CONTENTS ANALYSIS OF THE JOURNAL OF READING - 1957-1976
WITH ANNOTATED BIBLIOGRAPHY, KEYWORD IN CONTEXT (KWIC)
AND AUTHOR INDEXES

by

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we accept this thesis as conforming to the required standard.

Advisor and Thesis
Supervisor

UNIVERSITY OF BRITISH COLUMBIA

April, 1977

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"Precept is written in sand and soon disappears, Example is graven in rock and lasts for all time."

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ABSTRACT

The purpose of this study was to examine the record of a practitioner oriented professional journal in the field of secondary reading (the Journal of Reading) and to organize its contents for maximum dissemination and analysis.

Specifically, the major goals included (1) providing retrospective access to articles published within the Journal of Reading from its inception in October 1957 to May 1976 by means of an annotated bibliography organized within an empirically developed classification scheme, a title-based enriched Keyword in Context (KWIC) index, and an author index; and (2) determining characteristics of the total 19 year record of the Journal of Reading through a content analysis which tabulated the major substantive groupings of the published articles, trends and shifts in topical emphases, authorship patterns, academic affiliation of authors, and a citation analysis based on the number of citations per article, type of publication cited, age of cited material, and an analysis of the most recently cited materials (immediacy effect).

To provide a conceptual framework and methodology, a review of the literature was undertaken which examined (1) the emergence of the journal as a communication tool; (2) document
surrogation and organizational techniques (indexing and classification, abstracting and annotating); and (3) content and citation analysis.

Informative annotations were written for all articles and the 984 articles were placed in an empirically organized, validated classificatory system consisting of 13 major and 41 sub-categories. The enriched KWIC index provides an average of approximately four additional entry points for each article based on titles and enriched terms.

Content analysis and citation data were organized to reflect over-all trends in categories and sub-categories and comparative trends across the three major editorial eras of the *Journal of Reading*. Analysis of the 13 major categories revealed (a) the greatest over-all subject interest to be in the areas of Reading Programs and Reading Skills (41% of articles) followed by: (b) Reading Personnel (10.2%), Materials (10.0%); (c) Reviews and Bibliographies (7.6%), Correlates of Reading (7.6%), Instructional Methods and Activities (7.5%), and (d) General, Content Areas, Measurement and Evaluation, Atypical Learners, Diagnosis and Remediation, and English as a Second Language (1.0% - 5.9% each).

While the 13 broad categories remained relatively stable over time, shifts did occur within their sub-categories.

Approximately 75% of the articles published were single-
authored and 67.5% of the total number of authors were affiliated with a college or university.

Although numerous articles contained no citations, reference citation has steadily increased over the 19 years with an increase in book citation over time and a decrease in journal article citation. The use of archival material decreased across the three time periods as did the median age for all types of publications. Also, for all types of publications there was an increase in the percentages of recently cited materials.

The study revealed the growth of the journal, both in the number of issues per volume (from 4 to 8) and articles per volume (from 34 in Volume 1, Number 1 to 82 in Volume 19, Number 8), and supported the validity of an empirically developed classification scheme which reflects the state of secondary reading as it actually is rather than how one thinks it ought to be and the efficacy of the enriched KWIC index approach in providing access to retrospective literature collections.

The content analysis stressed the relative stability in the 13 major categories over the 19 years, shifts within categories due to editorial policy changes, shifts within subcategories, and the predominance of single authored articles written by those affiliated with a college or university. Some
speculation as to the reasons for these results is provided.

The citation analysis supported the idea of secondary reading as a maturing discipline within the field of reading and underscored the more general communication stance of a practitioner as compared to a research oriented journal.

Recommendations included a plea for informative titling, more articles from school based personnel, and broadening citations to include serial references to insure greater interaction with the "cutting edge" literature in the field. Suggestions for further research included an extension of the content analysis to examine such variables as research typology, design characteristics, or domain of interest; a comparison of the results of this study with similar studies, especially in education; and an annual updating of the annotated bibliography and keyword and author indexes.
<table>
<thead>
<tr>
<th>CHAPTER</th>
<th>TABLE OF CONTENTS</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>I INTRODUCTION AND STATEMENT OF THE PROBLEM</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>Background</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Statement Of The Problem</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Significance Of The Study</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>Limitations</td>
<td>19</td>
<td></td>
</tr>
<tr>
<td>Definitions</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Overview</td>
<td>24</td>
<td></td>
</tr>
<tr>
<td>II REVIEW OF THE LITERATURE AND CONCEPTUAL BASE</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>The Emergence Of The Journal As A Communication Tool</td>
<td>26</td>
<td></td>
</tr>
<tr>
<td>Document Surrogation And Organization Techniques</td>
<td>32</td>
<td></td>
</tr>
<tr>
<td>Indexing And Classification</td>
<td>35</td>
<td></td>
</tr>
<tr>
<td>Abstracting</td>
<td>51</td>
<td></td>
</tr>
<tr>
<td>Selected Research On Indexing And Abstracting</td>
<td>65</td>
<td></td>
</tr>
<tr>
<td>Content Analysis</td>
<td>72</td>
<td></td>
</tr>
<tr>
<td>Citation Analysis</td>
<td>78</td>
<td></td>
</tr>
<tr>
<td>Summary</td>
<td>87</td>
<td></td>
</tr>
<tr>
<td>Document Surrogation And Organization Techniques</td>
<td>87</td>
<td></td>
</tr>
<tr>
<td>Content Analysis</td>
<td>91</td>
<td></td>
</tr>
<tr>
<td>III DESIGN AND METHODOLOGY</td>
<td>93</td>
<td></td>
</tr>
<tr>
<td>Publication Of The Journal Of Reading</td>
<td>93</td>
<td></td>
</tr>
<tr>
<td>Providing Access To The Collection</td>
<td>95</td>
<td></td>
</tr>
<tr>
<td>Subjective Classification Scheme</td>
<td>95</td>
<td></td>
</tr>
<tr>
<td>KWIC Index</td>
<td>99</td>
<td></td>
</tr>
<tr>
<td>Enriched KWIC Index</td>
<td>101</td>
<td></td>
</tr>
<tr>
<td>CHAPTER</td>
<td>PAGE</td>
<td></td>
</tr>
<tr>
<td>--------------------------------------------------------------</td>
<td>------</td>
<td></td>
</tr>
<tr>
<td>Author Index</td>
<td>102</td>
<td></td>
</tr>
<tr>
<td>Informative Annotations</td>
<td>103</td>
<td></td>
</tr>
<tr>
<td>Content Analysis Of The Collection</td>
<td>104</td>
<td></td>
</tr>
<tr>
<td>Topical Trend Analysis</td>
<td>105</td>
<td></td>
</tr>
<tr>
<td>Multiple Authorship</td>
<td>106</td>
<td></td>
</tr>
<tr>
<td>Author Occupation</td>
<td>106</td>
<td></td>
</tr>
<tr>
<td>Citations Per Volume</td>
<td>107</td>
<td></td>
</tr>
<tr>
<td>Type Of Publications Cited</td>
<td>107</td>
<td></td>
</tr>
<tr>
<td>Age Of Cited Material</td>
<td>107</td>
<td></td>
</tr>
<tr>
<td>Summary</td>
<td>108</td>
<td></td>
</tr>
<tr>
<td>IV RESULTS OF THE STUDY</td>
<td>110</td>
<td></td>
</tr>
<tr>
<td>Providing Access To The Collection</td>
<td>111</td>
<td></td>
</tr>
<tr>
<td>Subjective Classification</td>
<td>111</td>
<td></td>
</tr>
<tr>
<td>KWIC Index</td>
<td>117</td>
<td></td>
</tr>
<tr>
<td>Enriched KWIC Index</td>
<td>118</td>
<td></td>
</tr>
<tr>
<td>Author Index</td>
<td>122</td>
<td></td>
</tr>
<tr>
<td>Informative Annotations</td>
<td>123</td>
<td></td>
</tr>
<tr>
<td>Content Analysis</td>
<td>124</td>
<td></td>
</tr>
<tr>
<td>Trend Analysis For Categories And Sub-categories</td>
<td>124</td>
<td></td>
</tr>
<tr>
<td>Multiple Authorship</td>
<td>135</td>
<td></td>
</tr>
<tr>
<td>Author Occupation</td>
<td>138</td>
<td></td>
</tr>
<tr>
<td>Citation Per Volume</td>
<td>142</td>
<td></td>
</tr>
<tr>
<td>Type Of Publication Cited</td>
<td>143</td>
<td></td>
</tr>
<tr>
<td>Age Of Cited Material</td>
<td>145</td>
<td></td>
</tr>
</tbody>
</table>
## TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>CHAPTER</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summary</td>
<td>153</td>
</tr>
<tr>
<td>V SUMMARY CONCLUSIONS, RECOMMENDATIONS</td>
<td>159</td>
</tr>
<tr>
<td>Summary</td>
<td>159</td>
</tr>
<tr>
<td>Conclusions</td>
<td>165</td>
</tr>
<tr>
<td>Recommendations</td>
<td>174</td>
</tr>
<tr>
<td>BIBLIOGRAPHY</td>
<td>178</td>
</tr>
<tr>
<td>APPENDICES</td>
<td>192</td>
</tr>
<tr>
<td>TABLE</td>
<td>PAGE</td>
</tr>
<tr>
<td>-------</td>
<td>------</td>
</tr>
<tr>
<td>I PERCENTAGE OF TITLES REQUIRING ENRICHED INDEXING</td>
<td>120</td>
</tr>
<tr>
<td>II ARTICLES BY MAJOR CATEGORIES ACROSS THREE TIME PERIODS</td>
<td>126</td>
</tr>
<tr>
<td>III ARTICLES CLASSIFIED WITHIN CORRELATES OF READING ACROSS THREE TIME PERIODS</td>
<td>130</td>
</tr>
<tr>
<td>IV ARTICLES CLASSIFIED WITHIN READING PROGRAMS ACROSS THE THREE TIME PERIODS</td>
<td>132</td>
</tr>
<tr>
<td>V ARTICLES CLASSIFIED WITHIN READING PERSONNEL ACROSS THREE TIME PERIODS</td>
<td>133</td>
</tr>
<tr>
<td>VI ARTICLES CLASSIFIED WITHIN CONTENT AREAS ACROSS THREE TIME PERIODS</td>
<td>134</td>
</tr>
<tr>
<td>VII ARTICLES CLASSIFIED WITHIN MATERIALS ACROSS THREE TIME PERIODS</td>
<td>136</td>
</tr>
<tr>
<td>VIII ARTICLES CLASSIFIED WITHIN READING SKILLS ACROSS THREE TIME PERIODS</td>
<td>137</td>
</tr>
<tr>
<td>IX MULTIPLE AUTHORSHIP ACROSS THREE TIME PERIODS</td>
<td>139</td>
</tr>
<tr>
<td>X AUTHOR OCCUPATION ACROSS THREE TIME PERIODS</td>
<td>141</td>
</tr>
<tr>
<td>XI TYPE OF PUBLICATION CITED ACROSS THREE TIME PERIODS</td>
<td>144</td>
</tr>
<tr>
<td>XII AGE OF CITED MATERIAL BY PUBLICATION TYPE ACROSS THREE TIME PERIODS</td>
<td>146</td>
</tr>
<tr>
<td>XIII ARCHIVAL MATERIAL CITED BY TYPE OF PUBLICATION ACROSS THREE TIME PERIODS</td>
<td>147</td>
</tr>
<tr>
<td>XIV IMMEDIACY EFFECT FOR TYPE OF PUBLICATION ACROSS THREE TIME PERIODS</td>
<td>150</td>
</tr>
</tbody>
</table>
LIST OF APPENDICES

