob Test to comprehension and vocabulary development using 15 fifth and 15 seventh grade students in Western Michigan identified as poor comprehenders and the same number of good comprehenders. Concludes (1) good comprehenders possess significantly larger vocabularies and a greater ability to perform more highly differentiated and meaningfully reintegrated analyses of visual stimuli (2) comprehension skill is positively related to data produced by differential measures of reading comprehension (3) the Beck scoring system for the Rorschach did not indicate differences between good and poor comprehenders, and (4) maturation brings about increasing focal awareness of details and ability to draw appropriate inferences from the content of reading passages.

(Durrell Listening-Reading Series; Rorschach Inkblot Test; vocabulary test; battery of differential measures of reading comprehension)


Proposes an internal context theory, a mechanism structured in terms of a set of elements and the dynamics of their interaction with incoming information, to account for the way a reader acquires meaning from a reading passage.
JACOBSON, M. VICTORIA. A LINGUISTIC FEATURE ANALYSIS OF VERBAL PROTOCOLS ASSOCIATED WITH PUPIL RESPONSES TO STANDARDIZED MEASURES OF READING COMPREHENSION. PH.D. UNIVERSITY OF MINNESOTA, 1973. ORDER NO. 74-707, 171 PAGES.

Presents analysis of verbal protocols involved in introspection of 11 randomly selected grade 11 students reading at or above grade level. Analysis of variance, tree diagram feature analysis and descriptive statistics indicated (1) the most frequently used strategies were Textual Discourse Dependent, Key Lexical Item; Textual Discourse Dependent, Generalization; Textual Choice Dependent, Generalization; Nontextual Personal with these strategies yielding 80 percent greater success, and (2) significant strategy and strategy item effects were indicated for each individual.

( Gates-MacGinitie Reading Test; measures for verbal reasoning, determining cause and effect, reading for inferences and determining the main idea)


Surveys and synthesizes scientific research, professional literature and doctoral dissertations on reading comprehension from 1948 to 1972, identifying and analyzing reading factors believed to affect reading comprehension and formulating a construct of reading comprehension. Presents conclusions on vocabulary, sentence structure, rate and questioning and purpose setting as they affect reading comprehension.


Investigates differential effects among three instructional techniques upon true/false measures of literal, interpretive and a Cloze and Chunk tests with 360 Northampton Area Junior High School ninth grade students. Analysis of variance, biserial correlation, and Kuder-Richardson Formula 20 using data for 186 Edmonton, Alberta, grade 10 students on the facet test, the Davis Reading Test, and a Cloze test, indicated that the facet test was a reliable measure which discriminated among achievement levels and correlated significantly with other measures of reading comprehension.

( Davis Reading Test; Cloze test; developed Facet Test)

SZABO, ROBERT JOSEPH. THE EFFECT OF POSITION OF THE ADVERBIAL SUBORDINATE CLAUSE ON READING COMPREHENSION. ED.D. LEHIGH UNIVERSITY, 1973. ORDER NO. 74-6703, 148 PAGES.

Manipulates the position of adverbial clauses and examines its effect on reading comprehension using combinations of paragraph forms and Cloze and Chunk tests with 360 Northampton Area Junior High School ninth grade students. Analysis of covariance revealed no significant differences in comprehension of paragraphs involving differing positions of adverbial clauses when measured by either test, or when forms of the test involved different positions of the clause.

( Gates-MacGinitie Reading Test; Cloze test; Chunk test involving alteration of one group of words in a set with subject required to identify incorrect group)
SALVATORE, NICHOLAS T. A COMPARATIVE STUDY OF THE EFFECTS OF A SYNTACTICALLY ORIENTED READING PROGRAM AND A CONVENTIONAL READING PROGRAM, BOTH SUPPLEMENTED BY A TAPE LISTENING PROGRAM, ON THE READING AND LISTENING COMPREHENSION ACHIEVEMENT OF TENTH AND ELEVENTH GRADE STUDENTS. ED.D. TEMPLE UNIVERSITY, 1974. ORDER NO. 74-26,190, 141 PAGES.

Compares a syntactically oriented reading program with a conventional program both supplemented by a taped listening program with three 40 minute reading sessions and two listening sessions weekly for 10 weeks with 71 randomly selected disabled readers in grade 10 and 11. Analyses of variance and covariance and t-tests indicated that although groups did not differ significantly on post measures, the syntactically oriented group showed gains in reading and listening comprehension while the conventional group improved only in listening.

(Critical thinking appraisal; anxiety scale; standardized reading tests; IQ measure)

SHAPIRO, NATHANIEL. CRITICAL READING OF A SHORT STORY: AN INTROSPECTIVE-RETROSPECTIVE STUDY. ED.D. HOFSTRA UNIVERSITY, 1974. ORDER NO. 75-4230, 121 PAGES.

Analyzes critical reading of a short story by superior eighth grade readers with each subject silently reading a short story divided into segments, pausing after each segment to express orally his thoughts and feelings and completing a comprehension test at the end of the story. Analysis of transcribed tapes and test results indicated that subjects made extensive use of critical reading skills with wide individual variation in the number of critical reading responses made by subjects and in distribution of these responses from segment to segment.

(Transcribed tapes; comprehension measure)

GOLFIN, BIBIANA T. APTITUDE-TREATMENT INTERACTION USING READING COMPREHENSION, MODE OF PRESENTATION AND LEARNING EFFICIENCY AS VARIABLES. PH.D. THE FLORIDA STATE UNIVERSITY, 1974. ORDER NO. 75-4766, 122 PAGES.

Attempts to identify aptitude-treatment interactions in study time holding achievement level constant and classifying 93 eleventh and twelfth graders according to reading aptitude and assigning them to listening or reading lesson presentation. Regression analysis and analysis of covariance indicated a significant interaction on only one side of the crossover point of regression lines when study time was the independent variable. For test time, no significant interactions were observed.

(Rosenberg Reading Test; criterion listening comprehension test; Fry Readability Graph; Fog Index)

GOLFIN, BIBIANA T. APTITUDE-TREATMENT INTERACTION USING READING COMPREHENSION, MODE OF PRESENTATION AND LEARNING EFFICIENCY AS VARIABLES. PH.D. THE FLORIDA STATE UNIVERSITY, 1974. ORDER NO. 75-4766, 122 PAGES.

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(Rosenberg Reading Test; criterion listening comprehension test; Fry Readability Graph; Fog Index)

CALL, LOUIS THORNTON JR. DEFINING LISTENING LEVELS OF COMPREHENSION BASED ON READING LEVELS OF COMPREHENSION OF AVERAGE CHILDREN IN GRADES FIVE, SIX, SEVEN AND EIGHT. ED.D. UNIVERSITY OF GEORGIA, 1974. ORDER NO. 75-6104, 183 PAGES.

Analyzes data for 30 male and 30 female students identified as having average listening comprehension skills at each of grades 5, 6, 7, and 8 using multivariate analysis of variance, univariate F tests and Tukey's multiple comparison procedures. Concludes that listening comprehension improves with each grade and boys score higher than girls.

(Nelson Reading Test; criterion listening comprehension test; Fry Readability Graph; Fog Index)

ROTHWELL, ARTHUR. SENTENCE OUTLINES AND THE COMPREHENSION OF CONNECTED TEXT. ED.D. HARVARD UNIVERSITY, 1974. ORDER NO. 75-16,865, 196 PAGES.

Examines the effects of paragraph outline, indented outline, keyed outline and boldface emphasis on comprehension of two articles of different structure using 168 grade 11 students of known reading ability. Primary data analysis indicated no significant effects.

(Critical thinking appraisal; anxiety scale; standardized reading tests; IQ measure)
SPIVAK, JANE LOUISE EVANSON. AN INVESTIGATION OF GROWTH IN CRITICAL READING ABILITY IN GRADES SEVEN AND EIGHT. THE FLORIDA STATE UNIVERSITY, 1974. ORDER NO. 74-18,062, 67 PAGES.

Finds a significant difference in mean critical reading ability favoring eighth graders and females and a positive correlation for critical reading with intelligence and reading achievement for 177 grade 7 and 183 grade 8 Northwest Florida students. (Intermediate Critical Reading Test; Otis-Lennon Mental Ability Test, 1967, Form J, Intermediate level; Stanford Achievement Test)

PRACEJUS, ELEANOR L. THE EFFECT OF VALUE CLARIFICATION ON READING COMPREHENSION. PH.D. UNIVERSITY OF PITTSBURGH, 1974. ORDER NO. 74-21,682, 143 PAGES.

Investigates the effect of a value clarification approach on comprehension randomly assigning 59 grade 8 students to value clarification, comprehension and control groups. Concludes from analysis of variance and correlational analyses following 14 weekly sessions of 45 minutes that exposure to value clarification appears to increase reading comprehension with a positive relationship indicated between reading comprehension and value clarification.

(Multiple choice instrument)

MUSIAL, DIANN. THE INFLUENCE OF COMPRESSED SPEECH UPON READING, LISTENING AND VERBAL COMPREHENSION OF EIGHTH GRADE STUDENTS. ED.D. NORTHERN ILLINOIS UNIVERSITY, 1975. ORDER NO. 75-23,125, 107 PAGES.

Randomly assigned 96 eighth grade students stratified by sex from three midwestern urban junior high schools to compressed speech treatment or reading-only control group. Analyses of covariance of posttest data following a six week treatment period indicated (1) no significant differences for reading comprehension, listening comprehension or verbal comprehension adjustment mean scores between groups, and (2) no significant differences by sex.

(Durrell Listening-Reading Tests; Stanford Achievement Tests, Paragraph meaning)

BERRIDGE, WAYNE EARL. THE EFFECTS OF QUESTION TYPE, QUESTION POSITION AND LOCATION OF RELEVANT TEXTUAL CONTENT ON LEARNING FROM READING. ED.D. INDIANA UNIVERSITY, 1975. ORDER NO. 76-6303, 193 PAGES.

Examines immediate and delayed posttest data for 160 seventh grade students randomly assigned to one of eight treatments or a control group. Analyses of variance indicated (1) groups receiving adjunct questions did not differ significantly from control groups (2) a significant testing condition and answer location interaction appeared, and (3) levels of answer location differed significantly for the delayed testing condition. Conjectures that the condition of passage availability allowed students to re-read the entire subpassage to find answers located in the second portion of the subpassages, thus encountering more incidental information.

(Sigma multiple choice instrument)

SARETSKY, ARLENE AMSTER. THE FACILITATIVE EFFECTS OF ADVANCE ORGANIZERS ON LEARNING WITH READERS OF DIFFERING ABILITY LEVELS FOR TOPICALLY DIFFERENT PROSE PASSAGES. ED.D. INDIANA UNIVERSITY, 1975. ORDER NO. 76-6344, 238 PAGES.

Employing a mixed effects factorial design examines the use of advance organizer, levels of reading ability and topically different prose passages as they affect reading comprehension. Analysis of variance on data for 228 eighth grade students blocked on reading ability and topically different prose as they affect reading comprehension. No significant differences were noted.

(Reading comprehension criterion measure)

CRAMER, EUGENE HARLEY. A STUDY OF THE RELATIONSHIPS AMONG MENTAL IMAGERY, READING COMPREHENSION AND READING ATTITUDE OF ELEVENTH AND TWELFTH GRADE STUDENTS. PH.D. THE UNIVERSITY OF WISCONSIN - MADISON, 1975. ORDER NO. 75-27,999, 136 PAGES.

Considers test data for 124 eleventh and twelfth grade Wisconsin students who were members of six randomly selected intact classes. Reports (1) no significant relationship between mental imagery and reading comprehension, (2) a relatively low but significant correlation between reading attitude and mental imagery, (3) a significant correlation between reading comprehension and mental imagery, (4) high reading attitude appeared to be a function of a combination of high imagery and high comprehension.

(The Questionnaire Upon Mental Imagery, Shortened Form; Davis
QUICK, CHARLES DAVID. AN INVESTIGATION OF THE EFFECTS OF PRE-READING GUIDES ON THE COMPREHENSION OF SHORT STORIES BY NINTH GRADE STUDENTS. PH.D. UNIVERSITY OF SOUTH CAROLINA, 1975. ORDER NO. 76-10,507, 97 PAGES.

Considers the effect of a prereading guide sheet involving objectives and desired outcomes for each of four short stories, comparing the posttest performance of an experimental group of 165 metropolitan high school students in South Carolina with 145 controls not receiving the guide. Analyses of covariance indicated a significant difference in favor of the control group.

(Cooperative Test of Basic Skills; 15 question multiple choice test)

GOLDMAN, FLORENCE WILLIAMS. A COMPARISON OF THE EFFECTS OF GROUP OR INDIVIDUAL CRITIC Reading Practice ON CRITICAL READING Performance For INDIVIDUALS With DIFFERENT ABILITY LEVELS. PH.D. UNIVERSITY OF MISSOURI, KANSAS CITY, 1975. ORDER NO. 76-11,485, 148 PAGES.

Identifying 208 tenth, eleventh and twelfth grade subjects in two Independence, Missouri school by three levels of critical reading ability, examines the effects of group and individual practice, assigning students to dyads combining all levels of ability, or to individual practice. Difference scores indicated (1) group interaction had a positive effect for students who were initially low (2) students performed better following pairing with someone above their ability level (3) generally no differences appeared between students in heterogeneous or homogeneous groups or working alone, and (4) most students preferred working in groups.

(Watson-Glaser Critical Thinking Appraisal, Form Zm)

LEGENZA, MARY ALICE. INQUIRY TRAINING PROCEDURES TO IMPROVE READING AND LEARNING. PH.D. UNIVERSITY OF MISSOURI, KANSAS CITY, 1975. ORDER NO. 76-11,494, 107 PAGES.

Using a sample of 35 seventh grade Kansas City parochial school students compares an experimental class in which inquiry procedures were developed and used over a 12 week period with a control group receiving regular reading instruction. Seven procedures were developed during the program to improve student inquiry. Experimental students obtained significantly higher scores on four of the five questioning behavior measures as well as on reading vocabulary and an attitude scale. (Cognitive and affective measures of reading; measure of questioning behavior)

CULVER, VICTOR IRWIN. THE GUIDED READING PROCEDURE: AN EXPERIMENTAL ANALYSIS OF ITS EFFECTIVENESS AS A TECHNIQUE FOR IMPROVING READING COMPREHENSION SKILLS. PH.D. UNIVERSITY OF MISSOURI, KANSAS CITY, 1975. ORDER NO. 76-11,482, 95 PAGES.

Compares the effects of Manzo's (1975) Guided Reading Procedure, Stauffer's (1969) Directed Reading-Thinking Activity and 'rapid reading' instruction using three groups of ninth, tenth and eleventh grade boys attending a boarding school. Reports no significant differences in comprehension achievement among the groups, although all groups showed significant improvement following a 20 hour instructional program.

(Gates-MacGinitie Reading Test; Flander's Verbal Interaction Analysis Technique)


Examines effects of adjunct questioning using 186 eighth and ninth grade suburban students and three unrelated 3000 word short stories. Analyses of variance and Newman Keuls multiple comparison tests indicated that (1) for intentional recall experimental students using adjunct questions outperformed a control group regardless of restraints against previewing or reviewing, and (2) for incidental recall a significant effect was noted only for position in reading assignment.

(Criterion recall measure)

5.5 RETENTION

CODY, MOTHER M. IRENE, R.S.H.M. AN INVESTIGATION OF THE RELATIVE EFFECTIVENESS OF FOUR MODES OF PRESENTING MEANINGFUL MATERIAL TO TENTH GRADE STUDENTS. PH.D. FORDHAM UNIVERSITY, 1962. ORDER NO. 62-3759, 213 PAGES.