ELEMENTS OF THE ABSTRACT TO BE EMPHASIZED FOR EACH TYPE OF DOCUMENT

ANNOTATED BIBLIOGRAPHY

ENRICHED KEYWORD IN CONTEXT (KWIC) INDEX

AUTHOR INDEX

TABLES XV TO XXI
CHAPTER I

INTRODUCTION AND STATEMENT OF THE PROBLEM

The publication of literature is increasing in all areas to the point where most disciplines suffer from "information overload". A literature can be defined as a body of thought expressed in published writings. One of the hallmarks of the emergence of a discipline is the development of an organized body of literature. The writings of most disciplines includes books and monographs, journals, dissertations, proceedings resulting from meetings of learned societies, materials circulated within the invisible college (Crane, 1972) and a myriad of unpublished reports and papers. Each type of literature serves a particular purpose and all expand as a discipline emerges and develops. Since its inception in the 1600's, the professional journal has become a particularly important information tool in most fields. Current estimates suggest that 200,000 journals are now available to the world academic community with 45,000 of these being published in North America. Some 800 journals now publish articles of direct relevance to education. Two recent studies examined the archival journal literature in
educational research and journal publication of materials presented at professional meetings (Nelson, 1972, 1972a). Kessler (1967) called the journal "the most successful ubiquitous carrier of information in the history of science." In their survey of authors of educational research publications, Nelson and Adams (1973) reported 67 percent of the sample designated the journal as their most frequently used source of information. The substantive content of specific journals has also been used to provide an unobtrusive archival record of the growth and development of a discipline (Munley, 1974; McCartney, 1970; Shanas, 1945).

This study focuses on the Journal of Reading as an information tool and as a source of data for assessing patterns of growth and development, for reflecting on where secondary reading has been in terms of published articles, and establishing the professional identity of this rapidly growing area in the field of reading.

**BACKGROUND**

Little need be said to substantiate the fact that we exist in an era of information explosion with knowledge in general increasing at what has been described as exponential rates. Borko and Bernier (1975) state "one no longer has to document the fact that the literature has now expanded to
such an extent that every person is experiencing difficulty in keeping up with his own field of interest. The most publicized explosions of information have been in the hard sciences. In the late 1960's the Science Council of Canada stated:

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 exploitation throughout all regions and all sectors of the vast amount of world knowledge. It is the master resource. (1969, p.1)

Unfortunately, the amount of information available can be overwhelming. Price (1976) recently estimated the total archive of source items in the *Science Citation Index* to be 7 million papers for the period 1961-1972. The doubling time for the collection is approximately every ten years. It has been estimated that "during every sixty seconds of the 24 hour day, more than 2,000 pages of text are published throughout the world" (Shera, 1966). If one attempted to read this output, one would, if reading 24 hours a day, fall behind some billion pages per year. Anderla (1973) reported that the United States National Academy of Science assessed the situation in the early 1970's and estimated that altogether two million scientific writings of all kinds were being issued each year. He further noted:
to this current output must be added the stock already accumulated. This has been assessed as ten trillion [ten to the thirteenth power] alphanumeric characters. This figure, extraordinary in itself, is said to represent the quantity of scientific and technical knowledge recorded in all forms from the birth of science to the mid 1960's. (1973, p.17)

Licklider (1966) observed "it is our unique experience to live and work through the period in which individual mastery of a field turns from possible to impossible -- in which the depth of the water exceeds the height of the banks" (p.1045). He further claimed that a 3,000 character-per-minute reader in 1906 needed only 25 minutes a day to keep up with everything being published in his field. However, by 1977, this same person would have to read continuously every hour of every day.

The onrush of information is increasingly evident in the social sciences as well. A 1964 study by Appel and Gurr revealed that most social scientists regard the locating of relevant information to be a very time-consuming task. However, they make very little use of secondary bibliographic sources when they look for information. Brittain (1971) points out that numerous suggestions have been offered to explain social scientists lack of use of secondary bibliographic tools but no reliable data are available on the issue (p. 93). Mersel, Donohue and Morris (1966), in their survey of information problems in
educational research, have suggested that "many excellent reports go unread because the researchers have spent their already limited reading time in coping with the mass of literature" (p. 94). Foskett and Humby (1969), after reviewing the information services for education in Great Britain, concluded that international co-operation in social science documentation was essential and that the only possible solution to the proliferation of research publications in recent years was the use of computers.

In keeping with these and other recommendations, a variety of computerized information collection and retrieval systems have been established including Psychological Abstracts, Sociological Abstracts, Science Citation Index, and Social Science Citation Index. Current estimates place the number of available computerized information systems in excess of 400 (Kruzas, 1974). In 1966, the United States Office of Education moved to impose some kind of order upon the educational literature with the inception of the Educational Resources Information Center (ERIC) (Fry & Kiewitt, 1974; Johnson, 1974; Marron & Sullivan, 1971; O'Donnell, 1974; Simmons, 1975; Wright, 1973). Computer access to the information base was instituted in 1970. Initially, the system was designed to control the flood of fugitive, or hitherto unpublished literature in education
but by 1969 it was considered essential to also include the literature covered in journals. Today, information from over 800 journals is announced monthly in the ERIC publication **Current Index to Journals in Education**.

Spannenburg, as quoted in Wright (1973, p. 195), sees the ERIC system as an attempt to "augment present information exchange methods and to increase the value of research simply by letting people read it, absorb it, and apply it in new settings." Indeed, ERIC was created because the increasing need for "better information exchange services between those engaged in educational research and other persons engaged in actual educational work throughout the country" was recognized to be imperative. Brandhorst (1977), in reviewing the impact of the ERIC system on the educational community, stated:

A cardinal rule of the research community is that those who cannot retrieve their past are condemned to relive it. ERIC created, for the first time with respect to an entire segment of the literature of education, a mechanism for recording the past and retrieving from the past. . . . ERIC should be regarded by the educational community as a rich living archive. (p. 628)

However, simply retrieving information and making it available does not solve the problem of "too many documents and not enough time to read them." For this reason, the ERIC facility also "processes" documents. "Processing" includes
the familiar surrogation activities of cataloguing, indexing, and abstracting. ERIC also attempts to stimulate the analysis and synthesis of information. In this way, ERIC improves the means for finding and selecting relevant documents; thereby eliminating the need to read or skim documents which are not critical to one's interests.

Over the last two decades, the literature of reading education has also increased markedly. In his 1960 summary of reading research Gray (1960) admitted that, despite the fact that over 1,000 studies were examined for that volume, for the first time he was unable to report all the reading research studies undertaken during the year. The literature of secondary reading in particular has been rising rapidly in recent years. Summers et al. (1977) estimated that 560 theses and 1,200 research reports have appeared since the early 1960's. The increase in professional references on secondary reading is also documented in several sources (Summers 1965; Summers, Courtney, & Edwards, 1974; Allen & Matheson, 1975).

Secondary reading can be identified as a substantive area within the professional society known as the International Reading Association (I.R.A.). In 1956, through the merger of the International Council for the Improvement of Reading Instruction and the National Association for
Remedial Teaching, the International Reading Association came into being. The Association is open to membership for all persons interested in the improvement of reading programs, both developmental and remedial, for children and adults, and for all desiring guidance in situations in which reading serves as a vital aid to learning. Since its inception, I. R. A. membership has been steadily increasing with present members and subscribers exceeding 60,000 worldwide. Local, regional, national, and international conferences are held and an extensive publishing program is conducted.

Since its beginning, the International Reading Association has seen a steady increase in the published information available on reading with a marked rise within the last decade. The publication program of the Association is typical of that conducted by a vigorously active learned society and now includes production of three journals: The Reading Teacher; The Reading Research Quarterly; and the Journal of Reading.

It has been suggested that the publication of a journal devoted solely to one sector of a discipline marks the coming of age of that branch. By this criteria, secondary reading came of age as a substantive area within reading in October 1957 with the inception of the Journal of
Developmental Reading. The major goal of the publication was to "foster the improvement of reading and the teaching of reading above the elementary school level." The Journal of Developmental Reading was conceived and first published at Purdue University. It was incorporated into the publishing program of the I. R. A. in 1964 and renamed the Journal of Reading. Initially, the Journal was published only quarterly, but as demand for information concerning post elementary reading grew, publication was increased — first to six issues per year and then to the present eight yearly issues.

Thus, for almost two decades the Journal of Reading has served as a major information vehicle to those researchers and practitioners interested in the field of secondary reading. However, at this point, the need is to develop a source which will provide better retrospective access to the approximately 1,000 articles which have appeared in the Journal and to indicate the over-all nature and scope of the published content on secondary reading contained in its nineteen volume year archival record. In addition, this ever-expanding source of professional information can be used to describe the emergence of secondary reading as a substantive area within reading education.
STATEMENT OF THE PROBLEM

To facilitate wide usage and exchange of ideas, the creation of knowledge, and the retrospective study of trends in a developing field, the archival journal literature must be carefully organized for maximum dissemination and the generation of analysis and synthesis activities. This study focuses on two major goals in examining a professional reading journal.

1. Improve access to the previously published 19 volumes of the *Journal of Reading* through development of an annotated bibliography -- with the annotations organized within an empirically developed classification scheme; and provide additional access points through a title based enriched Keyword in Context (KWIC) index and an author index.

2. Determine characteristics of the first 19 volumes of the *Journal of Reading* through a content analysis indicating the major substantive groupings of the published articles, including such factors as changes over time, authorship patterns and academic affiliation of contributors; and a citation analysis based on the number of citations per article, type of
publications cited, age of cited materials, and an analysis of the most recently cited materials (immediacy effect).