Compares silent reading, simultaneous reading and listening, listening and note-taking and listening alone, using 132 grade 12 girls in New York academic schools, and finds that for
retention the most advantageous mode of presentation was silent reading. (Nelson-Denny Reading Tests; retention measure)


Deals with the relative effects upon delayed retention of specific facts of Advance Organizers (Ausubel) and of Modified Advance Organizers formulated around main idea concepts using 84 grade 9 students randomly assigned to one of seven treatment groups. Finds no significant differences attributable to type of organizer or to instruction versus non-instruction. (Measure of delayed retention of specific facts; IQ measure)


Intercorrelates scores of the Spache Reading Scales, the Triggs Diagnostic Test, and the Lorge-Thorndike Group Intelligence Test for 40 seventh grade remedial readers and finds (1) four significant correlations among comprehension subtests (2) variance accounted for by verbal comprehension ranged from .04 to .03, and no significant differences in correlations between group IQ scores and comprehension scores not involving immediate recall. (Spache Reading Scales; Lorge-Thorndike Group Intelligence Test; Triggs Diagnostic Reading Test)

COATNEY, RICHARD POST. THE EFFECT OF ACTIVITY AND RESPONSIBLE ASSIGNMENTS ON LEARNING FROM WRITTEN MATERIALS. PH.D. THE OHIO STATE UNIVERSITY, 1974. ORDER NO. 74-17,762, 130 PAGES.

Compares effects of inactive treatment (abstract mental activity), active treatment (physical activity and abstract and concrete mental activity) and responsible treatment (perceived as important and useful to another). Finds (1) the active group scored significantly higher on the criterion measure than the inactive group (2) no significant differences between the active and responsible groups, and (3) no significant sex-treatment interactions. (Criterion measure of recall)

STURGIS, DANIEL KENNETH. THE RELATIONSHIP OF SEX, LOCUS OF CONTROL AND STUDY QUESTIONS TO LEARNING FROM PROSE MATERIAL. PH.D. UNIVERSITY OF MISSOURI-COLUMBIA, 1974. ORDER NO. 75-16,064, 82 PAGES.

Finds a significant three-way interaction using analyses of variance between sex, locus of control and learning conditions with male subjects identified as internals exhibiting better retention when no study questions were asked while male externals functioned better with study questions. Used a sample of 121 grade 11 students with the top third on a locus of control measure termed externals and the bottom third internals. (Measures of locus of control and retention)

GAGNE, ELLEN DALTON. THE EFFECT OF INSTRUCTIONAL OBJECTIVES ON RECALL AND RECALL DEPENDENCIES IN LEARNING FROM PROSE. PH.D. UNIVERSITY OF WISCONSIN - MADISON, 1974. ORDER NO. 74-26,493, 126 PAGES.

Concludes following analysis of variance that subjects given goals to guide their reading recall more than subjects given general directions whether text is dispersed or non-dispersed. Paid high school students (n=157) were assigned to levels of Directions (general and goals) and Text Organization (dispersed and non-dispersed) for a task involving a 2400 word passage and a 54 item knowledge level test. (54 item fill-in-the-blank knowledge level test)


Presents data for 128 eighth grade students which indicates (1) verbatim recall of low mean depth sentences exceeded that of high mean depth sentences (2) pivotal words from phrases of the greatest mean depth were harder to recall than their lower mean depth counterparts (3) left-to-right binary processing was occurring during encoding and decoding (4) verbatim sentence recall was affected by transformational type but not in the predicted direction, and (5) written response mode facilitated recall generally as did practice. (Measures of sentence, phrase and pivotal word recall)

Explores the effects of different sentence conditions upon reading comprehension as evidenced by reading rate and recall taken at various points in time using a sample of high school students. Concludes that there are differences between the properties of related and unrelated sentences but for other treatment factors there appears to be a trade-off between rate and recall, with factors which decreased reading time increasing the amount of material recall. (Cued recall and delayed recall measures)

HELVOIGT, DUFF LAFORREST. THE EFFECTS OF THREE TYPES OF INTERSPERSED QUESTIONS ON THE RETENTION OF PROSE MATERIALS BY VARYING ABILITY STUDENTS. PH.D. THE UNIVERSITY OF AKRON, 1974. ORDER NO. 74-21,083, 221 PAGES.

Uses a completely randomized, posttest only, control group design with 159 suburban eighth graders identified as high and low ability and assigned to control or experimental groups. Experimental groups read materials with Knowledge, Comprehension or Application questions interspersed in the prose while the control group read no questions. Analyses of variance and Scheffé multiple comparison tests indicated no significant differences attributable to the presence of questions or to the level of questions regardless of academic ability or time of posttest. (Retention tests)

JUDGE, ROBERT E. THE EFFECT OF PRESENTATION MODE AND MATERIAL DIFFICULTY ON THIRD AND SEVENTH GRADERS' USE OF PHONEMIC AND SEMANTIC ATTRIBUTES TO ENCODE WORDS INTO LONG-TERM MEMORY. ED.D. STATE UNIVERSITY OF NEW YORK AT ALBANY, 1975. ORDER NO. 75-22,657, 125 PAGES.

Examines results of a false recognition task using analyses of variance and simple effects tests for 80 third and seventh graders randomly assigned to auditory or visual conditions and presented target words in isolation and then in context. Concludes (1) subjects, regardless of age, made both semantic and phonemic errors, but older subjects made significantly more semantic than phonemic errors (2) both older and younger subjects seemed to resort to their strongest encoding strategies when the passage became difficult, and (3) modality appeared to have no effect on attributes used to encode information into long term memory. (False recognition task)

IDSTEIN, PETER MORTON. THE EFFECT OF UNDERLINING ON CUED RECALL AS A FUNCTION OF RATED IMPORTANCE. PH.D. UNIVERSITY OF DELAWARE, 1975. ORDER NO. 75-14,965, 68 PAGES.

Presents operationalized definitions and materials for rated importance and examines the effect of underlining material rated as low, medium or high in importance. Finds (1) underlining material rated low in importance had a debilitating effect on recall (2) underlining material facilitated recall of that material at the expense of non-underlined material, and (3) recall did not vary as a function of rater importance. (Measure of retention; rating scale)

ROWLS, MICHAEL DEAN. THE FACILITATIVE AND INTERACTIVE AFFECTS OF ADJUNCT QUESTIONS ON RETENTION OF EIGHTH GRADERS ACROSS THREE PROSE PASSAGES. ED.D. INDIANA UNIVERSITY, 1975. ORDER NO. 75-16,988, 203 PAGES.

Considers five experimental conditions of question placement using 300 eighth graders in suburban Louisville, Kentucky with social studies, science and literature materials and multiple choice literal comprehension tests randomly distributed to subjects. Analyses indicated no main effect for question placement or question relevance nor significant interactions between prose passage and question placement. (Metropolitan Achievement Test; literal comprehension tests)

RUFF, ANN CURRY. THE EFFECT OF EMBEDDED FACTUAL QUESTIONS IN DIFFERENT POSITIONS ON THE RECALL OF RELEVANT AND INCIDENTAL INFORMATION IN THREE SUBJECT MATTER AREAS. ED.D. INDIANA UNIVERSITY, 1975. ORDER NO. 75-16,989, 281 PAGES.

Looks at interaction passage effects and two mathemagenic variables (question placement and question relevance) using 360 tenth grade students in south central Indiana randomly assigned to treatments consisting of combinations of three levels of question placement, three levels of question material and two levels of articles. Mixed effects analyses of variance, tests for simple main effects and Neuman-Keuls multiple comparisons indicated the effects of relevance were not consistent across the articles and the articles did not function systematically within the subject matter areas. (Criterion retention tests)
KREITZBERG, VALERIE JANE SASSERATH. RETROACTIVE INTERFERENCE IN PROSE RECALL AS A FUNCTION OF LEARNING DIRECTIONS. PH.D. THE CITY UNIVERSITY OF NEW YORK, 1975. ORDER NO. 76-1483, 179 PAGES.

Presents results of a pilot study and main investigation which manipulated type of learning direction, position of learning direction, retroactive interference, and type of delayed posttest to examine their effect on recall. Finds relevant learning lower for the experimental groups than for controls instructed to learn the entire text.

(Measure of prose recall)

5.6 FLEXIBILITY


Reports significant increases in reading rate but significant losses in comprehension following 16 fifty-minute periods of training in rapid reading involving verbal instruction and supervised practice for University of Michigan School student's grade 7 through 12 designated "slow" or "fast" readers of "average" or "above average" intelligence. Retention tests 15 weeks later indicated a drop in reading rate and a return to pretraining level in comprehension. Scores on a simple test of perceptual closure accounted to 25 percent of the variation in the distribution of final reading rate gains.

( Diagnostic Reading Tests; Stanford-Binet Intelligence Scale; Wechsler Intelligence Scale for Children )

LEVIN, BEATRICE JACKSON. AN INVESTIGATION OF THE FLEXIBILITY OF READING RATE. ED.D. TEMPLE UNIVERSITY, 1966. ORDER NO. 66-9215, 140 PAGES.

Examines changes in reading rate according to difficulty level of material and the purpose for reading using 100 ninth grade students classified as good and poor readers by scores on a flexibility measure, who then completed a standardized reading test. Finds (1) little relationship between flexibility and difficulty or purpose (2) flexibility more pronounced in good readers (3) purpose affecting rate of good readers more than poor readers (4) difficulty affecting rate of poor readers and (5) flexibility little correlated to school grades or IQ.

(Standardized reading achievement and IQ measures; measures of flexibility devised by researcher)


Investigates form of presentation, level of key words and familiarity with content of stimulus passage as they affect information and information gain scores for grade 11 subjects randomly assigned to pretest or no-pretest groups and then to one of seven treatment groups directed to skim two passages under a time-limit. Concludes (1) familiarity with content of materials is one of the important factors involved in the skimming process (2) elimination of non-key words did not affect skimming performance on the science passage at any level of redundancy reduction, and (3) no significant interaction appeared between and among the three independent variables.

( Van Hagen Rate of Comprehension Scale; multiple choice instrument)

FITZPATRICK, E. MARIE. DEVELOPMENT AND EVALUATION OF SKIMMING TECHNIQUES FOR TEACHING FLEXIBILITY IN READING TO HIGH SCHOOL STUDENTS. ED.D. BOSTON UNIVERSITY SCHOOL OF EDUCATION, 1970. ORDER NO. 70-22,504, 302 PAGES.

Presents evaluation data for a 40 page text and 42 exercises of varying length intended to develop skimming and scanning skills using eight urban college preparatory grade 10 and 11 English classes four of which were designated experimental. Statistical comparisons and analyses of covariance on data from the 131 students indicated experimental groups made greater gains than controls on all areas of reading measured by the Iowa and Fitzpatrick tests except selection of key words on the Iowa.

( Iowa Silent Reading Test; Fitzpatrick Skimming and Pre-reading Test; Otis-Lennon Mental Ability Test)

MAYFIELD, LELA SHARON. AN INVESTIGATION OF FACTORS AFFECTING READING RATE. ED.D. WEST VIRGINIA, 1970. ORDER NO. 70-22,591, 94 PAGES.

Considers ages, grade level, intelligence, sex, processes of reading and knowledge of reading skills as they affect reading rate using a sample of 421 grade 10, 11, and 12 students. Analyses of variance, biserial correlations and Pearson product moment correlations indicated (1) age, grade level, intelligence and sex affected rate of reading (2) students using the visual process in reading had the fastest reading rate while those using kinesthetic processing had the slowest (3) highest incidence of use in reading was visual processing with auditory
process second, and (4) knowledge of reading skills was positively correlated with reading rate.

(Checklist for responses to portray the reading process being used by the students; test of reading skills to portray students' knowledge of selected reading skills)

DOYLE, BRUFORD LEO. AN INVESTIGATION OF READING FLEXIBILITY. ED.D. OKLAHOMA STATE UNIVERSITY, 1972. ORDER NO. 73-15,095, 107 PAGES.

Examines the effects of a structured, directed reading flexibility course composed of 45 selections using 64 subjects identified as High or Low performance and assigned to experimental or control groups, and finds that experimental subjects developed no more flexibility of reading rate than did the controls who read the 45 passages without instructions in their use. Results of general reading ability tests were found to be poor indicators of reading flexibility skills.

(Nelson-Denny Reading Test, Form A; Versatility Test)

KIMBERLY, MARION COOK. THE EFFECTIVENESS OF READING SPEED INSTRUCTION IN GRADES TWO, FOUR, SIX AND EIGHT. ED.D. RUTGERS UNIVERSITY OF NEW JERSEY, 1973. ORDER NO. 73-32,221, 170 PAGES.

Using 350 grade 2, 4, 6, and 8 students in Princeton Regional Schools with intact classes randomly assigned to control or experimental (rate training) groups, finds following analyses of variance (1) significant differences in posttest mean raw scores on the Gates-MacGinitie Speed and Accuracy Tests at the eighth grade level only, and (2) on an informal speed test, significant differences at all four grade levels in favour of the experimental groups who more than doubled their reading speed while the control groups showed little or no gain.

(Gates-MacGinitie Reading Test; informal rate test based on selections from Controlled Reader Study Guides)

HANSEN, DOROTHY MORRISON. A DISCOURSE STRUCTURE ANALYSIS OF THE COMPREHENSION OF RAPID READERS. PH.D. BRIGHAM YOUNG UNIVERSITY, 1975. ORDER NO. 76-9839, 115 PAGES.

Applies the Modified packard method of discourse analysis based on eight functional aspects of discourse relationships to open-ended recalls of randomly selected honours students trained in the Evelyn Wood method and a control group. Reports (1) when time, but not amount of material was held constant, slower readers showed significantly greater gains of recall of operations and averaged more nodes per cluster while rapid readers recalled more clusters (2) when time and amount of material were held constant, rapid readers showed significantly greater gains on total operations and more clusters; and (3) an objective test designed to measure concept application, paraphrase and verbatim recall showed no significant differences between groups.

(Objective measure of comprehension; Modified Ackard method of discourse analysis)

6.0 GENERAL

6.1 ENGLISH/LANGUAGE ARTS/LITERATURE

BENTALL, GRACE. DETERMINATION OF CRITICAL LEVELS OF READING ABILITY FOR HIGH SCHOOL STUDENTS AS MEASURED BY COURSE MARKS AND ACHIEVEMENT TEST RESULTS. ED.D. UNIVERSITY OF OREGON, 1961. ORDER NO. 61-4522, 132 PAGES.

Analyzes data for 830 ninth and 720 eleventh grade students randomly selected from English, Mathematics, Science and Social Studies classrooms from nine schools and finds that although there is a concomitance between general reading proficiency and success in school it is not necessarily causal.

(Teacher marks, standardized reading scores and achievement scores; intelligence scores)


Considers standardized intelligence, reading and arithmetic tests as predictors of success in automotive, electrical and wood-working courses in four selected New York high schools using cumulative record data for 906 tenth grade boys. Concludes that (1) differences between intelligence scores of graduates and dropouts were significant but small (2) differences between mean reading scores for the two groups were significant for electrical trades and for those categories combining trades, and (3) the critical arithmetic score was the best individual predictor of success with the critical intelligence score second.

(Standardized intelligence, reading and arithmetic scores; school attrition data)
Verry, Dana Hedrick. The Effect of a Twenty Hour Reading Program with the Controlled Reader on Selected Office Practice Skills. University of Pittsburgh, 1962. Order No. 63-6384, 137 Pages.

Reports an experimental group using the controlled reader and films from the Educational Development Laboratory for a total of 20 hours improved reading speed, maintained comprehension and showed superior accomplishment in first, second and final semester grades, as well as increasing ability to file, manipulate the tax key calculator, check numbers and recognize names and spell, when compared to a control group not receiving the reading instruction.


Uses questionnaire data from 579 senior high school students to structure a matrix of reading difficulties indicating the difficulties of individual subjects as actually taught, the extent of commonality and contrast of difficulties and the effect of varying methods of instruction. Concludes (1) a teacher’s procedures were important in determining subject reading difficulties, (2) matrices for a subject could be formulated, and (3) difficulties with comprehension in general were most pervasive.

(Questionnaire)


Attempts to (1) identify basic reading skills and reading-study skills which can be emphasized in subject matter classes (2) help teachers formulate ways of improving students’ skills in regular content classrooms (3) demonstrate how a curriculum director can work through an in-service program, and (4) evaluate the results of such a program using all seventh grade students in Hanover, Pennsylvania for a two year period.

(Silent reading tests; work-study skill tests; social studies and science achievement tests)
ANTHONY, HOMER BRUCE. A CONCEPTUAL MODEL FOR THE IMPROVEMENT OF READING INSTRUCTION IN THE CONTENT AREAS IN SECONDARY SCHOOLS. PH.D., ARIZONA STATE UNIVERSITY, 1972. ORDER NO. 72-23,151, 229 PAGES.

Presents a conceptual model developed from nine goals extracted and one extrapolated from the literature, and presented to principals, reading teachers and content teachers in 74 Arizona secondary schools in an open ended opinionnaire. Synthesis of the goals with the data resulted in the model. (Open-ended opinionnaire)


Presents a summary of methodology for developing and improving high school students' reading and study skills which includes (1) principles of reading useful to the content teacher (2) role and responsibilities of the content teacher in developing and refining reading skills (3) methods for instruction in verbal and comprehension skills, and (4) methods for developing and refining reading and study skills in business education courses. Includes a bibliography of research reports and professional writings.

HARGROVE, GERALDINE W. AN INVESTIGATION OF ATTITUDES OF SECONDARY TEACHERS' TOWARD READING IN THE CONTENT AREAS AS MEASURED BY A MODIFIED LIKERT-TYPE SCALE. PH.D., UNIVERSITY OF SOUTH CAROLINA, 1973. ORDER NO. 74-5380, 118 PAGES.

Analyzes data for 286 Georgia junior and senior high school teachers of English, mathematics, science and social studies on the Otto-Smith Attitude Inventory, a 14 item modified Likert type scale. Finds (1) attitudes towards teaching reading in the content areas negative (X = 40.7) on a scale on which any score above 42 would be interpreted as positive (2) no statistically significant difference between junior high school teachers in this survey and a similar Wisconsin study, although Wisconsin senior high school teachers demonstrated significantly more positive attitudes, and (3) subject taught, courses and inservice training significantly affected attitudes while level of instruction, sex and teaching experience did not. (Otto-Smith Attitude Inventory)


Examines performance of 11,202 students participating in the Massachusetts Eighth Grade Reading Program, January 1971, on the Comprehensive Test of Basic Skills using correlational analysis and significance tests to consider relationships among reading skills and science, language and social studies skills. Concludes that even though most of the comparisons were not statistically significant, there were differential performances among skill areas and content areas. (Comprehensive Test of Basic Skills)


Reports questionnaire data from 94 respondents of a random sample of 100 Florida school administrators indicating (1) only 26 percent have organized content area reading programs (2) only 8 percent reported curricula with provision for reading instruction in English, Science, Mathematics and Social Studies although English departments in 46 percent of the school reported such curricula (3) staff development activities were the major form of training for teaching reading, and (4) teachers in only 76 percent of the schools were able to obtain test data on all students' reading abilities. (Researcher designed questionnaire)

BALES, JIMMY CHARLES AND SMITH, HELEN ARMSTRONG. THE RESEARCH, DEVELOPMENT OF A DESIGN, AND EVALUATION OF A CAREER RELATED READING PROGRAM. ED.D., UNIVERSITY OF SOUTH CAROLINA, 1975. ORDER NO. 76-10,443, 270 PAGES.

Presents a design for a vocational-related reading program and evaluates the program using the eleventh and twelfth grade vocational male students at two Columbia, South Carolina schools. Chi square analysis indicated no significant differences in reading achievement between 32 experimental students participating in the program and 32 matched controls receiving traditional reading instruction. (The Comprehensive Test of Basic Skills, Forms A and B)
SNITH, CARMEN ALLISON. AN INVESTIGATION OF THE EFFECTIVENESS OF READING RATE, COMPREHENSION, VOCABULARY, PHONETIC PERCEPTION AND PHONOLOGICAL DIALECT DIFFERENCES AS PREDICTORS OF SUCCESS IN SHORTHAND. ED.D. UNIVERSITY OF NEW ORLEANS, 1975. ORDER NO. 75-26,055, 183 PAGES.

Using a multiple regression statistical design, examines data for 96 students randomly selected from the beginning shorthand students at a New Orleans public secondary school for girls and reports (1) reading rate, comprehension, vocabulary, phonetic perception and phonological dialect differences have predictive significance for shorthand success, but (2) these have a lower correlation than IQ, GPA and secondary school English grades. (NelsonDenny Reading Test; California Phonics Survey; Otis-Lennon Mental Ability Test; Phonological Dialect Differences Test; criterion referenced shorthand measures)

WILLIAMS, CAROLYN CHANDLER. THE RELATIONSHIP BETWEEN SELECTED READING SKILLS AND OTHER PERSONAL VARIABLES OF SIXTH AND SEVENTH GRADE STUDENTS AND ACHIEVEMENT IN SCIENCE AND SOCIAL STUDIES. ED.D. MISSISSIPPI, 1975. ORDER NO. 76-89, 117 PAGES.

Employs a one-group post-test design using 60 sixth and seventh grade randomly selected Mississippi students stratified by sex, race and grade level. Multiple stepwise regression and analysis of variance indicated (1) reading comprehension and total reading score correlated significantly with science achievement, but only reading comprehension correlated significantly with social studies achievement, and (2) grade level was the most significant predictor of social studies achievement followed by reading comprehension, race and total reading performance, while reading comprehension and total reading performance were the only significant predictors of science success. (California Reading Test; Sequential Test of Educational Progress; Science and Social Studies; Otis Reading Interest Inventory)

FRANCIS, JAMES FRANK. AN EVALUATION OF SELECTED GRADED VS. NON-GRADED OCCUPATIONAL LITERATURE UNITS AS SOURCES OF VOCATIONAL INFORMATION AND READING SKILL DEVELOPMENT MATERIALS. ED.D. BOSTON UNIVERSITY SCHOOL OF EDUCATION, 1966. ORDER NO. 66-14,783, 217 PAGES.

Uses 300 grade 12 students matched on IQ, reading achievement, high school curriculum and sex to compare ten week programs with the experimental group receiving instruction in directed reading, word meaning and comprehension and speed reading with content materials selected from 212 paperbacks graded by difficulty and categorized by occupational interest, while controls received regular classroom instruction in English and explored career opportunities according to their inclination using non-graded materials. Significant differences favored the experimental group in total score and the comprehension subtest of the Iowa Basic Skills Test, and more students in the experimental group indicated independence in career choice. (Iowa Silent Reading Test; IQ measure; California Occupational Interest Inventory; occupational interest survey questionnaire)

6.1 ENGLISH/LANGUAGE ARTS/LITERATURE

APPLEBY, BRUCE CHARLES. THE EFFECTS OF INDIVIDUALIZED READING ON CERTAIN ASPECTS OF LITERATURE STUDY WITH HIGH SCHOOL SENIORS. PH.D. THE UNIVERSITY OF IOWA, 1967. ORDER NO. 67-16,771, 150 PAGES.

Compares test results for high school seniors assigned to experimental individualized reading, control basic anthology, or control elective English groups and concludes, at semester end, (1) subjects reacted the same in satisfactions gained, regardless of approach (2) ability to interpret materials was affected by instruction (3) individualized reading was significantly more effective in creating awareness of self-improvement aspects of literature and gaining satisfaction in reading for style and technique, and (4) individualized reading subjects had fewer dislikes of fiction. (Iowa Tests of Educational Development, Test 7, "Ability to Interpret Literary Materials", "Inventory of Satisfactions Found in Reading Fiction" (ETS))

LACONTE, RONALD T. THE RELATIONSHIP BETWEEN BOOK SELECTION PRACTICES AND CERTAIN CONTROVERSIAL ELEMENTS OF LITERATURE IN BERGEN COUNTY, NEW JERSEY, PUBLIC SENIOR HIGH SCHOOL ENGLISH DEPARTMENTS. ED.D. RUTGERS, THE STATE UNIVERSITY OF NEW JERSEY, 1967. ORDER NO. 67-12,022, 202 PAGES.

Presents results of a questionnaire which included a list of 25 controversial books and follow up interviews administered to some English department chairmen in Bergen County, New Jersey. Concludes (1) a relationship exists between controversial elements of literature and book selection practices (2) male teachers rejected fewer controversial books than female, and (3) chairmen from small schools rejected more controversial books than those from large schools. (Questionnaire; interviews)
BRAZELL, MARY JOSEPHINE. THE STUDY OF A TAXONOMY OF LITERATURE AND SPECIFIC ARTS UPON ASPECTS OF FUNCTIONAL AND CREATIVE READING. ED.D. BOSTON UNIVERSITY SCHOOL OF EDUCATION, 1972. ORDER NO. 72-25,416, 503 PAGES.

Compared the effectiveness of two experimental treatments (taxonomy and enrichment) and a control (traditional) approach, upon functional and creative reading using the theme "Don Quixote". Generally, the enriched treatment group appeared to be superior to the traditional and taxonomy groups. (Measures of creative and functional reading, attitude and creative thinking)


Emphasizes the centrality of language in human culture and suggests that only through literature is man able to formulate and then revise his conceptual schemes which provide the biases and bases of his culture. Reviews the development of polar approaches to the teaching of English - the "needs" and experience of the student versus a sterile formalistic analysis of literature - and argues that the synoptic literary theory of Northrop Frye provides a theoretical scheme capable of comprehending these antithetical views.

HOLLIS, LEVI BERKLY JR. A STUDY OF AFFECTIVE AND COGNITIVE FACTORS OPERATING IN ENGLISH PROGRAMS FOR UPWARD BOUND STUDENTS IN OHIO. PH.D. KENT STATE UNIVERSITY, 1974. ORDER NO. 75-7455, 159 PAGES.

Examines student, parent and professional staff perceptions of ten Ohio projects using on-site visits, four sets of questionnaires drawing responses from 407 students, 45 English teachers, 54 parents and 10 administrators, classroom observation and informal interviews. Finds (1) attitude of students towards Upward Bound English is more positive than toward their high school English (2) an official curriculum based on student needs is virtually nonexistent (3) lines of communications between the projects and parents need strengthening, and (4) numerous discrepancies appear among student, teacher and parent perceptions of components. (Questionnaires; observations; interviews)

POWELL, BERTIE JEFFRESS. AN ANALYSIS OF THE DOMINANT THEMES IN SELECTED LITERATURE BY AFRO-AMERICAN BLACK WOMEN WITH RECOMMENDATIONS FOR INCLUSION IN THE HIGH SCHOOL CURRICULUM. PH.D. UNIVERSITY OF PITTSBURGH, 1974. ORDER NO. 75-13,209, 268 PAGES.

Identifies a wide variety of literature by American black women from which both sexes and all races might profit. Illustrates how this literature could be used in the high school English classroom. (Content Analysis)

MCQUAGGE, DANIEL TEMPLE. A STUDY OF THE EFFECTS OF THREE PREPARED READING READINESS ACTIVITIES IN SEVENTH GRADERS' COMPETENCY IN THE USE OF CONTENT AREA READING SKILLS IN LITERATURE. PH.D. THE FLORIDA STATE UNIVERSITY, 1974. ORDER NO. 75-12,658, 137 PAGES.

Compares three experimental reading readiness treatments - advance organizer, structured overview and purpose questions - and a control group with 25 students randomly selected and assigned to each of four groups. Twelve t-tests performed on data at the end of 26 days of treatment and following a further 23 day period before retention testing indicated no significant differences between any of the experimental groups and the control group, although among experimental groups, the structured overview group displayed higher competency in the use of content area reading skills in reading unfamiliar literature. (The Language Arts Achievement Tests: Literature: criterion measure of content area reading skills)

MEANS, HARRISON J. AN ANALYSIS OF THE CONTENT, PROPORTION OF TIME SPENT ON CONTENT, AND COURSE STRUCTURE OF ENGLISH METHODS COURSES IN IOWA. PH.D. THE UNIVERSITY OF IOWA, 1974. ORDER NO. 75-13,795, 112 PAGES.

Investigates the nature of English methods courses in Iowa institutions training secondary English teachers by examining 14 course calendars. Finds little uniformity in content, proportion of time spent on content or course duration. (Content analysis)
SCHON, ISABEL. A DESCRIPTIVE STUDY OF THE LITERATURE FOR CHILDREN AND ADOLESCENTS OF MEXICO. PH.D. UNIVERSITY OF COLORADO, 1974. ORDER NO. 75-3832, 109 PAGES.

Finds a paucity of Mexican literature available for use with children and indicates that the same textbooks and translations of writers of 100 years ago will be presented to children and adolescents for some years to come.

CORNABY, BETTY JEAN B. A STUDY OF THE INFLUENCE OF FORM ON THE RESPONSES OF TWELFTH GRADE STUDENTS IN COLLEGE-PREPARATORY CLASSES TO DISSIMILAR NOVELS, A SHORT STORY AND A POEM. PH.D. UNIVERSITY OF WASHINGTON, 1974. ORDER NO. 75-3960, 264 PAGES.

Considers data for 96 grade twelve students in one middle-class urban high school who read four dissimilar selections and completed Response Preference Measures and Rating Scales and concludes, following chi-square and non-parametric analysis, that subjects did change response modes dependent upon the specific literary selection. Interview data revealed patterns associated with a form or content orientation is subjects' previous reading and educational experiences and literary instruction.

(Wolfe, Denny Thruston Jr. War Poetry in the High Schools: Approaches to Reading and Instruction. PH.D. DUKE UNIVERSITY, 1974. ORDER NO. 75-2443, 209 PAGES.

Wolfe explores war as a relevant and significant subject for the effective teaching of poetry by considering (1) the nature of war and of poetry (2) the history of war poetry (3) teaching and learning theories applicable in instructional planning (4) war poems appearing in a representative number of literature anthologies used in senior high schools, and (5) approaches to the teaching of poems.

FINNEGAN, BARBARA CATHERINE. THE DEVELOPMENT AND EVALUATION OF EXERCISES TO TEACH CHARACTER ANALYSIS IN LITERATURE IN GRADES ELEVEN AND TWELVE. ED.D. BOSTON UNIVERSITY SCHOOL OF EDUCATION, 1974. ORDER NO. 74-19,066, 315 PAGES.

Using 250 students from English classes in a Boston suburban high school with classes randomly assigned to experimental or control groups, examines the effect of 25 lessons in character analysis. Using analysis of covariance, finds no statistically significant differences, although the experimental group demonstrated greater gains in character analysis, ability to interpret literary materials, vocabulary development and reading comprehension.

(Cornaby, Betty Jean B. A Study of the Influence of Form on the Responses of Twelfth Grade Students in College-Preparatory Classes to Dissimilar Novels, a Short Story and a Poem. PH.D. UNIVERSITY OF WASHINGTON, 1974. ORDER NO. 75-3960, 264 PAGES.

JOHNSON, MYRTLY RICARD. A STUDY OF ETHNIC DIVERSITY IN LANGUAGE AND LITERATURE INSTRUCTION IN SELECTED SECONDARY SCHOOLS IN KANSAS AND LOUISIANA, 1972-1974. PH.D. KANSAS STATE UNIVERSITY, 1974. ORDER NO. 75-5187, 165 PAGES.

Attempts to identify provisions made for the inclusion of information by and about minority groups in randomly selected secondary language and literature curricula in Kansas and Louisiana during 1972-74. Questionnaire responses from 159 teachers (79.5 percent) indicated 79.5 percent of respondents reported some use of minority related content; however, over 75 percent of them were found to have a lack training in this area.

(Clemmons, Mae Ollie. An Examination of the Current Status of Literature Programs in Selected Senior High Schools in the State of Florida. PH.D. THE FLORIDA STATE UNIVERSITY, 1974. ORDER NO. 75-6312, 117 PAGES.

Surveys literature teaching in selected Florida senior high schools using questionnaire responses of 191 (73 percent of sample) teachers from 27 schools. Presents conclusions involving school size, expenditure per pupil, objectives, teacher characteristics and use of materials and strategies.


Reports that there is a significant amount of Mexican-American literature available which could be effectively incorporated into a high school literature program to meet the needs of an ethnically integrated English classroom. Analyzes some selected contemporary Mexican-American literature from four critical
orientations and provides an annotated bibliography of short fiction, poetry and novels.
(Critical content analysis)

DEVOE, THELMA EDMUNDS. A STUDY OF SKILLS DEVELOPMENT IN ENGLISH ELECTIVE PROGRAMS IN SELECTED PUBLIC SECONDARY SCHOOLS IN MASSACHUSETTS. ED.D. BOSTON UNIVERSITY SCHOOL OF EDUCATION, 1975. ORDER NO. 75-20,917, 280 PAGES.