The specific steps involved in each part of the study include:

1. Collecting the articles published in the first 19 volumes of the *Journal of Reading*, selecting the document surrogation techniques to be used, annotating the articles, editing the annotations, selecting the classification technique to be employed, developing an empirically based classification system with categories and sub-categories, classifying the articles, programming and computer generating the KWIC index, combining elements of the KWIC index and the classification scheme to produce the enriched KWIC index, organizing an author index, and producing final copy of the classified annotated bibliography with accompanying enriched KWIC and author indexes.

2. Tabulating the percentage of articles appearing within the categories and sub-categories of the classification scheme, indicating changes over time in substantive content, determining authorship and academic affiliation patterns, and generating data
based on an analysis of citations in the journal articles including number of citations per article, types of publications cited, and age of the cited materials.

SIGNIFICANCE OF THE STUDY

It is important in any discipline to make the written literature available to practitioners and researchers in a form which can be easily retrieved and analyzed. The information cycle within a discipline can be defined as moving from ideas, to theories, to hypotheses, to informal communication and then to primary, secondary, and tertiary publications. The journal article in the cycle becomes a major source of primary publication for disseminating new ideas and research findings. The importance of journals is illustrated by their proliferation over the years. In the 18th century, there were only ten scientific journals in existence, by 1800 there were a hundred, by 1850 one thousand, and at the beginning of the present century approximately 10,000 journals were being published (Anderla, 1973). As Price (1961) has noted, the number of journals has increased by a factor of ten during every half century.

However, it was only after World War II that the impact of the information explosion really began to be felt.
Professionals in all disciplines became increasingly concerned with the flood of information but few knew what to do about it (Becker 1973). It became obvious that most individuals, and particularly those with professional training (who were expected to keep up with their field), simply had too little time to read all that they believed they should (Bernier 1970).

As early as 1851, the Smithsonian Institute had found it necessary to warn its readers that unless the mass of available scientific information be "properly arranged and the means furnished by which its contents may be ascertained, literature and science will be overwhelmed by their own unwieldly bulk" (Lay, 1973). But as Freides (1973) noted, "more attention has been given to extending the range of the bibliographic record than to developing and improving the techniques employed in compiling and organizing the record." Yet, as Shera (1966) succinctly pointed out, "the more information our society generates, the more it is dependent upon efficient access to it."

The literature in the emerging discipline of information science emphasizes the need to develop better methods of organizing and controlling newly created information. Journal abstracts, organized within some sort of classification system, provide one means for better
dissemination of information. At a 1962 symposium on documentation, Neilson commented, "had it not been for the development of the journal abstract, the scientist's access to pertinent literature would have been even more seriously limited by the increasing ponderous body of technical publications" (as quoted in Bingaman, 1962, p.162). Price (1963) examined the growth of abstract journals in four scientific fields and contended that after an initial period of rapid expansion to a stable growth rate, the number of abstracts increases exponentially, doubling approximately every fifteen years.

In 1963, Bourne estimated there were 3,500 abstracting and indexing services throughout the world with 550 of these being located in the United States. Although the literature has expanded in the social sciences, including education, most of the efforts to cope with the overload of information have taken place within the natural sciences. Foskett (1974) concluded that very little has been done as yet within the social sciences, despite the fact that the growth of social science literature now parallels that of the natural sciences. Brittain (1971) also suggested that little has been done in providing access to social science literature and pointed out that the conceptual vagueness of much of social science information is responsible for many of the
problems in the classification of its literature. Despite this, abstracting journals are becoming increasingly available in many social science disciplines.

Although they provide improved access, the introduction of secondary publications in no way diminishes the importance of the primary journals. The two publications do not compete, rather they complement each other. As Borko and Bernier (1975) state, "secondary services provide access to the primary literature and the primary journals need to be abstracted and indexed in order to fulfill their archival function and to provide readers with a method of retrieving the original articles."

In the field of education, the pressure of the rising number of articles and publications has also been felt. For example, UNESCO alone lists over 3,000 periodicals dealing with education. Two abstracting and indexing publications have recently been developed within education through the Educational Resources Information Center (ERIC). Research in Education (RIE) provides an abstract, subject index, and author index for report material in education and Current Index to Journals in Education (CIJE) provides the same information for journal literature.

Most of the efforts to improve access to educational information center around the professional associations in
each field. Traditionally, it has been these organizations which have assumed responsibility for generating substantive publications and for synthesizing completed research. In the area of secondary reading, the professional association responsible for facilitating one's access to relevant information is the International Reading Association which was created by the merger of several related groups in 1956 (Summers 1969). Since then, the I. R. A. has consistently furnished a broad base for reading related activities and has initiated a vigorous publishing program which includes all levels of reading development. Initially, the emphasis of the association focused on elementary reading, but as interest in and publications on secondary reading grew, a more balanced position developed and the Journal of Reading emerged within the I. R. A. as the primary communication vehicle for secondary reading. Since its inception, approximately a thousand articles have been published dealing with practical problems, solutions, research, and supplying bibliographies, reviews, and guides to many areas within the discipline.

In her text on Literature and Bibliography in the Social Sciences, Freides (1973) suggests that to open new routes to the literature, to stimulate new insights and accomplishments from past writings, to summarize what is
already known, and to help less knowledgeable readers to become more familiar with what others already know, a retrospective bibliography should be compiled. While it "may seem that the availability of the total record is of greater theoretical than practical interest, this is not necessarily the case. It [a retrospective bibliography] is a fundamental requirement of both the cumulative development of knowledge and the systematic study of what has been learned" (p. 139). Providing access to material is valuable but substantive content analysis is of equal importance. Barnett (1976) proposed that "in any discipline the unobtrusive written record can be used to identify patterns of growth and development." He further suggests that an analysis of journal articles which constitute the primary literature, can provide insight into growth patterns and pinpoint trends within a discipline.

Many different document surrogation and content analysis formats are available to improve organization and provide access to journal content. The indexing formats, supplemented with abstracts or annotations, range from the traditional subjective classification methods based on concepts contained in articles, to the more modern automatic methods of indexing which rely on computer manipulation of the actual words of a title or text. The most common of
these newer methods is the Keyword in Context (KWIC) index developed by Luhn in 1958. Abstracts or annotations, which facilitate the identification of relevant articles, are considered by many to be indispensable. This point however, has been hotly contested by editors and others who weigh the economics of writing abstracts against their usefulness. Strictly from a user's point of view though, some amplification of the title is always desirable.

In summary, since the early 1960's information on secondary reading has increased. The emergence of a professional journal devoted exclusively to reading at the secondary level underscores the growing importance of the field. However, the need now exists to take the next step and develop better access to the total journal article output and analyze the substantive contents of the 19 volume collection. Methods of abstracting, classification, indexing, and content analysis developed in information science can be profitably applied to the output of the *Journal of Reading* to provide better access and indicate emerging trends and characteristics of the field.
LIMITATIONS

1. The results of this study are based on one information source in secondary reading. The conclusions therefore, do not relate to all information sources but apply to only the literature of one journal oriented largely to practitioners.

2. Many different methods of indexing and abstracting exist. All have advantages and disadvantages. As Artandi (1970) has noted, "document surrogation assumes that the content of documents can be adequately represented through surrogates, yet little is known about the nature and degree of imprecision inherent in this practice." The techniques used in this study were selected after a careful review of the literature and, to minimize possible misinterpretation and sources of error, were applied as objectively as possible in organizing and analyzing the collection of journal articles.

3. The subjective nature of the classification scheme is always a limiting factor in a study of this type. Although the subject classes were determined by an empirical method which directly utilized the documents' contents, and although consistency and objectivity were constant goals, in
the final analysis, many of the decisions were of necessity based on subjective evaluation by the author.

4. The research carried out in this thesis is descriptive and quantitative in nature. No attempt is made to evaluate the quality of individual articles. Obviously, such an analysis merits further consideration in subsequent research.

5. While results should be useful to many educators, conclusions will apply primarily to practitioners in the field of secondary reading and to their use of the Journal of Reading as a source of pertinent information. The availability of the classified, annotated bibliography with enriched KWIC and author indexes for the entire nineteen year collection will also be a factor in determining the usefulness of this work.

DEFINITIONS

Following are the operational definitions used in this study:

1. Document surrogation The process of creating a model or miniature version of a document or collection of documents either through indexing or classification and construction of annotations or
abstracts.

2. **Abstract**  "An abbreviated accurate representation of a document without added interpretation or criticism and without distinction as to who wrote the abstract" (Weil, 1970). There are three basic types of abstracts:

   a. **Informative Abstract**  A 200-250 word abstract which presents the important information contained in the document.

   b. **Indicative Abstract**  An abstract which describes the type of information contained in a document but which does not state the information itself.

   c. **Combination Abstract**  An abstract which, because of the length of the abstract or the type or style of the document, makes it necessary to confine informative statements to the primary elements of the document and to relegate other aspects to indicative statements.

3. **Annotation**  A short (usually under 100 words), concise description of the contents of an article added to the title of a document by way of comment or
explanation. Follows the general guidelines for abstracts.

4. Extract  Selected key sentences from a document which have been combined to form an abstract.

5. Automatic Abstract  An abstract which is produced by mechanized means and consists of sentences selected from the document. Technically, an automatic abstract should be called an extract but for purposes of this study, extracts which have been machine produced will be called automatic abstracts.

6. Index  A listing of terms, keywords, or descriptors to aid in the location of information.

7. Permutated Title Index  An automatically produced index in which each significant word of an article's title is alphabetically listed within its context (also called a rotated index).

8. Keyword in Context Index (KWIC)  The I. B. M. version of a permuted title index was conceived initially by H. P. Luhn in 1958. Keywords are
extracted with their immediate context and arranged in a fixed position within the extracted phrase. Each phrase is arranged in alphabetical order of keywords with each keyword featured in the center of the phrase.

9. **Enriched Keyword in Context Index.** A keyword index in which additional words extracted from the document, or concepts not stated but derived from the document, are included as keywords and indexed accordingly. Words can also be taken from the categories appearing in a classification system.

10. **Citation.** References to materials of any type which appear within the text, as footnotes, or in bibliographies.