Investigates the processes and procedures utilized in designing and maintaining the teaching of communication skills in English elective programs using a systematic case-study description of skills components in the elective English programs in four Massachusetts public secondary schools. Data from verbal interviews and examination of printed materials are presented and a set of guidelines advisable for the development and incorporation of skills components presented.
(Interviews; content analysis)

BAYLESS, CHARLES EUGENE. AN ANALYSIS OF THE ALIENATION MOTIF IN SECONDARY SCHOOL LITERATURE. PH.D. DUKE UNIVERSITY, 1975. ORDER NO. 75-29,490, 397 PAGES.

Discusses the term "alienation" and its relevancy to adolescents, surveys the philosophies of state departments of education, examines state adopted textbooks and individual literature courses and includes reactions from instructors who have had experience in teaching selections incorporating the alienation theme.
(Content analysis)

BURGESS, ELIZABETH THOMAS D. THE READING PROGRAM IN TWELFTH GRADE ENGLISH CLASSES IN SELECTED SCHOOLS. ED.D. AUBURN UNIVERSITY, 1974. ORDER NO. 74-23,110, 212 PAGES.

Identifies fundamental concepts for providing individualized English reading programs in secondary schools, examines the literature relative to purpose and organization of the reading program and the preparation of teachers, analyzes existing twelfth grade programs in selected school and presents four recommendations for the improvement of reading programs in the selected schools
("Checklist of Major Concepts for the Reading Program")


Describes the novels taught in the English classes of one Pennsylvania high school and summarizes the responses of 186 teachers in fifteen counties and of the students and teachers in the selected school to questions concerning these novels. Reports that there are certain novels which begin to constitute a secondary school canon in Pennsylvania.
(Questionnaire)


Considers the content of 60 novels published between 1969 and 1974 set in contemporary United States and primarily concerned with problems of an adolescent main character, aged 11 to 18. Reports the overall environment described for the fictional adolescent was not comparable to the typical environment of early adolescents in the U.S. today. The overall concern of adolescents in "growing up" was continually emphasized in these novels but the problems which are an integral part of the "growing up" process were not well developed.
(Content analysis)


Describes the junior novel as an effective vehicle for conveying human relations concepts, surveys research on students' attitudes towards war and peace, examines earlier attitudes and recent changes in adult war fiction and analyzes in detail a group of recent junior novels and personal accounts of World War II and more recent conflicts.

6.2 MATH/SCIENCE
BLUE, LARRY LAHAR. A STUDY OF THE INFLUENCE OF CERTAIN FACTORS IN SCIENCE MATERIALS ON THE READING COMPREHENSION OF SEVENTH GRADE PUPILS. ED.D. INDIANA STATE UNIVERSITY, 1964. ORDER NO. 69-2363, 232 PAGES.

Considers the influence of readability factors, style of writing, author's definitions and students' general reading comprehension on comprehension of science materials using 240 randomly selected grade 7 students and eight specially prepared science selections of 930 words each. Analyses of variance and correlational analyses indicated no significant differences in science reading comprehension attributable to the manipulated factors. (California Achievement Test; California Survey Test of Science for Junior High; Junior High California Short Form Test of Mental Maturity)

JONES, JOHN LINK. EFFECTS OF SPELLING INSTRUCTION IN EIGHTH- GRADE BIOLOGICAL SCIENCE UPON SCIENTIFIC SPELLING, VOCABULARY AND READING COMPREHENSION; GENERAL SPELLING, VOCABULARY AND READING COMPREHENSION; SCIENCE PROGRESS; AND SCIENCE ACHIEVEMENT. ED.D. UNIVERSITY OF MARYLAND, 1966. ORDER NO. 67-6256, 177 PAGES.

Examines the effects of spelling instruction in science words using three average and three above average sections of grade 8 biology students with experimental groups receiving one 47 minute instructional period weekly for 30 weeks. Concludes (1) for above average groups, differences were significant for Science Spelling, Science Vocabulary, Science Achievement and California Spelling Tests. (2) For average groups, significant differences were indicated only for the Science Spelling Tests, and, (3) testing at the end of grade 9 indicated no carry-over for the average groups, and significant differences only for Science Spelling and Achievement for the above average groups. (Science Spelling Test; Science Vocabulary Test; Science Achievement Test; California Spelling Test; Science Reading Comprehension Test; California Vocabulary Test; California Reading Comprehension Test; Science Sequential Tests of Educational Progress)

PLESS, HERBERT. THE USE OF STRUCTURAL ANALYSIS BY HIGH SCHOOL BIOLOGY STUDENTS AS A METHOD FOR LEARNING AND RETAINING THE DEFINITIONS OF TECHNICAL VOCABULARY TERMS. ED.D. TEMPLE UNIVERSITY, 1966. ORDER NO. 67-6256, 177 PAGES.

Compares data for 200 tenth grade biology students assigned to an experimental group using vocabulary booklets specially designed to accent structural elements in conjunction with the on-going biology program or to a control group using booklets without the special design and concludes that the experimental group learned and retained more definitions of selected biology terms than controls. (Vocabulary tests; unit tests from the text Modern Biology)

BRADLEY, BETTY ANN BIEL. THE NATURE AND RECOMMENDED USE OF REFERENCE MATERIALS IN HIGH SCHOOL BIOLOGY TEXTBOOKS. PH.D. THE UNIVERSITY OF TEXAS, 1966. ORDER NO. 66-14,355, 100 PAGES.

Analyzes five high school biology textbooks published in the early 1950's and five in the 1960's with respect to authors' stimulation of reading outside the text. Titles of 1339 publications and 44 journals were checked against the AAAS Science Book List for Young Adults. Trends in newer texts were toward suggestions of fewer and newer books, use of more quotations, suggestions of more journals and introductions of more historically important scientists. (Content Analysis)

MARS, PAUL ARNE. HIGH SCHOOL GEOMETRY ACHIEVEMENT AS RELATED TO READING ACHIEVEMENT, ARITHMETIC ACHIEVEMENT AND GENERAL INTELLIGENCE IN THE PUBLIC SCHOOLS OF LINCOLN, NEBRASKA, 1970. ED.D. THE UNIVERSITY OF NEBRASKA, 1970. ORDER NO. 70-17,735, 123 PAGES.

Suggests that correlations obtained for reading comprehension and general intelligence with geometry achievement for 192 male and 190 female partially randomly selected Lincoln, Nebraska, high school students were sufficiently high to accept reading comprehension and intelligence as major contributors to geometry achievement. (California Short Form Test of Mental Maturity; California Achievement Tests; Junior High Level, Arithmetic; California Achievement Tests; Advanced: Reading; Cooperative Mathematics Tests: Geometry)


Compares the sample of 30 tenth graders from a St. Paul, Minnesota suburban school stratified by sex and ability and randomly selected and assigned to (1) advance organizers combined with guided-discovery or (2) guided-discovery alone.
Analyses of variance t-tests and F-tests indicated no significant differences between the groups on learning facts, concepts and principles of biology, understanding methods and processes of science and critical thinking abilities on the post tests or on retention tests after a 56 day period. Guided-discovery alone was more effective in developing positive attitudes toward science and science related concepts.

( Watson-Glaser Critical Thinking Appraisal -Form YM; Nelson Biology Test -Form J; Processes of Science Test -Form A; Differential Aptitude Test; modified semantic differential)

FRYAR, WILLIAM RUFFUS. EFFECT OF PROGRAMMED INSTRUCTION AND READING LEVEL REDUCTION ON SCIENCE ACHIEVEMENT OF SEVENTH GRADE UNDERACHIEVERS. ED.D. THE UNIVERSITY OF FLORIDA, 1971. ORDER NO. 72-9706, 257 PAGES.

Using a pretest-posttest control group design involving 236 Jacksonville, Florida junior high school students over four weeks assigned to graded programmed, nongraded programmed or nongraded nonprogrammed materials examines achievement of seventh grade underachievers in a life science course. Concludes, following analysis of variance, that programmed materials enhanced achievement gains, but there was no consistent indication in favour of graded materials.

(Fry's Graph for Estimating Readability; Stanford Achievement Test; criterion measures of rate and comprehension)

COREY, NOBLE RAY. THE EFFECT OF BIOLOGY COMPREHENSION AND READING RATE ON NINTH-GRADE STUDENTS BY USING REWRITTEN SCIENTIFIC JOURNAL ARTICLES AS A LEARNING DEVICE. PH.D. PURDUE UNIVERSITY, 1972. ORDER NO. 73-6005, 318 PAGES.

Involves six Scientific American articles on biology in the original versions and rewritten according to Yoakam's procedure in a factorial design with students classified by achievement and reading rate and randomly assigned to original or revised articles. Analysis of variance and Tukey's W-Procedure indicated ninth grade students increased their reading rate and comprehension through the use of the simplified materials.

(Iowa Test of Basic Skills; Yoakam Readability Formula; criterion measures of rate and comprehension)

BETHUNE, PAUL A COMPARISON OF ABILITY TO READ A STANDARDIZED SCIENCE TEST AND A REVISED STANDARDIZED SCIENCE TEST WITH THE TEST RESULTS AS INTERPRETED THROUGH PRACTICE IN THE SCHOOLS. ED.D. UNIVERSITY OF SOUTHERN MISSISSIPPI, 1972. ORDER NO. 73-5549, 132 PAGES.

Probes the changes that might occur in achievement test results with test items made easier to read using 198 students completing the revised Florida State-Wide Testing Program and 214 the reconstructed test. Concludes that making a test easier to read does not produce changes in the results of the test.

(Florida State-Wide Testing Program; Comprehensive Test of Basic Skills)


Considers whether narrative science material mutilated according to selected cloze procedure patterns conveys the same amount of factual information to students as does the unmutilated passage using two control and 5 experimental groups involving 272 eighth grade students near Washington, D.C. Analyses of covariance indicated results of a factual knowledge instrument consistently in favour of control groups reading the unmutilated version.

(35 item factual knowledge test; Cloze procedure)

MOORE, WILLIAM JAMES. AN ANALYSIS OF STUDENT OUTCOMES IN BIOLOGY WHEN AUDIO-TAPES ARE USED TO SUPPLEMENT READING FOR LOW ACHIEVERS. PH.D. UNIVERSITY OF IOWA, 1973. ORDER NO. 73-309,955, 102 PAGES.

Analyzes the effectiveness of audio tapes used by poor readers to aid in reading their biology textbook using 43 students randomly assigned to one of three treatment groups. Analyses of variance and covariance indicated no statistically significant differences for attitude, or for science reading abilities and achievement.

(Science: Attitude Toward Any School Subject; Processes of Science Test; Iowa Test of Educational Development, Form Y-5, Test 6; Final Comprehensive Examination for Patterns and Processes; text- Patterns and Processes)

Using analysis of variance and correlation techniques establishes that teacher judgment is a highly reliable measure of readability of materials written in the language of mathematics. Twenty-one passages from instructional materials for grades 6 through 11 were rated by 120 secondary mathematics teachers on a rating scale containing 20 variables which was validated through correlation with comprehension scores.

(Kelley, Peggy Joy L. EFFECTIVENESS OF A PERFORMANCE CONTRACTING PROGRAM IN READING AND MATHEMATICS RELATIVE TO EDUCATIONALLY DEPRIVED SECONDARY SCHOOL STUDENTS. ED.D. NORTH TEXAS STATE UNIVERSITY, 1973. ORDER NO. 74-4040, 140 PAGES.

Compares skills achievement and retention in reading and mathematics of 239 experimental high school students participating in a performance contracting program with those of 219 controls instructed with the State of Louisiana approved textbooks. Analyses of covariance indicated no significant differences between the control and experimental groups in achievement or retention.

6214


Presents results of (1) a pilot study indicating that handicapped readers had a problem reading the Intermediate Science Curriculum Study Test and (2) an adaptation of the test with data for 29 classes indicating that the test was revised so that reading ability did not block the measure of science items.

6215

PARLER, JANE BOYNE. READING SKILLS INCORPORATED INTO MATHEMATICS INSTRUCTION'S EFFECT ON ABILITY TO SOLVE MATHEMATICAL WORD PROBLEMS. PH.D. UNIVERSITY OF SOUTH CAROLINA, 1974. ORDER NO. 75-8686, 118 PAGES.

Using analysis of covariance, compares data for experimental classes receiving six weeks general reading skills instruction related to their regular mathematics lessons, with that for controls taught without the reading instruction. For the four seventh (n = 95) and two sixth grade (n = 50) classes in Augusta, Georgia, the reading instruction did not increase ability to solve mathematical word problems nor reading or mathematical ability above those gains made in regular classrooms.

6216

GELMAN, WILLIAM. THE EFFECT OF SELECTED LINGUISTIC FACTORS ON THE READING DIFFICULTY OF SCIENCE MATERIALS. PH.D. HOFSTRA UNIVERSITY, 1975. ORDER NO. 75-23,104, 198 PAGES.

Examines the relationship of structural, transformational and stylistic factors to the combined individual cloze and Dale-Chall scores of 15 passages of approximately 270 words, one each from biology, chemistry and physics at the 5-6th, 7-8th, 9-10th, 11-12th and 13-15th grade levels. Applies correlational, regression and analysis of variance to data for 50 seventh grade students of above average reading ability.

6217

WARDLE, KATHERINE FISKE. THE PREDICTED VERSUS ACTUAL CONTRIBUTION OF SCIENCE TEXTBOOK ILLUSTRATIONS TO PUPIL READING COMPREHENSION. PH.D. COLUMBIA UNIVERSITY, 1975. ORDER NO. 75-16,147, 175 PAGES.

(1) Analyzes ratings of 37 elementary teachers and 144 seventh grade students on the predicted value of textbook illustrations and finds low agreement within both groups. (2) Compares teacher and pupil predicted learning values and actual learning value of illustrations using data from part (1) and 191 seventh graders assigned to one of five treatment conditions. Illustrations were not found to aid the reading comprehension of the total student group.

6.3 SOCIAL STUDIES
WOOD, JOHN A. AN ASSESSMENT OF THE RELATIVE EFFECTIVENESS OF THE USE OF SOCIAL STUDIES TEXT MATERIAL VERSUS FICTIONAL MATERIAL IN DEVELOPING READING ABILITY WITH SEVENTH GRADE CHILDREN. PH.D. SYRACUSE UNIVERSITY, 1970. ORDER NO. 71-18,516, 120 PAGES.

Uses two seventh grade classes in each of three Syracuse schools with students identified as "average" readers and randomly selected and assigned to treatment I where they received 30 reading lessons over six weeks using fictional materials, or to treatment II, where they received similar training using social studies text material. Finds training in using content material no more effective in developing social studies reading ability or general reading ability.


Compares map reading skills of students taught by programmed instruction with those taught by traditional lecture method and finds, following analyses of variance, chi-square analyses and t-tests that (1) control groups showed significant gains in achievement while the programmed groups did not, and (2) an interaction effect between grade level and teaching method appeared. Control groups received 200 minutes of instruction while programmed groups received, on the average, 85.

ESTES, THOMAS HOWARD. USE OF GUIDE MATERIAL AND SMALL GROUP DISCUSSION IN READING NINTH GRADE SOCIAL STUDIES ASSIGNMENTS. PH.D. SYRACUSE UNIVERSITY, 1970. ORDER NO. 71-10,911, 275 PAGES.

Compares the use of guide material with small group discussion, guide material without small group discussion, and prereading questions using six classes taught by two teachers over a 15 week period. Concludes (1) for social studies knowledge and reading comprehension, differences favoured guides without discussion over guides and discussion, but no differences appeared between guides and prereading questions, and (2) for attitude, differences favoured the use of prereading questions over guide material.


Assesses a Free Reading Program focusing on a personalized curriculum giving students a free choice of materials offered as a substitute for all social studies requirements to a group of vocational- oriented eleventh graders in Grand Forks, North Dakota. Analyses of variance and covariance and t-tests performed on data for 48 participating students in the program and 31 non-participating students indicated no significant change in students' self image as a result of the program, although other significant differences did appear.

BERGET, ELLSWORTH ARDELL. THE USE OF ORGANIZATIONAL PATTERN GUIDES, STRUCTURED OVERVIEWS AND STRUCTURED SUMMARIES IN GUIDING SOCIAL STUDIES READING. PH.D. SYRACUSE UNIVERSITY, 1973. ORDER NO. 74-10,130, 213 PAGES.

Using 182 tenth grade students in ten classes taught by two teachers, investigates a control group and two experimental treatments involving a functional approach to teaching reading in the social studies class over an eight week period. No significant differences appeared between treatment groups on social studies knowledge and social studies reading achievement.

Compares two experimental classes using materials involving models of desirable reading behaviour and demanding directed responses with a control class using unaltered textual material for a three week social studies unit. Correlational analysis of post test data indicated (1) experimental subjects produced significantly greater quantity of inserted comment and idea units and of relevant idea units and relevant idea units reflecting understanding, and (2) no significant differences appeared on knowledge and understanding of textual material. (Tests of content mastery; written reactions to an unaltered passage)

FRYE, MILTON. THE DEVELOPMENT OF MAP READING ABILITIES IN NINE TO FOURTEEN YEAR OLD CHILDREN. PH.D. CLAREMONT GRADUATE SCHOOL, 1973. ORDER NO. 73-14,253, 94 PAGES.

Examines six component measures of map reading ability for a stratified random sample of 30 males and 30 females in grade 3 through 8 in Lynn, New Hampshire. Multivariate analysis of variance and descriptive statistics indicated (1) no significant differences in mapping abilities by sex and (2) a significant gap between paired adjacent age groups only between nine and ten year olds, although a significant gap appeared between the performance of the ten to twelve year old group and the thirteen and fourteen year olds. (Six component measure of mapping ability)

BAKER, ROBERT LAWRENCE. THE USE OF INFORMATIONAL ORGANIZERS IN NINTH GRADE SOCIAL STUDIES. ED.D. SYRACUSE UNIVERSITY, 1974. ORDER NO. 76-7397, 150 PAGES.

Investigates the effects of Informational Organizers on learning and retention in a two part study utilizing two different samples of grade nine students. Concludes (1) Informational Organizers significantly enhanced the learning and retention of information in a social studies reading selection for both low verbal and high verbal subjects, and (2) the organizers significantly increased content knowledge and knowledge of term relationships for high verbal subjects but not for low verbs, over a six week period. (Criterion content test; measure for relationship of terms)

Investigates the effects of a treatment strategy using a Solomon four group design with 56 classrooms and 14 volunteer teachers trained to design and implement reading skills materials in social studies classrooms. Following weekly sessions for 16 weeks, analyses of variance and t-tests indicated (1) no significant results attributable to treatment on three standardized and one non-standardized measures administered to students, (2) significant differences between pre and post test results of the teachers' Attitude Scale - Reading Instruction, and Questionnaire on Reading - Understanding and the Social Studies Skills preference ranking instrument. (Stanford Achievement Test - Social Studies - Advanced, forms W and X; Stanford Achievement Test - Advanced Paragraph Meaning, forms W and X; Cornell Critical Thinking Test, Level X; Junior High School Attitude Survey - Social Studies; Attitude Scale - Reading Instruction; Questionnaire on Reading - Methodology; Questionnaire on Reading Understanding; Social Studies Skills preference ranking instrument)


Analyzes data from six cloze tests administered over nine weeks and social studies achievement for 157 male and 150 female randomly selected Kingston, Pennsylvania students receiving 50 minutes of social studies instruction daily. Analysis of variance, Scheffe's multiple comparison test and correlational analysis indicated (1) no significant gain on cloze scores or by sex, (2) cognitive gains may be expected to be minimal whenever texts are too difficult, and (3) success of students in a predominantly "textbook" course is determined to a large extent by reading proficiency upon entering the program. (Six cloze tests; social studies grades)


Presents a set of social studies reading passages written for grades 3 through 12 as the initial step in constructing an informal reading inventory for the social sciences. Cloze test data for 219 male and 257 female central Kansas students indicated that most of the passages needed to be revised and simplified, and that further testing with more grade levels was necessary. (Dale-Chall readability formula; cloze tests)


Examines the effects of variation in text upon comprehension involving immediate free recall, and recognition of factual detail and the main idea and inference. Controlling for reading achievement, sex and previous knowledge of the passage, examination of data revealed that of the contextual variables, only previous knowledge contributed to an increase in amount of information recalled. Significant task dependent effects for variations in organization and context were found. (Researcher developed task)
7. READING PROBLEMS

7.1 TREATMENT

JAN-TAUSCH, JAMES. CONCRETE THINKING AS A FACTOR IN READING RETARDATION. ED.D. RUTGERS UNIVERSITY, 1960. 69 PAGES.

Explores the ability of 170 fourth, fifth, sixth and seventh advanced and retarded readers to behave in an abstract fashion using parts of the Goldstein-Sheerer battery of Abstract and Concrete Thinking Tests and finds (1) significant differences on the Color Form Sorting Test (2) advanced readers, generally, more abstract thinkers with girls behaving more abstractly than boys, and (3) relationship between concept attitudes and reading achievement tending to increase at higher grades.

(Goldstein-Sheerer battery of Abstract and Concrete Thinking Tests; California Reading Test)

PENNINGROTH, MARY PERSIS. A STUDY OF SELECTED CHARACTERISTICS OF DISABLED READERS IN THE NINTH GRADE OF A LARGE POPULATION IN GEORGIA. ED.D. UNIVERSITY OF GEORGIA, 1963. ORDER NO. 63-7461, 191 PAGES.

Compares a random sample of 32 disabled readers selected from "school stay-ins" with a sample of disabled reader dropouts and finds no significant differences between the groups in reading difficulty or intelligence, although the dropouts were significantly different in attitudes, attendance, popularity, and physical and social-emotional health.

(Standardized tests; rating scales; interviews; case summaries)

SAWYER, RITA. A STUDY OF DISCRIMINATION BY THE SUB-TESTS OF THE WECHSLER INTELLIGENCE SCALE FOR CHILDREN BETWEEN MILDLY DISABLED AND SEVERELY DISABLED READERS. ED.D. SYRACUSE UNIVERSITY, 1964. ORDER NO. 65-3457, 162 PAGES.

Finds that substantial evidence supported the possibility of distinguishing between mildly disabled and severely disabled readers on the basis of the sub-tests of the WISC for a random sample of 180 disabled readers.

(Wechsler Intelligence Scale For Children)

BACHER, JESSE HIRAM. THE EFFECT OF SPECIAL CLASS PLACEMENT ON THE SELF-CONCEPT, SOCIAL ADJUSTMENT, AND READING GROWTH OF SLOW LEARNERS. PH.D. NEW YORK UNIVERSITY, 1964. ORDER NO. 65-6570, 156 PAGES.

Uses t-tests to compare data for an experimental population of 30 special class children from grades 6, 7, and 8 and a control population of 30 slow learners in regular classrooms. Concludes that special class placement alone does not appear to produce differences in self concept nor to enhance reading growth, but special class placement can be effective in improving social adjustment within the school.

(Columbia Classroom Social Distance Scale; Davidson- Land Checklist of Thirty-Five Trait Names; Stanford Achievement Test)

WATSON, RICHARD LEE. AN ANALYSIS OF NINE SELECTED FACTORS RELATING GOOD AND POOR READERS IN THE SIXTH GRADE TO DROPPING OUT BEFORE THE COMPLETION OF HIGH SCHOOL. ED.D. INDIANA UNIVERSITY, 1964. ORDER NO. 65-2404, 130 PAGES.

Analyzes selected factors for the two most recent graduating classes at an Evansville, Indiana school with classes reassembled as they were in sixth grade and operationally divided into (1) good reading graduates (2) reading dropouts (3) poor reading graduates, and (4) poor reading dropouts. Chi square analysis indicated that dropout and graduate comparisons are more definite when reading grade level is accounted for, and that identification of potential dropouts is possible in the elementary school on the basis of the nine selected factors.

(Measures of SES; attendance; family mobility; entering school age; home stability; number of siblings; academic success, sex and IQ)

SCHMUYHART, FREDERICK KEITH. EXPLORATION OF SELF-CONCEPT OF RETARDED READERS IN RELATION TO READING ACHIEVEMENT. ED.D. UNIVERSITY OF ARIZONA, 1967. ORDER NO. 67-12, 397 PAGES.

Looks at self concept of 35 ninth grade retarded readers involved in a reading improvement program and finds (1) while only slightly more than half the students actually showed reading improvement, almost all felt that their reading had improved, and (2) students indicated feelings of inadequacy, incompetence and years of failure and frustration.

(Self concept measures; sentence completion; Q-sort; self description; self portrait; individual interviews)
BEAN, WILLIAM JAMES. THE ISOLATION OF SOME PSYCHOMETRIC INDICES OF SEVERE READING DISABILITY. PH.D. TEXAS TECHNOLOGICAL COLLEGE, 1967. ORDER NO. 68-2607; 118 PAGES.

Compares 25 retarded seventh, eighth, and ninth graders matched by age and IQ with an equal number of average readers, using t-tests, discriminant analysis, multiple correlations and regression equations. Finds (1) retarded readers showed a generalized verbal deficit, (2) sequential memory was a critical element, and (3) visual motor coordination and gross brain pathology was not a critical factor.

Battery of psychological tests; measure of reading ability

ROSNER, STANLEY L. AN INVESTIGATION OF CERTAIN ASPECTS OF SELF-RELATED CONCEPT AND PERSONALITY OF ACHIEVING READERS AND MILDLY UNDERACHIEVING READERS AND THEIR MOTHERS. PH.D. TEMPLE UNIVERSITY, 1969. ORDER NO. 69-19,963, 130 PAGES.

Considers two groups of 25 eighth grade boys and their mothers with the boys identified as mildly underachieving readers (MUR) or achieving mothers (AR) and matched on age, intelligence, years in school, grade and father's occupational level. Concludes (1) AR viewed themselves as more closely meeting mothers' demands and were more accurate in assessing their mothers' perceptions of them, (2) AR tended to be more organized and high level in goal striving, more modulated in expression, and more productive, and (3) limited evidence suggested differences between the mothers of the two groups.

Q-sort technique for self concept; Rorschach Test; informal reading inventories

MCCREADY, MICHAEL ANDREW. THE EFFECTS OF PHONEMIC-GRAPHEMIC CORRESPONDENCE PROBLEMS UPON READING COMPREHENSION OF BLACK NON-STANDARD SPEAKERS OF ENGLISH. PH.D. THE UNIVERSITY OF ALABAMA, 1972. ORDER NO. 73-8048; 149 PAGES.

Presents result of an instrument requiring both oral and silent reading devised to test the effects of phonemic-graphemic correspondence problems upon the reading comprehension of 60 randomly selected black children from grades 5, 6 and 7. A significant relationship appeared between students' abilities to distinguish problem phonemic-graphemic correspondences in silent and oral reading, but neither sex nor age was a significant factor.

Researcher developed instrument for phonemic-graphemic correspondence and reading comprehension

MURRAY, MICHAEL EDMOND. PROLONGED READING FAILURE AND EARLY SUCCESS IN INITIAL REMEDIAL LANGUAGE TRAINING IN CHILDREN WITH SPECIFIC READING DISABILITIES. PH.D. THE UNIVERSITY OF TEXAS, 1974. ORDER NO. 74-10,902, 110 PAGES.

Examines data for an experimental group of 104 dyslexic children beginning remedial language training at Scottish Rite Hospital for Crippled Children and a control group of 104 normal readers matched by age, sex, and income level. Finds (1) dyslexic children differ from normal on a number of personality dimensions (2) length of time a dyslexic child has experienced reading failure related significantly to anxiety, behaviour problems and a lie scale, and (3) all personality measures except test anxiety related significantly to success in remedial training.

Piers-Harris Children's Self Concept Scale; Kooker Achievement-Boredom Scale; Manifest Anxiety Scale, Children's Form; Test Anxiety Scale for Children; Behaviour Problems Checklist; a lie scale

7.1 TREATMENT

SEAY, LESTEN CLARE. A STUDY TO DETERMINE SOME RELATIONS BETWEEN CHANGES IN READING SKILLS AND SELF CONCEPTS ACCOMPANYING A REMEDIAL PROGRAM FOR BOYS WITH LOW READING ABILITY AND REASONABLY NORMAL INTELLIGENCE. ED.D. NORTH TEXAS STATE COLLEGE, 1960. ORDER NO. 60-6164, 173 PAGES.

Compares an experimental group of 72 male reading clinic clients with a matched group of average readers to determine relationships between changes in reading skill and aspects of self-concept following 17 weeks of treatment. Reports a significant positive correlation between personal, social and total self-concept levels and reading scores for both groups. No differences appeared following t-tests of levels of self-concept. Changes in self-concept level and total self-concept levels seem to be positively related to experience in a remedial reading program.

GALOTTO, JOHN VINCENT. THE COMPARATIVE EFFECTIVENESS OF INDIVIDUAL READING THERAPY AND GROUP READING THERAPY: AN EVALUATION OF INDIVIDUAL READING THERAPY AND GROUP READING THERAPY ON READING IMPROVEMENT AND ON CERTAIN ATTITUDES AND PERSONALITY CHARACTERISTICS OF ADOLESCENTS. PH.D. NEW YORK UNIVERSITY, 1961. ORDER NO. 61-2550; 102 PAGES.

Establishes that individual reading therapy is not superior to
group reading therapy for improvement of reading ability, attitudes toward reading, self-evaluated personal needs and problems, and classroom behavior. Presents data for 20 males matched by age, IQ, reading level, and classroom behaviour and assigned to 20 sessions of treatment (measures of reading ability and attitudes towards reading; self-evaluation scales; behavior rating scale).

STRICKLER, EDWIN. EDUCATIONAL GROUP COUNSELING WITHIN A REMEDIAL READING PROGRAM. PH.D. UNIVERSITY OF SOUTHERN CALIFORNIA, 1964. ORDER NO. 65-1284, 343 PAGES.

Appraises an experimental program combining educational and group counseling with remedial reading instruction using 36 elementary and secondary students assigned to the experimental program or to a remedial program without counseling. Reports (1) the counselled group showed significantly greater improvement in acquisition of more positive school and social attitudes, and (2) the elementary students demonstrated greater tendency to benefit from both remedial treatments. (Gimore Oral Reading Tests; Gates Reading Survey; Sentence Completion Instrument; Picture Interpretation Test; observations and behaviour ratings; questionnaires).

FRIEDMAN, ROBERT. A COMPARISON OF TWO INSTRUCTIONAL PROGRAMS FOR SEVERELY RETARDED READERS AT THE JUNIOR HIGH SCHOOL LEVEL. PH.D. UNIVERSITY OF SOUTHERN CALIFORNIA, 1964. ORDER NO. 65-3103, 238 PAGES.

Compares a "reading for pleasure" program with a traditional "skill for pleasure" program using 116 seventh, eighth and ninth grade retarded readers and concludes following Chi-square analysis and the Wilcoxin matched-pairs signed-ranks test that programs were equally effective in producing reading improvement, regardless of student SES. (Measures of silent and oral reading ability; attitude toward self and self-concept).

SHIFFMAN, GILBERT BERNARD. AN INVESTIGATION OF THE EFFECTIVENESS OF TWO PEDAGOGICAL PROCEDURES IN THE REMEDIATION OF REMEDIAL RETARDED READERS. ED.D. UNIVERSITY OF MARYLAND, 1974. ORDER NO. 65-9893, 291 PAGES.

Using data for 80 Baltimore County, Maryland students matched on IQ, reading level and grade, and randomly assigned to remedial, corrective or developmental reading programs for a one year period, reports that (1) students in the remedial group made significantly greater improvements on post instructional and followup measures than the other groups, and (2) secondary pupils in the corrective program scored significantly higher than the developmental group on both evaluations. (Stanford Reading Achievement Test; Wechsler Intelligence Scale for Children).

REID, ETHNA ROBINSON. THE NEED FOR AND THE DESIGN OF A READING CLINIC IN A GRANITE SCHOOLS DISTRICT. PH.D. UNIVERSITY OF UTAH, 1965. ORDER NO. 65-12,543, 227 PAGES.