11. **Content Analysis.** Any procedure for assessing the relative extent to which specified references, attitudes, or themes permeate a given message or document.
OVERVIEW

The review of literature is presented in Chapter II to provide background and the conceptual base for the study and to delineate applicable methodology for abstracting, indexing, and content and citation analysis. In Chapter III, attention is focused on the design and methodology employed. Chapter IV presents the analysis of the data and the results of the study. Chapter V includes the summary, conclusions, and recommendations for further study. The classified, annotated bibliography, with enriched KWIC and author indexes, appears in the Appendix.
CHAPTER II

REVIEW OF THE LITERATURE AND CONCEPTUAL BASE

The publication and distribution of a journal by a professional society has a significant influence on the development of a field. In secondary reading, as in other fields, a journal like the *Journal of Reading* serves as a major channel for the dissemination of ideas, practices, research, and other information. The published articles influence a wide audience of professionally oriented readers.

When a journal has reached maturity, there is a need to provide convenient retrospective access to the articles which have accumulated across the volume years. In addition, the contents of the articles can be examined to indicate the types of articles which have been published in different time periods, authorship patterns, subject areas stressed and type and age characteristics of the citations which appear in the articles.

The purposes of this study are (1) to develop tools which can provide better access to the accumulated articles of the *Journal of Reading* (2) to generate data which can be
used to develop a systematic, objective description of various facets of the contents of the journal over time and to reflect growth and development in secondary reading. The following sections present a selective review of the literature related to: the emergence of the journal as a communication tool; document surrogation and organizational techniques (including indexing and classification; abstracting and annotating); and content analysis to provide the conceptual framework and methodology for the study.

THE EMERGENCE OF THE JOURNAL AS A COMMUNICATION TOOL

Prior to the alphabetization of speech, generally estimated as occurring in approximately 500 B.C. in Greece (Havelock, 1976), man depended almost completely on memory as the record for information. Subsequently, written records increasingly served as an external print memory system and, with the advent of print, the information explosion began. If recording and keeping track of information is such a problem, some may question why bother to keep records at all. Libbey (1967) answers this query by asserting:

very little advance in culture could be made even by the greatest man of genius if he were dependent for what knowledge he might acquire, upon his own personal observations. Indeed, it might be said that exceptional mental ability involves a power to absorb the ideas of others and even that the most original people are those who are able to borrow most freely. (p. 12)
Mathis also notes that without the foundations of those who have been before, we are always starting fresh -- we have no foundation upon which to build. Communication is defined as the sharing of experiences, with books and journals assuming an important role in the sharing process (1972).

In Western society, the development of the printing press in the 15th century (Steinberg, 1969) was instrumental in increasing the flow of scientific information. For the first time, the scholarship of the Greek, Arabic and Medieval world became accessible to large numbers of researchers. Weisman (1972) points out that scientific societies as we know them, bringing groups of scientists interested in similar topics together to discuss ideas, resulted largely from increased access to information.

The book was the initial information dissemination tool in the sciences. However, the proliferation of texts and the difficulty of dealing with their voluminous contents was noted early in the development of science. Price (1963) cites the lament of Barnaby Rich made in 1613:

one of the diseases of this age is the multiplicity of books; they doth so overcharge the world that it is not able to digest the abundance of idle matter that is every day hatched and brought forth into the world. (p. 63)

From scientific societies came the "invention of the scientific paper as a device for communicating and
preserving the knowledge that was now accruing at a rate faster than could be assimilated into definitive books" (Price, 1961, p.56).

The Royal Society of London, in March of 1665, began publishing what is thought to be the prototype professional journal, *Philosophical Transactions of the Royal Society* (Oldenburg, 1665). At the same time the Scientific Academy of Paris also began publication of its *Journal des Scavans* (actually an abstract journal rather than a publisher of primary literature). These two journals are now recognized as the foundation upon which all subsequent journals have been based (Ornstein, 1963). The motivating purpose behind these publications was "not the publishing of new scientific papers so much as the monitoring and digesting of the learned publications and letters that were now too much for one man to cope with in his daily reading and correspondence" (Price, 1963, p.15). Indeed, the original purpose of the Royal Society was to serve an information exchange role and discover what was being done by whom, by digesting the books and doings of the learned all over Europe.

Subsequently, the scope of journal literature greatly expanded and diversified. As a result, journals soon became the major vehicle for reporting scientific research
(Freides, 1973). Current estimates place the number of journals available to the academic community in excess of 200,000. Journals were creating "channels through which the savants and naturae curiosi could publish their ideas, communicate with one another, and be informed of the progress of science" (Ornstein, 1963, p.202). In this way, the informal network of scientific communication prevalent today emerged and greatly facilitated the transfer of information; so much so that by the end of the 18th century, there were "the first furtive moves toward special journals and abstracts in a vain attempt to halt or at least rationalize the rising tide of publications" (Price, 1961, p.16). By 1830, when approximately 300 scientific journals had been established, a new device, the abstract journal, appeared. It was soon discovered, however, that "a single abstract journal would never suffice . . . . and further abstract journals were created to fill the needs of the various specialist groups" (Price, 1961, p.98).

Sarett explains the current information dilemma of scientists:

a scientist can read technical material at the rate of two hundred to three hundred words per minute of, let us say fifteen minutes per paper. If all publications were to cease and a man were to try to catch up with a single year's output alone, reading 24 hours a day, seven days a week, it would take him fifty years. (as quoted in Weisman, 1972, p.7)
Anderla (1973) underlines the problem also and estimates the "cumulative stock of world journal articles to be between six and seven million titles" (p. 14).

In spite of problems related to their proliferation, journals have remained of primary importance, a fact noted by Kuney (1968) who states "as a medium for the publication and distribution of scientific information it [the journal] remains the most widely used tool offered by the present system of information transfer" (p. 32). However, the number of journals has simply "overwhelmed scientists who, (as a result) are frequently unable to trace required material which is buried beneath masses of related literature" (Thornton & Tully, 1971, p. 289).

As journals proliferated, newer tools including abstracting and indexing services, citation indexes and computerized retrieval services were created to provide access to the burgeoning literature (Mathis, 1972). Since 1700, the publication of journals has approximated an exponential increase. In the early 1800's abstracting and indexing publications were developed to aid in organizing and providing access to articles across the expanding journal population. These services too have expanded exponentially. Finally, since the 1950's, computer based retrieval services have been organized to provide access to
the literature across the available abstracting and indexing publications. Their growth also parallels the exponential increase noted for journals and abstracting and indexing publications (Mathis, 1972).

Traditionally, journals have served a current awareness function and an archival function. Because of the lengthening time lag in publication, the current awareness function may be lessening. However, the role of the journal as an archival source is becoming even more important. In searching the accumulated record, the journal still provides the best tool for retrieval in a field. Borko and Bernier observed that if one can no longer expect to keep current, then one must become aware of relevant literature through retrospective searches of the primary literature (1975). This underscores the need to develop useful tools for searching the accumulated contents of the professional journal.

The journal continues to serve the three important functions succinctly outlined by Herschman in 1970:

1. It disseminates information among members of a scientific [professional] community who have similar or overlapping interests and who need to maintain a current awareness by keeping up with developments in their fields of interest.

2. It links producers and users of information by a record of achievements that can be used for retrospective searching. The journal provides a public record, prepared with quality control through
the editor-referee system, a means for establishing priority, and a orderly basis for transforming data into information and for relating new knowledge to prior knowledge so as to form a corpus. It packages the results of research and development.

3. It performs an important social function, for it conveys prestige and recognition upon its authors. (p.40)

DOCUMENT SURROGATION AND ORGANIZATION TECHNIQUES

Two related problems arise in providing for the transfer of ideas and improving access to the articles published in the Journal of Reading. First, some system must be devised so that journal articles with similar content can be pulled together and organized for easy access. Second, it would be impossible, and inefficient, to reproduce the complete journal article for classification into whatever organizational scheme is developed. Thus the contents of each article has to be represented in some intermediate, condensed form. Techniques related to the first problem fall under the heading of indexing and classification and those related to the second under abstracting and annotating. Techniques for both fall under the general rubric of document surrogation. The field of information science contains a rich methodological literature related to indexing and abstracting using human processing, machine
processing and combinations of the two. Problems of indexing and abstracting are ancient in origin as man has continuously sought to organize and classify the structure of recorded knowledge.

Both indexing and abstracting can be thought of as a way of creating a miniature version of the actual document or item. Organizing the documents into a scheme or structure involves development of classes or categories and classification of the documents into those categories. The indexing model, and the classification scheme, help locate journal articles on desired topics while the abstracting model is used as a screening medium to help the user decide which of the located items to pursue and study further in full text.

Swanson (1960) calls document surrogates a "condensed representation" of the document. This phrase is intended to include any bibliographic device which is associated with a given document and which, to a greater or lesser extent, reveals the contents of the document. Myllys (1967) lists familiar types of condensed representations as including subject headings, titles, sets of index terms (or descriptors), lists of chapters, and abstracts. Thus, both abstracts and indexes become condensed representations, or document surrogates, since they create a model or miniature
Wyllys (1967) defines two basic functions of a condensed representation or document surrogate; first, as a search tool or a means of relating the represented document to the interest of a person seeking documents pertinent to that interest, and secondly a content revelatory function or a means of revealing, more or less fully, the essential content of the represented document. Others in the field of information retrieval concur with the Wyllys distinction. Rath, Resnick and Savage suggest the difference between indexing and abstracting relate to: (1) whether a document is relevant for a specific purpose and (2) finding out some information from the document without having to read it in its original form (1961, p. 179). In addition, Edmundson and his colleagues point out a sub-function of the content-revelatory function by stating:

1. The summary or digestive function is that of presenting to the reader the substantive information on the most "important" and significant aspects of the paper .... We include here also the current-awareness function, which is that of keeping the reader generally informed on new developments and publications in his field of interest.

2. Related to, but clearly separate from the summary function is the information retrieval function. An abstract should contain informative clues to all potentially significant aspects of the article so that the reader can determine with reasonable certainty whether or not it is worth his time and effort to read the complete article. (cited in Borko, 1967)
The Dataflow Systems Report (1973) distinguishes between these two functions in explaining the role of indexing and abstracting as they relate to the function of condensed representations. Normally the indexing model is used to locate the desired information, while the abstracting model is used as a screening medium to help the searcher decide which of the apparently correct items he wishes to study further.

Indexing and Classification

The first known index appears to have been constructed by Callimachus in the third century B.C. and was used as a guide to the contents of 13,000 papyrus rolls. The need to organize information in order to facilitate the location of individual items in a collection of data has grown considerably since that time (Salvador, 1969, p. 17).