Suggests that full opportunities cannot be offered district students unless developmental, remedial and clinical services are available and staffed by qualified teachers. Determined effectiveness of current program through examination of oral reading gains for 470 remedial students, annual gains of 989 students and questionnaire responses of 45 remedial teachers. (Measures of oral and silent reading; questionnaire).

HANDelman, ZITA KLANG. THE EFFECTS OF THE CONTROLLED READER ON THE READING IMPROVEMENT AND PERSONALITY ADJUSTMENT OF STUDENTS ENROLLED IN A HIGH SCHOOL SUMMER READING WORKSHOP. ED.D. RUTGERS, THE STATE UNIVERSITY OF NEW YORK, 1967. ORDER NO. 67-12,024, 151 PAGES.

Examines data for 60 socially restricted high school students attending a six week summer workshop who were randomly assigned to book centered techniques along, book-centered techniques and machines used substantively, and book centered techniques and machine used as placebo. The Book-centered and machine placebo method was significantly more effective than the other two in improving reading skills while the book-centered method was more
effective for personality adjustment.
(Gates Reading Survey Test; California Personality Test)

CLARK, E. S. STORIES ABOUT RETARDED READERS FOR USE IN THE JUNIOR HIGH SCHOOL. ED.D. COLUMBIA UNIVERSITY, 1969. ORDER NO. 67-9442, 167 PAGES.

Presents original classroom materials on a third to fifth grade reading level about problem readers with whom junior high students could identify. Includes field testing data from three similar seventh grade classes which indicated that positive attitudinal and behavioural changes occurred in most students using the materials although only approximately one-half increased their reading scores.
(Metropolitan Achievement Test; three attitude scales; student questionnaire)

BARBOUR, B. F. A COMPARISON OF TWO METHODS OF TEACHING READING TO CULTURALLY DISADVANTAGED STUDENTS. ED.D. SYRACUSE UNIVERSITY, 1967. ORDER NO. 68-5501, 187 PAGES.

Compares machine oriented and teacher oriented methods of reading instruction using 100 culturally disadvantaged secondary school students voluntarily participating in an "Upward Bound" program. Finds the machine oriented methods superior for vocabulary but not rate or comprehension.
(Diagnostic Reading Test; Survey Section, Upper Level)


Using a sample of 139 Spanish speaking seventh grade retarded readers randomly assigned to Spanish or English reading instruction finds evidence of positive transfer of learning from instruction in reading Spanish to reading ability in English.

O'NEIL, R. F. AN EVALUATION OF THE EFFECTS OF CULTURAL ACTIVITIES ON CULTURALLY DISADVANTAGED HIGH SCHOOL STUDENTS IN A DEVELOPMENTAL READING PROGRAM. ED.D. BOSTON UNIVERSITY SCHOOL OF EDUCATION, 1968. ORDER NO. 69-7866, 175 PAGES.

Compares 54 randomly selected and assigned students participating in a developmental reading program daily for 33 weeks in 1964-65 with 54 students participating in the same program in 1965-66 as well as in 15 extra-curricular cultural activities. Analyses of variance indicated significant differences in favour of the cultural activities group in reading and spelling.
(Iowa Silent Reading Test, Advanced Edition, Form Bm; Morrison-McCall Spelling Scale; Kuhlmann-Anderson Intelligence Test)

BURSUK, L. S. SENSORY MODE OF LESSON PRESENTATION AS A FACTOR IN THE READING COMPREHENSION IMPROVEMENT OF ADOLESCENT RETARDED READERS. PH.D. NEW YORK UNIVERSITY, 1969. ORDER NO. 69-21,180, 150 PAGES.

Compares a remedial reading program using a correlated aural visual approach with a program using a predominantly visual approach considering data for 90 tenth grade suburban students classified according to sensory modality learning preferences. Factorial analysis of variance performed on gain scores following one semester of instruction indicated that when sensory modality learning preference is not considered, a combined aural-visual approach is more effective; however, significant modality preference by treatment interactions appeared.
(California Reading Test; Sequential Tests of Educational Progress; Reading and Listening)
HARWOOD, FREDERIC LEE. A COMPARISON OF AN INDIVIDUALIZED REMEDIAL READING APPROACH AND A PROGRAMMED REMEDIAL READING APPROACH WITH SELECTED JUNIOR HIGH SCHOOL STUDENTS. PH.D. UNIVERSITY OF MINNESOTA, 1969. ORDER NO. 70-1792, 294 PAGES.

Compares achievement of 60 Minneapolis eighth and ninth grade retarded readers randomly assigned to programmed remedial reading instruction, individualized remedial reading instruction, or no reading instruction. Analyses of variance indicated that students in the individualized group achieved significantly better than controls on the major reading sub-tests. Few significant differences were evident between students in programmed reading and controls and no significant differences appeared between programmed and individualized treatments except on speed of reading which favoured individualized. Follow up tests ten weeks later confirmed the findings.

(Stanford Diagnostic Reading Test, Gates-McGinitie Reading Test Survey; Iowa Test of Basic Skills, Spelling; Sequential Tests of Educational Progress, Listening; Semantic Differential attitude measure; subject grades)

HUNSAKER, DON ELDON. THE EFFECTS OF HYPNOSIS ON THE READING REMEDIATION OF SEVENTH GRADE BOYS. ED.D. UNIVERSITY OF OREGON, 1969. ORDER NO. 70-15,316, 98 PAGES.

Examines the effects of post hypnotic suggestion upon reading remediation of 14 seventh grade male retarded readers in Springfield, Oregon, comparing their gain scores to those of 14 controls subjected to similar suggestions in a waking state. Finds following 10 hours of instruction (1) gains in reading comprehension slight and non-significant for either group (2) gain in rate slight for controls, but very significant for experimentals, and (3) no significant changes in anxiety for either group.

(Stanford Diagnostic Reading Test; Jr-Sc High School Personality Questionnaire; Children's Hypnotic Susceptibility Scale; California Tests of Mental Maturity; Stanford Achievement Test, Reading)

SCHMIDT, ROBERT ANDREW. EFFECTS OF GROUP COUNSELING ON READING ACHIEVEMENT AND SOCIOMETRIC STATUS. PH.D. ARIZONA STATE UNIVERSITY, 1969. ORDER NO. 69-16,483, 77 PAGES.

Considers data for 90 Picacho, Arizona, sixth, seventh and eighth grade students randomly assigned to (1) a treatment (six-phase group counseling procedure) group (2) a study group, or (3) a no treatment group and finds, following analysis of covariance and correlation analyses, that a significant difference in favor of the treatment group appeared for sociometric status, and within group gains in reading comprehension and sociometric status were significant for the treatment group.

(Gates-McGinitie Reading Tests; sociometric status scale; stopwatch timing of oral self-reports)

OLDMAN, KENNETH RICE. LEARNING DISABILITIES AND READING: THE TEACHING OF READING TO LEARNING DISABLED CHILDREN THROUGH LINGUISTICALLY ORIENTED MATERIALS USING GESTALT LEARNING THEORY WITH THE TYPEWRITER AS THE TECHNIQUE OF PRESENTATION. PH.D. CASE WESTERN RESERVE UNIVERSITY, 1970. ORDER NO. 71-1733, 139 PAGES.

Presents and explores a procedure for teaching remedial reading using the typewriter as the vehicle for presentation of expressly designed, highly structured, linguistically oriented materials in accordance with learning theory. Concludes that Type and Read is a viable method for teaching reading to disabled children following success throughout the sample which ranged over a varied continuum.

(Case studies)

MCLEES, MARTHA PRINCE. THE EFFECTIVENESS OF ACTIVITIES DESIGNED TO IMPROVE BASIC PERCEPTUAL-MOTOR PATTERNS FOR INCREASING ACHIEVEMENT AMONG SEVENTH GRADE REMEDIAL READING PUPILS. PH.D. UNIVERSITY OF SOUTH CAROLINA, 1970. ORDER NO. 70-19,601, 122 PAGES.

Presents data on 107 remedial reading students stratified on the basis of motor patterns scores and randomly assigned to motor patterns, free reading, physical fitness, or regular school subjects group. Following daily 45 minute treatments over 92 school days, analysis of covariance indicated (1) the free reading group superior for comprehension (2) the school subjects group superior for vocabulary (3) students low in motor efficiency superior for literal comprehension, and (4) the motor patterns group superior for mobility and combined motor patterns measures.

(Stanford Diagnostic Reading Test, Level II, Form W; motor patterns scale including measures of mobility and manual competence, visual competence and laterality.)
FUHR, MORTON L. THE RELATIVE EFFECTIVENESS OF EACH OF SEVERAL APPROACHES TO TEACHING READING WITH SOPHOMORE HIGH SCHOOL STUDENTS WHO ARE RETARDED READERS. ED.D. NEW YORK UNIVERSITY, 1970. ORDER NO. 71-24,822, 92 PAGES.

Examines data for 64 randomly selected retarded readers stratified by sex and randomly assigned to treatments: touch typewriting; touch typewriting and remedial reading clinic; remedial reading clinic; neither typewriting nor clinic. Concludes, following one academic term, that (1) subjects enrolled in typewriting showed higher reading scores than others (2) subjects enrolled in remedial clinic showed higher scores than the no treatment group.

( Metropolitan Achievement Test, Advanced Reading, Form AM, and Form BM)

ROSS, MAMIE HALLMAN. A COMPARISON OF PROGRAMS FOR READING IMPROVEMENT FOR THE INTELLECTUALLY SUPERIOR STUDENT. ED.D. UNIVERSITY OF MARYLAND, 1971. ORDER NO. 71-6030, 101 PAGES.

Uses a sample of Maryland eighth grade students with IQ scores 120 and above with 60 identified as achieving and 60 as non-achieving expectancy level on the seventh grade county-wide reading comprehension and vocabulary measures. Following a five week treatment period with students randomly assigned to Controlled Reader, Study Skills, Parent Seminar or No Treatment groups, gain scores subjected to analysis of variance indicated (1) all three treatment modes produced significant gain scores over the No Treatment group for non-expectancy readers in reading comprehension (2) the Parent Seminar produced statistically significant gain scores for the Expectancy readers in reading comprehension, and (3) significant differences appeared between the Expectancy and Non-Expectancy readers for all variables except interest in school and reading related activities.

( Metropolitan Achievement Tests-Vocabulary and Reading Comprehension; STS Youth Inventory; G.C. Personality Record; subject grades)

SIMON, LOUIS H. THE EFFECT OF SEGMENTED PRINT ON READING PERFORMANCE OF RETARDED READERS IN JUNIOR HIGH SCHOOL. PH.D. NEW YORK UNIVERSITY, 1970. ORDER NO. 72-11,475; 198 PAGES.

Compares reading performance of 90 junior high school retarded readers on standardized tests of oral reading, word knowledge and reading comprehension when tests were presented in segmented print (SP) - polysyllabic words spatially divided into graphemic groupings - and non-segmented print (NSP) versions. Factorial analysis of variance indicated that subjects at the fifth and sixth grade level in reading ability demonstrated greater accuracy in word perception and greater word knowledge with the experimental versions.

(Standardized reading tests)


Assesses growth in reading skills, self-concepts, attitudes and social relationships of volunteer tutors from a low ability senior high school English class who had served as reading tutors for junior high remedial reading for one school year. Thirteen randomly selected students of comparable ability, served as a control group. Although tutors gained significantly in many areas, the only significant differences between groups were for poetry comprehension and autonomy within self-concept.

(Standardized reading and self-concept tests)

CHAREN, CLAIRE LORRAINE. THE EFFECT OF SYSTEMATIC TANGIBLE REINFORCEMENT ON READING SKILL DEVELOPMENT FOR RETARDED READERS IN AN URBAN SCHOOL SETTING. ED.D. RUTGERS, THE STATE UNIVERSITY OF NEW JERSEY, 1971. ORDER NO. 72-16,075, 206 PAGES.

Investigated the effectiveness of tangible reinforcement as an additional motivator to improve reading competence of urban retarded readers. Sixty-four retarded readers in grades 5 to 8 were divided into eight groups based on sex, pretest scores and grade and assigned to experimental and control groups which rotated after eight weeks. Factor analysis covariance data indicated that overall tangible reinforcers did not significantly affect reading gains.

(Measure of reading achievement)

CHISMAR, SISTER MARIE HELENE. A STUDY OF THE EFFECTIVENESS OF CROSS-LEVEL GROUPING OF MIDDLE SCHOOL UNDERACHIEVERS FOR READING INSTRUCTION. PH.D. KENT STATE UNIVERSITY, 1971. ORDER NO. 72-9249, 269 PAGES.

Compares reading achievement gains of experimental group using cross-level grouping with a control group using the one-level-lower instruction approach. Multivariate analysis of variance on data for 401 fourth to eighth grade students randomly assigned to experimental and control groups indicated that cross-level grouping gave evidence of significant reading achievement mean
gains in grade 4 and 7, near significant in grade 8 and total sample, and nonsignificant in grades 5 and 6.

Stanford Reading Achievement Tests; Large-Thorndike Intelligence Tests; the Reading Attitude Scale, Form B - the Student Opinion Poll; sociometric questionnaire; teachability factor inventory)


Seeks to determine whether 53 seventh grade remedial pupils in five schools who participated in a reading skills laboratory one class period daily for 120 school days had significant greater achievement than 53 remedial seventh grade students in five randomly selected English classes. Analyses of variance and covariance indicated no significant differences between the two groups in gain scores in vocabulary, comprehension, paragraph meaning, spelling and attitude toward school. Significant differences favoring the experimental group appeared for a self-concept and cumulative GPA in English.

(Gates-MacGinitie Reading Test Survey D; Stanford Achievement Test, Form X; "How I See Myself" Secondary Form (Ira J. Gordon); teacher ratings; GPA)


Assesses a student-to-student tutoring program involving seventh and eighth grade remedial reading students by comparing reading gain scores with those of remedial students receiving the regular teacher directed program. Students being tutored by other students had significantly greater gain scores compared to control remedial students, while the student tutees demonstrated a greater gain than the controls although it was not statistically significant.

(Gates-MacGinitie Reading Test; Wide Range Achievement Test, Reading)

DEBOER, ERVIN LEROY. A STUDY OF SELECTED TITLE I REMEDIAL READING PROJECTS AND FOUR PARTICIPATING LOCALLY FUNDED REMEDIAL READING PROJECTS. ED.D. THE UNIVERSITY OF NEBRASKA, 1972. ORDER NO. 73-15,352, 293 PAGES.

Compares Title I remedial reading programs with those funded locally, identifying various characteristics. Concludes (1) more than 50 percent of Nebraska Title I projects engage in remedial reading programs (2) financial levels and geographical location depicted a varied group of project characteristics (3) some projects had widely divergent characteristics in the use of Title I funds, and (4) some projects need to review aims, identify pupil need and provide a more controlled program pattern.

(School achievement records; survey)

O'DONNELL, LINDA ELIZABETH. THEORETICAL FRAMEWORK OF READING REMEDIATION: AFTER DATA GATHERING AND BEFORE REMEDIAL ACTION. PH.D. UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN, 1972. ORDER NO. 73-17,345, 219 PAGES.

Examines the links between diagnosis and remediation focusing on models and partial models of the diagnostic-remediation process, by (1) isolating variables which determine remediation through a literature search (2) analyzing remediation as the outcome of the decision-making itself, and (3) reviewing the diagnostic and remedial cues which clinicians writing in the literature considered relevant.

(Content analysis)

UROFF, SHAYLE. AN ANALYSIS OF THE READING ACHIEVEMENT GROWTH AND OPINIONS OF STUDENTS IN GRADES TEN TO TWELVE ENROLLED IN REMEDIAL CLASSES DESIGNED TO MEET STATE OF CALIFORNIA MINIMUM READING STANDARDS. ED.D. BRIGHAM YOUNG UNIVERSITY, 1972. ORDER NO. 72-32,640, 109 PAGES.

Investigates the efficacy of a state-mandated remedial reading program in grades 10 through 12 using 137 students completing a one-semester course. Finds (1) significant reading achievement gains by the seniors, with males making a greater overall gain than females (2) differences in school, reading, reading class, value of class and materials and techniques, and (3) seniors had more favorable attitudes toward reading than tenth and eleventh graders.

(Measures of reading achievement growth, attitudes, and opinions)
Ror, Robert Stewart. The Effect of a Diagnostic-Prescriptive Individualized Reading Program on Attitudes Toward Reading and School of Remedial Junior High School Students. Ph.D. Washington State University, 1973. Order No. 74-4122, 84 pages.

Examines gain scores in achievement and attitude of 53 male and 21 female seventh, eighth and ninth grade remedial readers in Grand Coulee, Washington who participated in an individualized program for one 50 minute period each day for a school year. Correlational analyses and t-tests suggested that the program was successful in increasing reading ability and positively affecting attitudes toward school. Increase in reading achievement was accompanied by a decrease in attitude toward reading.

(Comprehensive Test of Basic Skills; two attitude inventories)


Compares reading rate, comprehension, efficiency and total score of 179 seventh grade students enrolled in remedial reading, developmental reading, beginning Spanish or beginning French classes using analyses of covariance, and Scheffé's multiple comparison test.

(Maintaining Reading Efficiency Tests; Iowa Silent Reading Elementary Tests; Lorge-Thorndike Intelligence Test)


Compares eighth grade status and achievement of students who had entered a two year reading remediation program in the third, fourth or fifth grade with that of 48 comparable students eligible for the program but unable to participate. Multivariate analyses of covariance with IQ the covariate indicated that the multi-strategy remediation program effected a significant difference in all subsequent academic achievement.

(Stanford Reading Test; Stanford Language Tests; GPA)
WINTERS, SHIRLEY NASH. AN INVESTIGATION OF COMPRESSED SPEECH AS AN ALTERNATIVE TO READING. ED.D. HOFSTRA UNIVERSITY, 1973. ORDER NO. 73-27,756, 69 PAGES.

Uses 60 seventh grade students, with IQ scores from 83 to 128 and reading comprehension scores below the fiftieth percentile on the STEP Reading Test, randomly assigned to an experimental listening group and a control reading group. Following ten minutes of practice each day for three days, the experimental group completed the STEP Listening Test compressed at 250 wpm while the control group completed it as a reading test. Concludes from t-tests that listening to textbook material can be an efficient alternative to reading for students of average and above intelligence who are experiencing reading difficulties.

LEE, GRACE ELIZABETH. AN INVESTIGATION INTO THE EFFECTS OF A COUNSELING APPROACH TO SELF-CONCEPT AND READING ACHIEVEMENT IN BOYS WITH SEVERE READING DISABILITIES. ED.D. UNIVERSITY OF SOUTHERN CALIFORNIA, 1974. ORDER NO. 75-28,638, 96 PAGES.

Employs a non-equivalent Control Group Design and an extension of the One-Group Pretest-Posttest Design to compare self-concept and reading achievement gains of three experimental classes randomly assigned to Academic Reorientation treatment and two control classes treated by Prescriptive Teaching. Correlational analyses and t-tests performed on the data for the 71 male seven to fifteen-year-old indicated (1) Academic reorientation did not significantly improve self-concept, or reading achievement, and (2) no relationship appeared between reading achievement and global and specific measures of self-concept.

MCAREAVEY, JAMES PATRICK. AN ANALYSIS OF SELECTED EDUCATIONALLY HANDICAPPED SOUTH DAKOTA SIOUX INDIAN CHILDREN'S RESPONSES TO THE WECHSLER INTELLIGENCE SCALE FOR CHILDREN AND WIDE RANGE ACHIEVEMENT TEST OF READING. ED.D. UNIVERSITY OF COLORADO, 1975. ORDER NO. 76-3927, 136 PAGES.

Analyzes Wechsler Intelligence Scale for Children and Wide Range Achievement Test of Reading scores for 100 educationally handicapped South Dakota Sioux Indian children and finds the children scored significantly more favorably on the performance subtests. Reports (1) significant differences between Verbal and Performance IQ's (2) all WISC subtests correlated positively with the reading score, and (3) as reading increased, significant differences occurred for Full, Verbal and Performance IQ's.

SMITH, CHRISTINE CALDER. FACTORS RELATED TO PROGRESS OF PUPILS WITH READING DISABILITIES IN A UNIVERSITY READING CENTER SCHOOL: TEACHER-PUPIL INTERACTION, READING POTENTIAL LEVEL, INTELLIGENCE, AGE AND LENGTH OF ENROLLMENT. ED.D. UNIVERSITY OF SOUTHERN CALIFORNIA, 1974. ORDER NO. 74-5877.

Examines data on 38 boys with reading disabilities working with seven teachers at the NCL-USC Reading Centre School at the University of Southern California with five independent variables hypothesized to affect pupil progress: factor analysis, regression analysis, analysis of variance and correlational analysis indicated (1) balanced variables of teacher-pupil interaction which includes teacher praise, task orientation, teacher questions, pupil initiation and response were significant predictors of pupil progress, (2) reading potential level was a good predictor of progress when computed by the expected mean monthly gain formula (3) intelligence and age were not good predictors for this population, and (4) a two-year period of attendance gives students an opportunity to maximize and stabilize academic gains.

TERRY, SARA MAE DAVIS. THE EFFECT OF INSTRUCTIONAL VARIABLES UPON THE ACHIEVEMENT OF PREDICTED READING EXPECTANCY IN EIGHTH GRADE STUDENTS OF DISADVANTAGED STATUS. PH.D. THE UNIVERSITY OF ALABAMA, 1974. ORDER NO. 75-18,311, 166 PAGES.

Presents correlations generated between residual gain scores in English and mathematics for 165 disadvantaged eighth grade students in eight Alabama schools and items of a questionnaire identifying instructional techniques utilized in English and mathematics classrooms. Reinforcement emerged as the most important techniques.

( Otis-Lennon Mental Ability Test ; Stanford Achievement Test ; Advanced Battery ; questionnaire)
Piper, Carol Jean. A Measure of the Effectiveness of Instructional Strategies Based on Psycholinguistic Principles of Teaching Reading When Applied to a Program to Aid Seventh and Eighth Grade Underachievers. Ed.D. Wayne State University, 1975. Order NO. 75-25,296, 276 Pages.

Analyzes oral reading miscues of eight eighth grade and seventh grade underachievers before and after a three month treatment with reading strategy lessons (RSL) based on psycholinguistic principles. Descriptive statistics and t-tests suggest that the RSL based on psycholinguistic principles and focused on the comprehension of meaning can only enhance development in reading.

Duncan, Margaret Haynes. The Effects of Three Summer School Programs on the Reading of Junior High School Boys. Ph.D. University of Illinois at Urbana-Champaign, 1975. Order NO. 76-6752, 133 Pages.

Compares reading gains of 52 ninth grade boys in an eight week summer remedial reading class, 18 boys in social studies classes and 15 boys in basketball classes in Joliet, Illinois. Correlational analyses, analysis of variance and regression analysis indicated no significant gains in reading for any of the groups.


Examines the reading growth of 71 seventh grade students in three schools over a one year period. Concludes, following t-tests, the variables of IQ and student attitude would have more bearing on achievement than the delivery system utilized in each school with students, regardless of school, indicating reading growth generally on an individual basis.


Using a pretest-posttest-control-group design, evaluates automated and individual methods of bibliographic control for individualization of reading environments using a stratified sample of 434 grade ten students. Factorial analyses indicated a statistically significant relationship between achievement growth and attitude improvement of retarded readers in favor of the automated technique.


Describes the Colorado State University Reading Services Clinic, which attempts to incorporate a "total/whole" multidisciplinary approach to reading and learning problems utilizing individuals from medicine, psychology, counseling, evaluation, social welfare, hearing and speech, learning disabilities, reading, and other areas in the community as a consultant resource board.


Assesses a Content Reading Block Program using 65 students randomly selected from a population of 218 ninth graders reading at 4.9 or below. Chi-square analysis and t-tests performed on data for the 30 experimental students and the 35 controls indicated a significant difference only in dropout rate.

(Selected tests and school records for English, reading, mathematics, number of subjects passed, attendance, dropout rate and student attitudes toward school, teachers, peers and self; Davis Reading Test)
WILSON, ROBERT MILLS. THE SCHOLASTIC IMPROVEMENT OF SUCCESSFUL REMEDIAL READING STUDENTS. ED.D. UNIVERSITY OF PITTSBURGH, 1960. ORDER NO. 60-6195, 363 PAGES.

Presents case study data for 39 successful remedial students who had attended the Pittsburg Reading Laboratory and reports that students who are successful in a remedial program do improve in scholastic performance, seem to retain and continue to refine skills learned in the program, while their general attitude toward reading and books compares favorably with reading performance.

(School grades; standardized tests; teachers' and parents' evaluations; self-evaluations)


Concludes, using follow-up data for 555 children, that severely retarded readers in the St. Louis clinic are capable of making gains similar to those reported for other clinics in the literature. Children dismissed after achieving an independent word attack made gains nearly double those dismissed without this skill. Seven out of ten children followed completed elementary school and one of five, high school.

(School achievement; measure of word attack skills)


Using questionnaire data from former reading center clients, their parents and schools, states that children with observed reading difficulties can profit from early diagnostic evaluation, with chances of overcoming the problem further enhanced by immediate remedial instruction.

(Questionnaire)

WALKER, KENNETH PHILLIP. A FOLLOW-UP OF TWO METHODS OF TREATING RETARDED READERS. PH.D. STATE UNIVERSITY OF IOWA, 1963. ORDER NO. 64-3437, 120 PAGES.

Compares data for 20 subjects receiving both diagnosis and instruction at the State University of Iowa Reading Clinic with a group receiving only diagnosis at the clinic and treatment in their regular schools. Only clinic boys and diagnostic boys and girls made significant gains during the first year. On the second year no sex difference was found.

(Iowa Tests of Basic Skills; intelligence tests)

NEWMAN, HAROLD. A FOLLOW-UP STUDY OF REMEDIAL READING CLASSES IN A VOCATIONAL HIGH SCHOOL. ED.D. COLUMBIA UNIVERSITY, 1964. ORDER NO. 65-2292, 179 PAGES.

Considers data for 33 graduates and 33 dropouts who had one or more terms of reading instruction and finds that according to participants, they felt more hopeful of improving their reading, more relaxed, more confident, and better able to relate to people subsequent to remediation. Graduates improved their comprehension and grades through remediation while dropouts did not.

(Standardized reading test; open ended oral questionnaire)

HARDIN, VERALEE BLACKBURN. CHANGES IN THE READING ABILITIES, ATTITUDES AND BEHAVIOR OF READING CLINIC CLIENTS, UNIVERSITY OF MISSOURI. ED.D. UNIVERSITY OF MISSOURI, 1964. ORDER NO. 65-1045, 195 PAGES.

Reports on 29 clients following their evaluation in a Child Study Clinic considering test scores and interview data from school personnel. Finds that a majority of the students made gains in reading achievement although few attained reading expectancy level.

(Standardized reading tests; interview data)

ROSS, ELI THOMAS. A LONGITUDINAL STUDY OF READING ACHIEVEMENT OF REMEDIAL STUDENTS IN A PRIVATE READING CLINIC. PH.D. UNITED STATES INTERNATIONAL UNIVERSITY, 1969. ORDER NO. 69-19,829, 213 PAGES.

Identifies and reports data for 111 former clients of the El Camino Reading Clinic finding that students did benefit from remedial training under the organizational approach at the
clinic and suggesting that the diagnostic test practices followed in recommending the number of sessions a student should attend is reasonably reliable.

(Wide Range Oral Test; Gray Oral Reading Test; Stanford Reading Test for Comprehension and Vocabulary)

DITTMAN, DONALD RICHARD. SUBSEQUENT SECONDARY SCHOOL SUCCESS OF STUDENTS WHO RECEIVED CORRECTIVE READING TRAINING IN PINELLAS COUNTY FLORIDA. PH.D. THE FLORIDA STATE UNIVERSITY, 1970. ORDER NO. 71-6996, 123 PAGES.

Statistically compares grade 9 through high school leaving status of students who during the fourth grade (1) were diagnosed as disabled readers and received help (2) were diagnosed as disabled and did not receive help, or (3) were average students. Reports (1) a strong relationship between participation in the corrective reading program and school holding power (2) a strong relationship between participation in the program and higher ranking in graduating class, and (3) no difference noted between dropouts who participated in the reading program and those who did not.

(School records; grade placement tests; class rankings; Metropolitan Achievement Test)

O'NEIL, EVA MARGARET. A NINE YEAR FOLLOW-UP COMPARATIVE STUDY OF DISABLED READERS. ED.D. UNIVERSITY OF OREGON, 1970. ORDER NO. 71-1337, 115 PAGES.

Investigates three samples of students nine years after they entered the fourth grade where (1) 10 diagnosed as disabled readers were enrolled in a remedial program (2) seven identified as disabled readers did not receive treatment and (3) nine were adequate readers. States that disabled readers with or without remediation did not "catch up" with their classmates. Disabled readers with remedial instruction perceive themselves as poor readers while disabled readers without such instruction perceive themselves as average readers.

(Standard scores; interview questionnaire; case studies; cumulative records; reading test; Iowa Tests of Educational Development; intelligence measures)


Examines data for 25 clients who had been diagnosed at the Oklahoma State Reading Centre and reports that most clients made gains in reading achievement, but were still not reading at their expectancy or grade placement, and tended to be below average in personal adjustment. Case studies had not been utilized by school personnel, but parents had found them helpful in obtaining special reading instruction.

(Reading tests; self-concept instrument; interview data)
8. ATYPICAL LEARNERS

8.0 PHYSICALLY DISABLED

STONEHILL, HARRY. AN ANALYSIS OF THE GROWTH IN DIFFERENT TYPES OF READING SKILLS MADE BY HANDICAPPED JUNIOR HIGH SCHOOL PUPILS ON HOME INSTRUCTIONS: A STUDY OF THE GROWTH IN SPECIFIC READING SKILLS OF HOMEBOUND PUPILS WITH DIFFERENT TYPES OF PHYSICAL ABILITIES. ED.D. NEW YORK UNIVERSITY, 1964. ORDER NO. 65-987, 132 PAGES.

Uses questionnaire information from teachers, and intelligence and reading test data for 102 students to examine physical disability and reading growth. Correlational analyses, analyses of variance and covariance indicated no statistically significant differences in mean gains among seven disability groups, by age at onset of disability or by extent of disability.

(Questionnaires; intelligence and reading tests)

BRANDINGER, ALICE L. PROGRAMMED INSTRUCTION, SIGN LANGUAGE AND FORMAL DIRECTIONS TO A READING TEST FOR DEAF HIGH SCHOOL STUDENTS. ED.D. RUTGERS, THE STATE UNIVERSITY OF NEW JERSEY, 1970. ORDER NO. 71-474, 104 PAGES.

Examines the reliabilities and validities associated with programmed directions for a standardized reading test and compares reading achievement scores of 135 students at a West Trenton, New Jersey, School for the Deaf who began their test with programmed instruction, sign language or formal directions. Reliability and validity coefficients were high, positive and statistically significant.

(Metropolitan Achievement Tests; Elementary Reading Test, Form A; Stanford Achievement Test; intelligence measure)

MEIGHAN, THOMAS. AN INVESTIGATION OF THE SELF-CONCEPT OF BLIND AND PARTIALLY SEEING ADOLESCENTS AND OF THE RELATION OF THEIR SELF-CONCEPTS TO ACADEMIC ACHIEVEMENT IN LANGUAGE AND PARAGRAPH READING. PH.D. THE CATHOLIC UNIVERSITY OF AMERICA, 1970. ORDER NO. 70-21,850, 74 PAGES.

Reports, following t-tests and correlational analyses of data for 203 visually handicapped adolescents (1) mean scores on the Tennessee Self Concept Scale formed a very deviant and homogeneous group regardless of race, sex and degree of disability when compared to the normative sample, and (2) no significant relationship between self concepts and academic achievement appeared.

(Tennessee Self Concept Scale; Stanford Achievement Test; Paragraph Reading and Language Ability)

8.1 INTELLECTUALLY DISABLED

GIBBS, JAMES ARCHIE. A COMPARISON OF TWO METHODS OF TEACHING FIVE READING SKILLS TO INSTITUTIONALIZED, JUNIOR HIGH AGE, EDUCABLE, MENTALLY RETARDED STUDENTS. ED.D. OKLAHOMA STATE UNIVERSITY, 1970. ORDER NO. 71-11,153, 56 PAGES.