Although literature to be indexed was fairly obscure during the Middle Ages, by the middle of the 19th century, journals had been published for almost two centuries and librarians had become convinced that techniques must be devised for the subject organization of their contents. Indeed, in the introduction to An Alphabetical Index to Subjects Treated in the Reviews and Other Periodicals, issued under the auspices of the Brothers In Unity Library
of Yale University in 1848, it was contended that "although we have every General Index that has been issued by the publishers of the several reviews and magazines, yet several hundred volumes of standard periodicals in our own library are comparatively useless as works of reference because of the want of proper indexes" (Shera, 1966, pp.97-98).

As early as 1962 Markus, in his "State of the Art of Published Indexes" suggested that each year there were a minimum of one and a half million documents that needed indexing (p.15). Today, with the exponential increase in publication, that figure has increased greatly.

Skolnik (1969), in an editorial "Some Keywords in Indexing", noted that the great majority of indexing literature and systems fall under four headings:

1. Classified indexes (i.e. the Yellow Pages)
2. Subject indexes
3. Uniterm indexes (a uniterm is a single word or a simple compound that could be the key to all documents that use that particular word)
4. Keyword indexes (since a uniterm index concentrated on the words, a keyword index was a logical progression) (p. 58).

Skolnik further suggested, from time immemorial to the 1950's, people were content with indexing by subject and classification. The information explosion, however, forced
people to examine new methods. Thus, one of the major current distinctions between indexing systems rests on whether the index is a humanly constructed index based on the concepts included in a document, or on an automatically constructed index which is based on the actual words of the document extracted by mechanical means.

Human indexing and classification. Bernier (1965) proposed that the process of human subject indexing is best understood by one who has become proficient in it. Yet, a subject indexer, even one of long experience, may have difficulty describing the process. From his own experience, he suggested the indexer should:

1. Begin with an examination of the document and from it select the subjects reported by the author,
2. Paraphrase the subjects, or use the authors' expressions,
3. Choose guides to the subjects,
4. Translate the guides, if necessary, into standard index language.

He also pointed out that the idea of a "subject" is an elusive one and is particularly difficult to define and teach. The author's gist, theme, and what he is writing about are other ways of expressing "subject". Usually, a person can select a subject or item he understands, can paraphrase it, and record it even though he may not be able
to describe how or by what process he selects or paraphrases (pp. 323-328).

Closely related to the problem of indexing documents is the methodology involved in creating an index or classification system. The most common approaches to classification are the committee and empirical (Lancaster, 1972). In the committee approach, categories are hypothesized by a group of authorities to include all possibilities. The committee establishes a pre-determined set of categories, usually by reference to the published literature, and simply assigns documents to the categories. The committee approach has several advantages, the most outstanding of which is ease of use. Once the categories have been established, usually with an appeal to authority, all items or documents are hypothesized to fit into the categories and are made to fit. The obvious disadvantages are a lack of flexibility and the resultant forced superficiality of the classification.

Disciplines develop in ways that are unpredictable and so categories and sub-categories need to be created empirically from existing documents and not according to a pre-formulated pattern. The committee approach is most tenable when pre-existing finite categories can be readily identified. The classification of secondary reading journals
should be based on reading as it actually is encountered in the field rather than how the classifier believes reading should be. This is particularly important when the data are to be used in trend analyses over time.

In contrast, the empirical approach involves generating the classification on the basis of categories and terms selected from the documents being classified. Wooster, (as cited by Lancaster, 1972), describes the two approaches as follows:

There are of course two methods of thesaurus construction which I choose to call stalagmitic and stalactitic. 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 toward 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 thesaurus 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 warrent. The classes are not based on any theoretical view of knowledge but upon the groups that
documents seem to form logically themselves (Lancaster, 1972, p. 28). Thus, the empirical approach presupposes no set categories or number of categories but attempts to reflect the body of documents being classified. The main categories which emerge in this system are normally very broad and fairly stable. Sub-categories provide narrower groupings, helpful in organizing content and in saving searching time. Since categories constitute a broad display, surprises in the content will often occur. Borko and Bernier (1975) state such "surprises are important in serendipity, creativeness, and stimulation."

As early as 1911, Hulme (as cited in Lancaster, 1972) commented that "the classes into which documents are organized should not be based on any theoretical "classification of knowledge" but upon groups that documents seem to form logically in themselves, that is, the classes upon which the literature exists. In other words, the character of the literature itself will determine the classes defined in the system" (p. 28). In a draft of ANSI standards on thesaurus construction, the empirical, or stalagmitic method is recommended, particularly for specialized areas of knowledge (American National Standards Institute, 1968).

True subject indexing is in reality, subject analysis,
and this is obviously one of the advantages of human indexing. As Steinacker (1974) noted:

no highly formalized or programmed procedures are required for human indexing to take place, and humans are capable of making ad hoc decisions by virtue of context analysis when facing uncommon situations. The difficulty with human indexing, however, revolves around the amount of time required, the high costs involved, the difficulty in finding qualified indexers, and the fact that indexing in this manner is both a science and an art. It is scientific in that experimentation and practice over the years has derived good and consistent results. But it is artistic in the sense that as long as it is done by a human being, it remains an expression of the indexer and is therefore not subject to rigorous consistency and results (p. 238).

The linguistic and philosophical aspects of classification have been discussed by Jones (1974). He points out that taxonomic philosophers have postulated classification to consist of three basic elements: distinction, grouping, and hierarchy. These three elements can be seen in varying degree in most of the practical work on development of categories and classification schemes.

General guidelines for category construction have been stated by Holsti (1969):

1. The most important requirement of categories is that they must adequately reflect the investigator's research question.

2. The second requirement, that categories be exhaustive, means that all relevant items in the sample of documents under study must be capable of being placed in a category.
3. The requirement of **mutual exclusivity** stipulates that content datum should not be placed in more than one cell -- operational definitions of categories must be precise and unambiguous.

4. **Independence** of categories requires that the assignment of any datum into a category not affect the classification of other data.

5. The rule that each category must be derived from a **single classification principle** stipulates that conceptually different levels of analysis must be kept separate (pp. 95-100).

Although it is seldom possible to effectively adhere to all the above criteria in any one study, they do provide useful guidelines for developing categories in classification systems.

An important question relates to the generality or specificity of developed categories and sub-categories. How fine are the distinctions to be made? One could go on indefinitely proliferating categories. At some point, the categories will become so narrow that most of them will be used once or not at all; i.e., the categorized data are almost identical to the raw data. At this point, categories could be aggregated for analysis and reporting findings. However, it is more efficient to construct categories carefully and avoid overproliferation of finely tuned distinctions. Ultimately, the choice of the number of categories can be made only in terms of the problem at hand.
and through the use of trial and error in actually classifying the documents in the collection.

**Machine-aided indexing.** With the rapid increase in information, it is not surprising that automatic methods of indexing have been investigated. Borko (1967) discussed four of the most common methods of automatic indexing.

1. **Citation Indexing**

This type of index involved constructing an index from the list of references that accompany an article on the assumption that if two texts cite the same references, they probably refer to the same subject.

2. **Association Indexing**

This index associates ideas rather than listing terms alphabetically by topic. Terms are grouped together not because they begin with the first letter of the alphabet, but because they deal with similar topics or related concepts. These terms are then clustered in the display space.

3. **Statistical Indexing**

The basis of this index is the assumption that the more frequently a word is used, the more likely it is that the word is a significant indicator of the subject matter. Statistical processing of the document produces a list of words arranged by frequency of occurrence, from which index terms can be selected automatically according to pre-specified rules such as a minimum frequency of occurrence. One problem which still must be eliminated however, is the presence of many non-descriptive terms such as "lists", "states", "describes", and many others.

4. **Permutation Indexing**
Permutation consists of cycling the title so each significant or key word is positioned successively in a fixed or index word 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. (pp. 101-104)

Permutation indexing, in a variety of forms has been used in many fields. It was at the 1958 International Conference on Scientific Information that Ohlman published one of the first papers on permuted index design, using the papers of the conference. At the same meeting, Luhn presented an almost identical procedure which he had named Keyword in Context, or KWIC. Both men, thousands of miles apart, had developed the same punched card method of permuting titles, tested it on the same set of data, and distributed their results at the same meeting (as discussed in Fischer, 1966, p. 57).

The basic underlying assumption of all keyword indexes lies in the premise that words rather than concepts, can be used for indexing. Certainly, if this premise is true, the KWIC system lends itself to index production in the shortest possible time with a minimum of human effort. Luhn himself,
in his 1960 article "Keyword-in-Context Index for Technical Literature (KWIC Index)", stated that the accelerated pace of scientific developments has accentuated the perishable nature of new information. Thus, he created the KWIC index primarily as a current awareness tool to alert researchers in science and technology to new literature in their particular area of interest.

The first permuted title index to be published regularly was Chemical Titles. The index was developed with a grant from the National Science Foundation Office of Science Information and, in April of 1960, the first of seven thousand sample copies were distributed to registrants at the Cleveland meeting of the American Chemical Society (Fischer, 1966, p. 59).

The use of KWIC spread very rapidly and from 1960 to 1962 over thirty applications of the fundamental techniques of the KWIC index concept were made. Since that time, its use has continued to rapidly expand. Some of the organizations now using the KWIC concept include the Bell Telephone Laboratories, Biological Abstracts, the Index to United States Government Technical Reports, the Index to Legal Theses, and Research Projects and Current Medical Terminology (Fischer, 1966). In 1968, Janda applied KWIC to political science and in 1965 Voress described the use of
the keyword index for newspapers. Many fields have applied the KWIC concept (Adams & Lockley, 1968; Black, 1962; Fischer, 1966; Hines & Harris, 1970). Fischer (1966) suggests that it is impossible to compile a complete list of KWIC users because of its widespread applicability and ease of use.

Markus noted that most index publishing operations had already been forced to adopt some form of mechanization to speed publication and cut costs, and the keyword concept offered an easy and extremely rapid handling of large volumes of information with a relatively simple preparation of the input (1962). Another reason for the popularity of KWIC indexing is that the concept is so simple that anyone with access to a computer can use it easily and readily (Fischer, 1966, p.59).

Research, based on scientists in the Seismological Society of America, indicated that 66% preferred KWIC over the standard index, while a survey by the Esso Research and Engineering Company in 1969 indicated that only 6% of their company's employees did not like the KWIC format, and its utility evoked enthusiasm from over 80% (Adams & Lockley, 1968).

Black (1962) in his discussion of "The Keyword: Its Use in Abstracting, Indexing, and Retrieving Information"
asserts that readers are sold on the KWIC concept and have no difficulty in understanding it. Unfortunately, he neglects to mention how he came to this conclusion.

Use of KWIC indexes has not been without controversy. It is often faulted for its prodigious use of space and the fact that it is time consuming for searches involving more than one term. However, KWIC has many advantages. Appropriate use of stop lists to eliminate semantically ambiguous terms 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 known to be relevant. Use of titles can avoid loss of information of interest to some users that would result from 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.

The general consensus however, was, and is, that the KWIC concept, while not the perfect answer, is a practical tool, with, like all tools, some limitations.

Although keywords can, and have been, extracted from abstracts or the full text, it is most common to use those informative or significant words found in the document's
title. Some have labelled this type of an index KWIT (Keyword in Title), however, generally, when writers are speaking of KWIC, they mean KWIT.

As Artandi (1970) noted, examples of indexes constructed from titles appeared as early as 1856, yet experience tells us that titles vary enormously in quality. Bottle (1970) asked "Just how much information contained in a paper is not discernable from its title and how important is that information?" (p. 17). This is the inherent uncertainty in any form of title index.

Dowell and Marshall (1962) adopt the basic premise that titles of journal articles are satisfactory as a basis for actual subject index entries but point out that, frequently, titles either lack sufficient detail or are misleading. This point of view is partly upheld in a study completed by Lane (1964) in which the titles contained in ten periodical indexes were surveyed. Results indicated that in science and engineering, the titles of articles usually describe, or at least imply, the contents of the articles. In non-technical fields, titles reveal the contents less frequently and in a general index such as Readers Guide, titles are indicative of content less than half the time.

Fischer (1966) suggested that titles can serve two purposes (1) they can attract the attention of the reader,
or (2) they can describe the subject of the article or publication. It would seem that while the "hard sciences" aim for the latter purpose, the "soft sciences" are still attempting the former.

The lack of title specificity is not insurmountable and a number of suggestions for supplementing titles have been made. Fischer (1966) suggested that a secondary title be used as was common in the 17th and 18th centuries. In this way, both purposes would be satisfied. Black (1962) however, staunchly states that if an author does not include at least one keyword in his title, he does not deserve to be read!

Another answer to the problem of title specificity is to advocate an "enriched KWIC index". This particular type of index was first developed in 1952 by Mary Veilleux working for the United States Central Intelligence Agency. Because of the nature of her work, the procedure she developed for adding descriptive words to titles that do not in themselves convey the subject content of the papers they represent, was not generally known until 1961 (as discussed in Borko, 1967, p.105). Davis et al. (1971), Armitage et al. (1969) and Voress (1965), also describe research supporting use of enriched KWIC indexing. Such enrichment presents problems only when huge data files are being manipulated.
While title enrichment seems to be a viable alternative when faced with non informative titles, one must heed the argument of Hines and Harris (1970) who point out that such practices may well be useful and worth the time and money, but it does require human checking of each title, thereby bringing in elements of manual indexing procedures and increasing costs. They also note that actual studies of these practices are seldom reported in the literature, and when they are mentioned, writers seem unaware that such enrichment is, after all, a kind of subject indexing.

Another problem with KWIC indexes involves the use of synonyms. Luhn recognized the existence of such a problem from the inception of the idea. However, he assumed that since most users would be fairly familiar with their own particular field, once they had adjusted to the format of the KWIC index, the problem of synonyms would be less significant (as discussed in Schultz, 1968).

Brodie (1970) suggested that KWIC indexes may be expected to perform as well as subject indexes about 35 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 (1973) who stated that "we will generate and use KWIC indexes with the fairly certain knowledge that they work at least about 50% 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 we can test even the conventional indexes" (p. 285-86).

KWIC is actually a rotated index as only one term is created for every substantive term in the title (after application of the stop list). The newest application of the principle is the permuterm index used in the Science Citation Index and the Social Science Citation Index (Garfield, 1972, 1976). In the permutation 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 permutation approach.

Abstracting.

Throughout the following section, the term abstract(ing) is used to refer to all surrogates (annotations, extracts, precis, etc.) which are developed in condensed form to represent documents. Borko (1967) defines an abstract as "a description of or a restatement of, the essential content of a document which is phrased in complete sentences (except for bibliographic dates) and which usually has a length in the range of 50 to 500 words" (p. 130). The
Dataflow Systems Report (1973) suggests that abstracts are generally "summaries for the purpose of condensing the informative content" (p. 2). Weil (1970) defined an abstract as an "abbreviated, accurate representation of a document" (p. 352) and Salvador (1969) simply called it "a summary of the authors' message" (p. 2). In more statistical language, Mathis (1972) proposed that "an abstract A, is a set of sentences S such that A={ S | S ∈ D } where D= documents and certain transformations on the set S are allowed" (p. 15). Salvador (1969) listed 29 currently used names for abstracts ranging from advance abstracts to target abstracts, and contended that there are probably as many definitions of the term "abstract" as there are abstract users and writers (p. 7).

The most common distinction between types of abstracts, however, is made by differentiating between the indicative and informative abstract. The term "descriptive" is also frequently used; although it is sometimes difficult to decide exactly what meaning the author is attaching to the term since some use it to identify indicative abstracts and others use it to identify informative abstracts.

Informative abstracts are intended to provide the reader with the basic information contained within the article. Thus, it is a condensed replication of the article.
On the other hand, an indicative abstract is simply a guide to the contents of a document. It recounts in a general manner what is discussed or included in the document, how the information is presented and, if necessary, to whom the document is addressed.

Some authors and editors also see the combination of these two types as a viable alternative. Informative abstracts are usually preferred, but since indicative abstracts are easier to write, indicative abstracts result. In such cases, abstractors usually attempt to include some of the features of the informative abstract while basically following an indicative format.

The following comments from Wylyls (1967) summarize much of the literature and thinking related to use of abstracts. The nature of an abstract reflects the editor's purposes and hopefully, in turn reflects the desires of the readers. Informative abstracts were not originally intended to substitute for the original document, but in many cases they may have to serve as a replacement. Under such circumstances, it becomes obvious that what is needed is a content revelatory abstract which can act as a source when the original document is not available.

Wyllys noted that the content revelatory abstract provides an excellent means of keeping up with one's field.
While it is impossible to read everything printed, if one reads all the relevant abstracts, one knows what research is taking place, by whom, using what methods, and getting what results. This particular use of abstracts is illustrated in the field of chemistry where the publication Chemical Abstracts, by making certain that current work (as opposed to historical articles) is written in the more useful informative style, attempts to keep its readership informed of recent developments in the field.

Wyllys points out that not all documents, however, lend themselves to the informative abstract style. It is difficult to summarize documents such as bibliographies, state of the art reviews and proceedings, in the informative style. In such cases, the indicative abstract serves as a "search-tool". That is, "it alerts the reader to the existence of the document and permits the reader to decide whether or not the article would be of value or interest to him." Thus, the type of abstract written depends on the type of organization exhibited by the document itself and on the purposes of both the editors and the readers (Wyllys, 1967).

Human abstracting. Since abstracts should be both unified and coherent, and as Needleman (1968) points out, "the unity of a document requires primarily a judicious blending of ideas and details, and coherence is achieved
when these details or ideas are so arranged and so worded that there is a clear, continuous, logical progression of thought from sentence to sentence," the writings of abstracts has traditionally been the work of humans.

In the past, abstracts have been prepared either by specialists in the subject matter of the document being abstracted, or by persons such as librarians who are trained or experienced in abstracting as a technique in itself. Mathis (1972) suggested that the best human abstractors are those who:

1. Are within the subject area and who have been taught how to abstract (it is desirable to have someone who lies between the extremes of expertise and passing knowledge since experts know too much and a person outside the field may ignore or miss some important points).

2. Are fluent in the source and target language or in other words, are able to read and understand the document and also be able to translate it without misconstruing the idea, into the language of the user.

3. Are subjected to as few purely mechanical tasks as possible since it was found in a previous study by the same author that the more mechanical tasks the abstractor must perform, the greater the likelihood that the quality of the abstract will suffer. (p.24)

According to the Dataflow Systems Report (1973) though, abstracting may be a dying art. Proportionately, there is not as much abstracting being done today in relation to the amount of new information being generated. This is due, in
part, to the relatively high cost of employing skilled abstractors, and the amount of time necessary to write "good" abstracts (p. 44).

It must be borne in mind that any abstractor's product is almost always influenced by his background, attitude and disposition. The problem of maintaining consistency and objectivity is one which must be faced constantly. Some studies have been reported in this area and will be discussed in the section dealing with selected research on indexing and abstracting. The overall results indicate that human abstractors do appear to be moderately consistent in producing abstracts for a given document.

While many feel that the problem of supplying abstracts would abate somewhat if authors wrote the abstracts for their particular articles, others feel strongly that this practice would lessen abstract quality. Two comments from a study by Helmuth illustrate this point: (1) the general author abstract usually falls short in relating the pertinency of journal articles to the information needs of the potential users, and (2) the author abstract is written from the viewpoint of only the author while a good abstractor writes an abstract from the viewpoint of the potential user (1971, p.9).

Point (2) above is much debated. While it is also a
recognized danger that authors may tend to write about what they think they have said, rather than what they actually said, others have pointed out that from the viewpoint of time and effort, author abstracts may be the only viable solution to the problem of providing valid surrogate material for the flood of new documents being published.

In conclusion, little definitive information exists on how and why human abstractors choose from the original article what they include in the abstracts they produce. In addition, it is not particularly clear to what extent human abstractors are consistent and objective in abstract production. Because of these problems, and the growth of journals and journal articles (not to mention the rising costs), research on the possibility of generating abstracts automatically has been conducted for the past decade.

**Automatic abstracting.** Automatic abstracting refers to the generation of an abstract of a document by computer. Its purpose is to achieve a result comparable to a "good" human abstract. The first to maintain that a computer program could produce a reasonable substitute for a humanly prepared abstract was Luhn in 1958. He suggested that certain sentences in the article should be identified as the few most significant or representative sentences. These sentences could then be printed out in the order of their
appearance in the article to form an automatic abstract of the article. Luhn used the term auto-abstract to describe this process (as discussed in Wyllys, 1967, p.136). In contrast, some state that it is more accurate to say automatic extract or automatic excerpt. This correction, however, has gained limited acceptance. The means for going beyond mere extracts, such as procedures for enabling computers to actually write English sentences dealing with the content of a paragraph, are now becoming practicable (Wyllys, 1967). Eventually, automatic abstracting as a term will be justifiable. For the present though, most discussion of automatic abstracting means automatic extracting or excerpting and Mathis, Rush, and Young (1970) asserted that "all existing automatic abstracting systems produce abstracts that consist of sentences selected from the document arbitrarily" (p.101). Throughout this paper, therefore, the term automatic abstract also embraces the term automatic extract.