Compares traditional teacher-oriented instruction with a student-oriented individualized programmed method for silent reading skills using 28 EMR's matched on reading ability. Following 35 minutes of daily instruction for 90 days neither group demonstrated significant gains in reading skills.

(Gates-MacGinitie Reading Test (Primary C); Stanford Reading Test; Durrell Analysis of Reading Difficulty)
response. Reports (1) when instructional material is challenging to their reading level, subjects emitting no questions are at an educational disadvantage (2) a prompting procedure can be employed to initiate this response and its maintenance requires only periodic teacher prompts, and (3) upon maintaining a consistent level of question asking responses, students can perform in a manner congruent to that of their class on their assigned material in reading.

(On-task behaviour; assigned reading tasks)

SKINSKI, EDMOND JAMES. A COMPARISON OF THE EFFECTS OF TWO METHODS OF TEACHING VOCABULARY AND SILENT READING SKILLS TO ADOLESCENT EDUCABLE MENTALLY RETARDED STUDENTS. ED.D. UNIVERSITY OF OREGON, 1972. ORDER NO. 73-7961, 143 PAGES.

Considers data for 51 adolescent EMR's matched by IQ and reading comprehension and randomly assigned to Sullivan Associates Programmed Reading materials or to the Open Highways Reading Program for 30 minutes of daily instruction over 24 weeks. Reports that both groups showed positive gain scores for vocabulary and comprehension, but analysis of variance failed to indicate differences between the groups.

( Gates-MacGinitie Reading Tests (Primary C, Form 1 and 2))


Compares experimental group educationally handicapped (EH) and EMR students participating in the Madison School Plan, in the Santa Monica Unified School District with controls attending self-contained special education classes in a similar public school district. Reports (1) significant differences in arithmetic gains in favour of experimental EH (3) no significant differences by treatment for the EMR's, and (4) a favourable school attitude change in favour of the experimental group for both EH and EMR subjects.

( Californic Achievement Test (1967); Child School Attitude Survey developed for this study)


Compares two language programs under conditions of reinforcement and no reinforcement using 20 low verbal performing children in community day training centres matched on oral expression, IQ, CA and sex and assigned to four treatment groups. Comparison of individual acquisition curves, analysis of variance and Sheffe multiple comparison tests indicated that, generally, the Syntax Teaching Program was superior regardless of conditions of reinforcement, for improvement of oral language.

( Peabody Picture Vocabulary Test ; weekly progress tests)

DUNN, IMA CHARLENE. A COMPARATIVE STUDY IN READING FOR THE PREVOCATIONAL EDUCATIONAL EDUCABLE MENTALLY HANDICAPPED USING PROGRAMMED MATERIALS AND READING CONTINUUM KITS. ED.D. UNIVERSITY OF NORTHERN COLORADO, 1973. ORDER NO. 73-26,494, 113 PAGES.

Investigates 60 prevocational educable mentally retarded junior high school students in a Colorado suburb randomly selected and assigned to a teacher made reading continuum kit treatment or to programmed materials for two academic years. Analysis by t-tests indicated that during the first year, gain score differences did not approach significance, but they were significant at the end of the second year.

( Iowa Test of Basic Skills ; Slosson Oral Reading Test ; Spache Diagnostic Scales)

BELCH, PETER JOSEPH. AN INVESTIGATION OF THE EFFECT OF DIFFERENT QUESTIONING STRATEGIES ON THE READING COMPREHENSION SCORES OF SECONDARY LEVEL EDUCABLE MENTALLY RETARDED STUDENTS. ED.D. WEST VIRGINIA UNIVERSITY, 1974. ORDER NO. 74-21,820, 176 PAGES.

Examines the effect of high order written questions, low order written questions and no questions, following reading of the same materials for three groups of 25 students matched on CA, MA, IQ and reading comprehension and subjected to treatment for 20 school days. Analysis of covariance, Scheffe's multiple comparison test, and omega squared coefficients indicated (1) the high order group scored significantly higher than the other on reading comprehension, and (2) the low order group scored no better on the post-test than did the no questions group.

( Gilmore Oral Reading Test - Form A; Bloom's taxonomy; intelligence test scores)
JOHNSON, PATSY LOU. A STUDY OF SELECTED ASPECTS OF READING INSTRUCTION FOR THE EDUCABLE MENTALLY RETARDED: TEACHER OPINION, INSTRUCTIONAL PROCEDURES AND MATERIALS. PH.D. UNIVERSITY OF SOUTH FLORIDA, 1976. ORDER NO. 76-10,579, 130 PAGES.

Examines questionnaire data obtained from 78 percent of a sample of 386 public school teachers of EMR's. Frequency distributions and analyses of variance indicated (1) apparently, teachers give priority to reading needs of individual students rather than offering reading from a group perspective, and (2) regardless of certification, type of placement or program level, teachers generally expressed similar, positive opinions about the effectiveness and necessity of reading instruction for EMR's. (Investigator developed questionnaire)

8.2 SOCIAL AND PERSONALITY DISORDERS

WELLS, EDWARD BRADNER. READING DISABILITY AND ANTISOCIAL BEHAVIOUR IN EARLY ADOLESCENTS. ED.D. UNIVERSITY OF SOUTHERN CALIFORNIA, 1961. ORDER NO. 62-1336, 325 PAGES.

Examines the influence of an intensive remedial reading program on students aggressively maladjusted and retarded in reading, using 30 matched pairs of seventh, eighth and ninth grade students assigned to experimental and control groups. Finds that remedial treatment has value for the maladjusted retarded readers, however, the merits of such programs should be assessed in terms of improvement in behaviour and academic achievement as well as in reading.

( Iowa Test of Basic Skills (Reading Comprehension); California Test of Personality; Lipsitt and Casanova Self Concept Scale; achievement and citizenship marks; Dean's merit point records)

GOTTLEIB, MICHAEL CRAIG. THE RELATIONSHIP BETWEEN SCHIZOPHRENIA AND READING RETARDATION IN ADOLESCENT MALES. PH.D. TEXAS TECH UNIVERSITY, 1972. ORDER NO. 73-4051, 181 PAGES.

Explores schizophrenia and reading retardation using 24 psychiatrically normal and 24 schizophrenic subjects classified as retarded or adequate readers. Finds (1) sampling artifacts produced many demographic and achievement differences (2) variables could not be used to predict reading adequacy for both diagnostic groups, and a single-factor theory of schizophrenia was rejected (3) differences in personality between diagnostic groups were not found, and (4) some developmental tasks were successful in discriminating reading groups.

( Minnesota Counselling Inventory; measures of reading ability)
POOLE, F. ROBERT. READING COMPREHENSION GAIN AND FACTORS OF PERSONALITY IN THE MALE JUVENILE FELON IN OKLAHOMA. PH.D. THE UNIVERSITY OF OKLAHOMA, 1975. ORDER NO. 75-21,018, 50 PAGES.

Compares 50 randomly selected students with high reading comprehension gains over a six month period with 40 having low gains and concludes, following 16 t-tests, that the high gain inmates were more dominant than their non-assertive low gain counterparts and more forthright than shrewd.

(Sixteen Personality Factor Questionnaire; Keystone Visual Survey Tests; reading comprehension measures)

WASUNG, RICHARD STANLEY KARL. RELATIONSHIPS BETWEEN JUVENILE DELINQUENCY, I.Q. AND SCHOOL CORRELATED IN READING AND MATHEMATICS. ED.D. WAYNE STATE UNIVERSITY, 1975. ORDER NO. 76-11,022, 112 PAGES.

Considers 100 delinquents adjudicated during the 1964-1965 school year and 100 during the 1974-75 school year from Children's Village School, Oakland County, Michigan, using matched sample and random selection techniques. Reports that the average delinquent, due to poor learning potential, does not have the ability to perform at or near grade level in reading and mathematics. No significant differences in reading achievement were found between the two samples.

(Wechsler Intelligence Scale for Children; Wide Range Achievement Test)

EINSTEIN, FLORENCE. A COMPARATIVE STUDY OF READING ACHIEVEMENT OF SEVENTH GRADE JUNIOR HIGH SCHOOL BOYS IN A LOW SOCIO-ECONOMIC AREA. PH.D. NEW YORK UNIVERSITY, 1960. ORDER NO. 60-3741.

Compares 225 seventh grade Negro boys attending school in 1945 with 335 similar boys attending school in 1957 and finds the two groups significantly different in CA and reading ability. Analysis of 165 pairs matched on CA and IQ revealed no significant differences between the 1945 and the 1957 groups.

(Wechsler General Ability Tests; Stanford Achievement Tests, Reading)

HELMS, WALTER EUGENE SR. GUIDELINES FOR EQUIPMENT AND PHYSICAL FACILITIES OF READING CLINICS. ED.D. THE UNIVERSITY OF TENNESSEE, 1967. ORDER NO. 68-3744, 202 PAGES.

Presents guidelines for physical facilities and equipment for reading clinics with consideration given to diagnosis of reading problems at all levels; developmental reading service for college students; corrective or remedial instruction for all ages; speed reading for secondary school ages; clinical practice and training for college students; and research facilities.

(Interviews and questionnaires)

GILSTAD, JANE RUSSELL. TWO THEORIES OF READING INSTRUCTION AND THEIR SIGNIFICANCE. PH.D. INDIANA UNIVERSITY, 1974. ORDER NO. 74-14,175, 184 PAGES.

Reports that reading research lacks a suitable base and that the development of adequate theoretical statements would improve research. Two categories of theories currently employed (1) noneducational theories, primarily psychological and linguistic, and (2) a modern pseudotheory and two ancient theories of reading instruction are presented and relations and implications of these for research and instructional systems and practices explicated. The two theories and previously defined terms are employed to classify the previously unordered terminology of reading researchers.
FERNANDES, KATHLEEN. AN INFORMATION PROCESSING MODEL FOR READING AND READING LIKE TASKS. PH.D. STANFORD UNIVERSITY, 1974. ORDER NO. 75-6846, 150 PAGES.

Proposes an information processing model after investigating the kinds of processes that occur during silent reading. Evaluation of the model by comparing performance on reading and visual search tasks when the content of the stimulus material was varied indicated that the processes set forward in the model provided a fairly accurate representation of the operations that occur during reading and search.

EDWARDS, PETER. A COMPUTER GENERATED CORPUS AND LEXICAL ANALYSIS OF ENGLISH LANGUAGE INSTRUCTIONAL MATERIALS PRESCRIBED FOR USE IN BRITISH COLUMBIA JUNIOR SECONDARY GRADES. ED.D. THE UNIVERSITY OF BRITISH COLUMBIA, 1974. AVAILABLE THE NATIONAL LIBRARY OF CANADA.

Develops a lexical analysis and describes word and sentence characteristics of a representative sample - 469 samples of approximately 500 words each - of natural language from prescribed junior secondary textbooks in British Columbia. Computer processing, Yule's K, measures of variability and chi-square analyses indicated (1) Grade 9 made significantly greater reading demands in terms of volume of material and vocabulary than Grades 8 and 10 (2) great variation in redundancy of word type and in sentence length with the most striking differences exhibited in samples from English textbooks (3) style and content characteristics of the materials are significantly instrumental in affecting the frequency of occurrence of even the most common words and a representative sub-set of sentence lengths, and (4) the utility of developing an elimination technique, based on omission of most frequently occurring words and the relatively rare words, to identify the significant vocabulary from word lists based on samples from texts in subject areas.

OLSHAVSKY, JILL EDWARDS. AN EXPLORATORY ANALYSIS OF THE READING PROCESS. ED.D. INDIANA UNIVERSITY, 1975. ORDER NO. 76-6289, 230 PAGES.

Analyzes the reading strategies of 24 tenth grade students classified as proficient or non proficient readers with high or low interests, and straight forward or abstract style material, using a modified factorial design. Subjects' introspective responses during the reading of a short story were considered and a taxonomy of the responses developed. Proposes that reading behaviour cannot be accurately assessed or predicted without considering the effect of the interaction of proficiency, interest and style.

(Researcher designed retention tests)

WATSON, EARL GWYNNE. COMPARISON OF NINTH GRADE DEMONSTRATION PROGRAMS IN READING USING CERTAIN COMMON VARIABLES. ED.D. UNIVERSITY OF SOUTHERN CALIFORNIA, 1975. CONTACT SCHOOL FOR COPY.

Compares six highly successful demonstration programs dividing them into the three highest in cost effectiveness and the three lowest and finds that a disproportionately large number of variables relating to the learner showed considerably more discrimination between the highest and lowest than did variables relating to the environment or the instruction.

(Computer processing)

FILBY, NIKOLA NANCY. SUBTOPIC STRUCTURE IN MEMORY FROM PROSE. PH.D. STANFORD UNIVERSITY, 1975. ORDER NO. 76-5730, 345 PAGES.

Attempts to validate a model of topic structure in prose focusing on the identification of topic concepts and the pattern of their development in a passage. Results of experimental testing with high school students provided only partial support for the model.

(Kritzer, Richard. APPLICATION OF VIDEO TAPE TO THE TEACHING OF READING: IMPLICATIONS FOR GLOBAL EDUCATION. PH.D. CLAREMONT GRADUATE SCHOOL, 1975. ORDER NO. 75-25,819, 84 PAGES.

Compares two reading instruction groups, one using videotape equipment. Analyses of variance performed on data on reading skills indicated no significant differences. Suggests that the application of a sophisticated technology to human problems might help educational systems to be more responsive in improving the quality of life.
DEVINE, JUDITH ANN. AN EXAMINATION OF THE INFLUENCE OF DONALD DEWITT DURRELL ON READING RESEARCH CONDUCTED AT BOSTON UNIVERSITY FROM 1933 TO 1970. ED.D. THE BOSTON UNIVERSITY SCHOOL OF EDUCATION, 1975. ORDER NO. 75-20,945, 369 PAGES.

Compares research needs noted by Durrell in 46 articles with findings from reading research carried out at Boston University and finds that 93 questions from 22 articles were answered by 196 studies. Evaluates significant ideas expounded by Durrell and notes seven trends established, each accompanied by one or more patterns.
APPENDIX F
KEYWORD IN CONTEXT INDEX

The KWIC index is a permuted index in which each of the dissertation titles is indexed from A to Z using every significant word in the title. A total of 3,191 keyword lines were produced for the 567 dissertations with an average of 5.64 keywords per title. Therefore, each title appears in the index an average of 5.64 times.

KWICed titles serve as a general purpose index. Because of the difficulties in determining in advance which topics will be consulted by users, general purpose indexes literally index everything. Keywords are arranged vertically in alphabetical order to the immediate right of the wide blank column. To use the index, scan the vertical column to select a term of interest. Then read the context of the title printed on the same line as the keyword. All dissertation titles which contain a given keyword or phrase are located adjacent to each other.

Room is provided on the index line for a set number of characters. A title with no more than 100 characters prints out in full although a portion of the title may be "wrapped around" and printed before or after the title depending on where it appears in the title. Some of the words in longer titles do not print out, again depending on the position of the keyword. In all instances, however, the significant words are printed with a substantial portion of the context in which they are embedded. An = sign is included in most lines to indicate the beginning of the title.

A number of words which are of limited value as search tools (A, AND, OF) will appear in the titles but do not enter the index permutation. They have been eliminated to reduce the length of the index. In addition, words such as READING have also been excluded because they appear so often or because their semantic content did not warrant indexing and they lose their value as keywords. However, in cases where it was difficult to make a decision about the semantic value of a specific word they have generally been included in the permutation.

KWIC indexes are double entry indexes. After locating a title of interest, the four digit reference code found to the right of the index line can be used to enter the annotated bibliography to obtain complete information on the dissertation.
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Y = THE EFFECT OF PRESENTATION MODE AND MATERIAL TO CERTAIN VARIABLES AMONG CHILDREN WITH READING DIFFICULTIES.

Y = DEVELOPING COMPETENCY BASED TEACHING DIFFICULTY IN THE LANGUAGE OF MATHEMATICS.

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D = PROLONGED READING FAILURE AND RESISTANCE TO PREDICT FOR READING AND ANTISOCIAL BEHAVIOUR IN EARLY ADULT DISABILITY AND ANGELIC READING PERSONNEL.

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