One of the principle differences between extracts and abstracts is that extracts do not consist of sentences that necessarily present a smooth, coherent flow of ideas. Abstracts, by contrast, are deliberately constructed so that the sentences can be expected to fit together into an abbreviated document which is based on the content of the
original (Mathis, Bush & Young, 1970, p. 102).

In a study of manual extracting by Resnick (as quoted in Doyle, 1962) it was noted that ten articles taken as a whole contained 37% topic sentences. Of these topic sentences, humans selected 47% and computers 33%. Also, humans took more sentences from the first half of the article while computers took more from the last half. One explanation put forward to explain this occurrence was that humans tire more easily than computers. Helmuth (1971) reported a questionnaire study of library and information specialists who wrote or worked on, extracts. Based on 76 responses, it was concluded that the introduction and summary were most commonly used in developing extracts, but only ten out of the 76 respondents followed a written procedure in producing extracts. Therefore, the method for selecting extract material from a document was not well defined. Most respondents felt extracting as compared to abstracting saved time and twelve of the 76 went so far as to say that the amount of time saved exceeded fifty percent (pp. 3-8).

Mathis (1972) reviews major representative research on computer-based abstracting in her doctoral dissertation Techniques for the Evaluation and Improvement of Computer Produced Abstracts (pp. 39-40).
In his discussion of automatic abstracting, Wyllys (1967) presented a cogent summary statement:

the most serious disadvantage of current computer produced abstracts is that they consist of individual sentences of the original text, extracted according to one or more criteria. Not only do the extraction criteria require further research, but the resulting set of individual sentences presents the problems of disjointedness, incompleteness, redundancy, and the like. The ultimate goal of research in automatic abstracting is to enable a computer program to "read" a document and to "write" an abstract of it in conventional prose style -- but the path to this goal is full of unconquered obstacles. (p.128)

In an attempt to improve automatic abstracting techniques, Mathis et al. proposed a procedure for modification of sentences selected from abstracts which includes:

a. A method of identification of words and phrases of potential importance to the abstract,

b. Using the notions of structural analysis, to develop a means of retaining or deleting certain clauses or sentences,

c. A method for the revision of, or, in some cases the creation of, sentences (Mathis, Rush, and Young, 1973, p.103).

The principle advantages of automatically generated abstracts appear to be the following: abstracts are informative, they use only the author's words (thereby recording only the substantive information of a document in the words and style of the author), and they require less
time and less money. Bourne stated that the gross unit cost of providing abstracting services was in the range of $5.00 to $30.00 per abstract. This also agrees with the cost figure of Collison who reported that the cost of abstracting was about $30.00 per article including the bibliographic citation (as quoted in Helmuth, 1971, p.13).

While there is no substantial evidence to support the position that manual extracting is any less costly than abstracting, one must agree that automatic extracting appears to be less expensive. On the other hand, some argue that extracting definitely takes more time than abstracting and there is also a greater possibility for misrepresentation through sentences being taken out of context. However, irrespective of whether extracts or abstracts are used, or whether they are produced manually or automatically, criteria for developing good abstracts must be followed.

Criteria for good abstracts. It is generally agreed that the form, content, and length of abstracts are dependent upon the type of document being represented. In A System Study of Abstracting and Indexing (Systems Development Corporation, 1966) a chart is presented which summarizes the elements which should be emphasized in abstracting various types of documents (see Appendix). The chart provides a
useful frame of reference for comparing the abstracting task across document type.

In an early study by Borko and Chatman (1963), 130 journals were surveyed and asked to designate the abstract type required for their publication. The results were as follows:

<table>
<thead>
<tr>
<th>Abstract type</th>
<th>Journal number</th>
<th>percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Informative</td>
<td>23</td>
<td>17.7</td>
</tr>
<tr>
<td>Indicative</td>
<td>48</td>
<td>36.9</td>
</tr>
<tr>
<td>Both</td>
<td>32</td>
<td>24.6</td>
</tr>
<tr>
<td>Other or Unclear</td>
<td>04</td>
<td>3.1</td>
</tr>
<tr>
<td>No Information</td>
<td>23</td>
<td>17.7</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>130</strong></td>
<td><strong>100.0%</strong></td>
</tr>
</tbody>
</table>

Indicative abstracts were most often required by the journals, with Both and Informative following. No differences were noted in abstract requirements by subject field or between pure science and technology.

Borko and Bernier state "all the major abstracting and
indexing services and many of the minor ones have published manuals of instructions for preparing abstracts to meet the specific needs of their clientele" (1975, p.25).

General principles can be derived which are followed by most abstract services. Collison, in explaining the concept of an abstract asks one to "think of a lemon that has been squeezed dry. The juice is the abstract, the pulp is the elaborative and illustrative matter that gives the fruit its form, aroma, and body" (as quoted in Borko and Bernier, 1975, p.236). Maizell, Smith, and Singer (1971) remind abstractors that readers are busy and only want information that is essential. Therefore, meaningless and repetitive phrases should be avoided, as should such space-consuming beginning phrases as "the article deals with" or "this study presents" (p.80). Thus, all abstracts should, in order to be most efficient, begin with a verb. In addition, the abstract should amplify the title, not merely repeat it. Borko and Bernier (1975) note that "repetition emphasizes, teaches, sells, persuades, and embellishes, but is dispensable in abstracts." They also comment on the length of abstracts. Generally, it is suggested that abstracts be less than 200 words and abstracts of short communications be less than 100 words. They respond to the question of length by asking "How long should a piece of string be?" The answer, of course, is
"long enough to wrap up the package." They conclude that predetermined lengths are as absurd for abstractors as they are for string (pp. 9-11).

The ERIC processing manual (1974) presents a number of rules to guide an abstractor's writing. They include: (1) writing briefly and clearly (2) giving the abstract the same emphasis as the original document (3) avoidance of abbreviations (4) maintenance of objectivity (5) avoidance of evaluative language (unless they are the author's comments) and (6) the differentiation between an author's and abstractor's statements. In addition, the manual reminds abstractors that abstracts are usually no more than one paragraph long and accepted rules for paragraph writing (i.e., complete sentences, unity, coherence, variety of sentence length) should be followed in abstracting (pp. 195-214).

These key principles are reiterated in almost all abstracting handbooks. In addition, each discipline includes suggestions relevant to their particular area. For example, science abstracts also have rules as to the use of symbols or abbreviations. In general, Weil suggests that one employ standard nomenclature, or define unfamiliar terms, abbreviations, and symbols the first time they occur in the abstract. However, in a field such as chemistry, the number
of symbols will obviously be more prominent than will be their use in the social sciences. Therefore, standard guidelines are specifically set down for chemical abstractors (1970, p.351).

In 1975 it was estimated by Borko and Bernier that abstracting organizations will have prepared and published some 1.79 million abstracts (p.33). Unfortunately, not all these abstracts will conform to the "ideal". However, in all cases, the overriding purpose will have been to give the reader a short statement or resume of the cited work to aid in the selection of relevant information.

Selected Research on Indexing and Abstracting

This section reports selected empirical research on various approaches to indexing and abstracting with particular emphasis on the utility of keyword indexes. The empirical literature concerning the effectiveness and use of "types" of abstracts and indexes to retrieve information, tends to fall into two general categories: studies dealing with indexer consistency and relevance, and studies which compare different indexing languages.

Before discussing the question of consistency and relevance, some definitions are in order. First, **indexing consistency** is achieved by taking one document,
having it indexed by several people, and then comparing the results. This is different to *intra-indexing consistency* which would have one indexer index the same document over time. Secondly, *relevance* refers to those documents which are pertinent to one's interests while *recall* refers to those documents which one can get out of the system.

Brodie (1970), Mathis, (1972), and Wyllys (1967) point out that the most consistent studies reported which test indexing and abstracting effectiveness are by Bath, Resnick, and Savage (1961). Representative variables researched include (1) utility of four types of lexical indicators of content (abstracts, abstracts and titles, auto-abstracts, texts) as aids to indexers, (2) titles versus abstracts as sources of information in indexing, and (3) comparison of inter and intra indexer consistency in indexing tasks with different document surrogates.

A number of other studies on the effect of indexing and retrieval performance have been reported (Seely, 1972). They differ in purpose, methodology, measures, indexing language, field of study, and data base. Nevertheless, all have found depth of indexing to have similar effects upon information retrieval. When all other factors are constant, if a small number of descriptors are assigned to a document in indexing, a small number of documents will be retrieved but
these will tend to be highly relevant to the search topic. If a large number of descriptors are assigned to a document, a large number of documents will be retrieved but these will tend to have low relevance in terms of the search topic. Thus, almost invariably indexing studies stress the necessity of knowing the requirements of the user in establishing the depth of indexing for document collections. If the users are interested in "loose" searches, index accordingly. If they are interested in "tight" searches, assign fewer descriptors. It should also be borne in mind that the nature of the subject also influences indexing. With subjects exhibiting well defined paradigms and terminology, tighter searching is possible. However, in some subjects where vocabulary is relatively "soft", such searching is not possible and indexing has to be done in more depth. The latter situation holds in many social science disciplines, including education.

Winn (1971) points out that one should not make assumptions about social science by analogy with sciences. Social science boundaries are different because the discipline does not deal with a special class of empirical data; instead it deals with data interpretation within its own special conceptual framework. Wersig, (as discussed in Wright, 1973), summarized the problem of social science
terminology as relating to: (1) lack of definition of the field (2) use of everyday words with varied meanings (3) the increasing dispersion of technical language, and (4) abundance of jargon (p.193). In his review of social science information characteristics, Wright (1973) concludes "it is clear that the data of social sciences exist in a bewildering array . . . . Social science information systems must tolerate a wide spectrum of research and user terminology" (pp.194, 201).

Research reporting evaluation of the use of KWIC indexes is particularly relevant to this study. One of the most comprehensive papers focusing on evaluation of the KWIC index concept was that reported by Brodie in 1970. Two basic methods of evaluating indexing systems were reported. The first measures the quality of retrieval permitted by the system using relevance and recall values. The measurement here can be made against absolute standards or by asking the same questions, using another indexing system, and comparing the answers. However, this method is expensive, complex and full of unresolved problems such as: measurement of relevance, determination of how many relevant documents are not retrieved, and deciding the value of the items actually retrieved.

The second method involves comparing the language of
different indexing systems. This method has been used extensively with KWIC indexing, comparing it with other existing systems. However, one must be cautioned in calling such index duplication studies a test of mechanized indexing for one can always ask: how good is the human indexing being used as the standard for comparison? Such studies should be labelled "methods of investigation" providing specific empirical material suggesting hypotheses about the interrelationships of subjects occurring in a document, human indexing of the document, and various methods of mechanized indexing.

Montgomery and Swanson (1962), in their study of titles and subject headings in Index Medicus, compared keywords in titles with the subjective heading under which they were indexed. They found 4,093 out of 4,770 matches, or approximately 86% of the documents indexed under a particular heading had that term -- or its synonym -- in its title. O'Connor (1964) criticized some of Montgomery and Swanson's assumptions and applied a more rigid definition of synonym to his study of three other medical indexing systems. The resulting percentages were 26%, 32%, and 54% in matching keywords in titles with subject headings.

Ruhl (1964) studied the index entries for 84 documents in Chemical Abstracts and discovered a match between title
keywords and all index headings for 57% of the documents.

In a similar study, Maizell found a differing correspondence between 25 titles and their indexing entries in Chemical Abstracts and Physics Abstracts. Only 25% of the document titles covered all the Chemical Abstract subject headings but all the Physics Abstracts entries were covered by 63% of those same documents. Maizell also studied entries as well as documents and found that 69% of all the index entries used for the 25 documents in Physics Abstracts matched a title keyword. However, this was true for only 47% of the Chemical Abstracts headings (1961, p. 154).

In another study of subject headings, this time with the Index of Legal Periodicals and Index and Legal Theses and Research, Kraft (1964) found that 64.4% of the title entries in his sample of 3,428 contained a word from the subject heading paired with it. Another 6.4% contained synonyms of heading words.

In considering the "softer" sciences a lower percentage of keyword and subject heading matches occurs. Brodie (1970) found a 35% match of title and heading words in library literature and estimated that the use of a thesaurus would probably raise this matching by 20%.

From this brief overview, it can be seen that the single most important item in a keyword index is the quality
of the title. Tocatlian (1970) states that a survey of the literature indicated that titles should contain six (some say seven) informative words. Usually, titles contain between four and eight informative words and one can assume if there are less than three, the title would be classified as uninformative and not particularly useful in keyword indexing. It has been suggested that if authors become aware of their responsibility in titling their works adequately, KWIC indexes could become more and more useful. This "educating" of authors will obviously take time.

In the one study reported which attempted to determine if informative titles have resulted from exposure to and use of KWIC indexes, Tocatlian (1970) studied titles from Chemical Abstracts from 1948, 1958, and 1968. Results indicated that in testing the hypothesis that titles are becoming more informative, no statistically significant difference was found between 1948 and 1958, whereas a significant difference was found between 1958 and 1968. The titles of chemical papers in 1968 contained on the average, a statistically significant increase in the number of substantive words over those of 1948 and 1958. Thus, it was concluded that titles of chemical papers are becoming more informative since the advent of the KWIC index.

A second hypothesis, investigating whether
uninformative titles are decreasing indicated that this indeed was the case. Therefore, perhaps through the introduction of a KWIC index, other disciplines may also alert their authors to the advantages of more informative titling.

**CONTENT ANALYSIS**

"One measure of the growth and development of a scientific profession is provided by publications in related journals" (Munley, 1974, p.305). Since one should be able to assume that the needs and interests of those concerned with secondary reading would be reflected in a journal devoted to that area, the accumulated contents of the said journal can serve as an expression of the professional needs and development in the field.

The flavor of content analysis is contained in definitions by various authors. Berelson (1952) noted that content analysis is a research technique for the objective, systematic and quantitative description of the manifest content of communication (p.18). Stone (1964) reiterated the concept by asserting that content analysis refers to any procedure for assessing the relative extent to which specified references, attitudes, or themes permeate a given message.
However, the definition by Holsti (1969) has received wide use and places content analysis within the communication paradigm.

Content analysis is any technique for making inferences by objectively and systematically identifying specified characteristics of messages. (p.25)

Thus, the goal of content analysis research is to present a systematic and objective description of attributes of communication (p.597). In applying the techniques of content analysis to published materials, it is possible to note trends and changes in content and to indicate changes in the focus of a journal or profession (Lukenbill, 1974).

A key procedural and evaluative study by Berelson (1952) critically surveyed the literature and noted early the distinguishing characteristics of content analysis. In 1969 Holsti published the definitive book on the subject. The results of these reviews suggest that the history of content analysis, while evident as early as the 1740's, actually commenced around the beginning of the twentieth century. Barcus (1959) in his historical study of content analysis, noted that between 1900 and 1958 there had been a geometric increase in such work and the procedure had been used to analyze data from newspapers, comics, books, letters, conversations, pictures, and even gestures, as well as journal articles.
The first and most frequent application of content analysis has been for the purpose of describing the attributes of the message, without reference to either the intention (encoding process) of the sender or the effect of the message on those to whom it is directed (decoding process) (Holsti, 1968, p.604). Most authors agree that perhaps the most valuable use of content analysis is in noting trends. This is borne out by an examination of studies from such varying areas as botany, journalism, physics, political science, religion, sociology, and education (as cited in Berelson, 1952, p.29).

In the majority of cases, subject matter categories are used most frequently in determining the content of an article or group of articles. The most common method used to measure the characteristics of content is that of frequency, in which every occurrence of a given attribute is tallied. Holsti points out that:

- the case for content analysis based on exact counts of frequency is a powerful one. Foremost among the arguments is the degree of precision with which one's conclusions may be stated. Descriptions such as 45% or 27/30 convey information more precisely than statements such as "less than half" or "almost always". (1968, p.599)

One warning note however, was sounded by Berelson (1952) who reminded researchers that "content analysis
stands or falls by its categories. Particular studies have been productive to the extent that the categories were clearly formulated and well adapted to the problem and to the content" (p.147). Thus, in any study employing content analysis techniques, the problem of validity (does the classification scheme represent what it presumes to represent) is prevalent and "familiarity with one's data is an important asset in developing valid and reliable categories" (Holsti, 1969, p.95). One additional aspect of content analysis was pointed out by Shanas (1945) who classified articles in the American Journal of Sociology by central topic in order to facilitate a description of trends in the discipline. He suggested the danger of remaining unaware of editorial policy shifts and thereby interpreting results incorrectly.

Many research studies have been reported utilizing various content analysis techniques to examine journal contents (eg. Ayers 1971; Bohn, 1966; Dickinson & Rusnell, 1971; Chapin & Gross, 1970; Foreman, 1966; Goodstein, 1966; Long & Agyekum, 1974; Meyers & DeLevie, 1966; Munley, 1974; McCartney, 1970; Robinson, 1970; Sengupta, 1974; Sewell, 1965; Shanas, 1945; Thompson, 1970; Walsh, Feeney & Resnick, 1969; Wrenn, 1956). Three recent studies within education are reviewed here to illustrate the methodology of content
analysis.

The *Journal of Counseling Psychology* has been extensively analyzed (see: Goodstein, 1966; Bohn, 1966; Foreman, 1966; Walsh, Peeney, & Resnick, 1969; Robinson, 1970) in attempts to define and assess the field as a specialty. Most recently, Munley (1974) used research articles and brief reports from the first nineteen volumes and classified them into seventeen content categories. The categories were generated by the author on the basis of previous reviews of research and the articles appearing in three volumes. No reliability data were reported. Raw scores and percentages were tabulated and a frequency distribution generated. Results of the study indicated no clearly defined trends over time within any of the seventeen research categories. However, there was an increase in research articles over time.

A more extensive content analysis was reported by Long and Agyekum (1974) using articles from *Adult Education* from 1963 to 1974. A major purpose was to determine if the journal was sufficiently flexible to reflect changes in the discipline through modification of the type of article published and article content. Variables included kinds of articles published, the content of articles, the number of articles based on dissertations and theses, the contributors
of articles, and general topical trends. The twelve content categories used were developed through authority and committee procedures rather than through empirical analysis of article content. Articles were independently classified by the two authors but no reliability data were reported. A total of 161 articles from the nine volumes were classified into twelve areas using frequency of occurrence reported. The results of the content analysis suggested that the journal reflected: flexibility and ability to adjust to changing pressures from the discipline; increasing quality in research design with descriptive research dominating; a balance between philosophical and empirical content; changing interests through analysis of the content categories; a small core of frequently contributing authors; few articles based on dissertations, and gradual increase in length of articles, issues and volumes.

The third study used a sample of 600 articles from Social Education, which is the official publication of the National Council for Social Studies (Chapin & Gross, 1970). Categories were not empirically derived but were taken from a 15 category classification scheme developed by the U.S. Office of Education in 1969. The scheme was modified with additional categories added where necessary to reflect journal article content. Reliability was checked through
independent classification by several authorities but data were not reported. Raw scores and percentages were tallied. In addition, the authors noted that "other professional fields such as sociology have used the number of bibliographic citations as an index of scholarship in their journals." Therefore, the number and type of bibliographic citations published in the 600 articles were also tabulated. The authors concluded: the content analysis revealed a heavy emphasis on history for **Social Education**, increasing academic orientation, few provocative articles, lack of research oriented articles, improving balance for a diverse clientele, few seminal publications and a lack of levity in the contents of the journal.

**Citation Analysis**

Citations and citation indexing have been applied as tools in a number of studies for the past 50 years embracing fields such as library and information science, physical and biological sciences, sociology, education, and psychology. The references listed in journal articles provide another source of information which can be useful in describing trends in a discipline. Citation studies have focused on the analysis of a number of different variables contained in the references in collections of papers and articles including:
the delineation of research fronts, identification of 
"invisible colleges", and discriminating between hard and 
soft science (Price, 1961, 1963, 1965, 1970); the 
identification of growth patterns of disciplines (Goffman, 
1966); designation of key documents and establishment of 
secondary bibliographic services such as the Science 
Citation Index and the Social Science Citation Index 
(Garfield, 1975; Martyn, 1965); and to reveal general trends 
in the productivity and quality of the literature in a 
discipline including variables such as growth of multiple 
authorship, the number of citations per article, and the 
proportion of citations to journals as opposed to books or 
monographs. Citations studies have also explored the 
creation of bibliographic models related to distribution of 
literary productivity, dispersion of journal articles, and 
identification of core journal structure (Broadus, 1953, 
1965; Lawler & Lawler, 1965; McMurtray & Ginski, 1972; Marin 

Barnett (1976) reviewed the history of citation 
analysis and its applications in bibliometric research and 
noted that citation studies have been used for a wide 
variety of purposes including: the evaluation of researchers 
(Cole & Cole, 1967) and the quality of research (Cole & 
Cole, 1971); the evaluation of article quality (Margolis,
1967; Garfield, 1975); evaluation of journals (Garfield, 1972); the design of information systems (Arms & Arms, 1973); and in understanding collections of literature (Donohue, 1973).

Boyer (1972) presents an extensive analysis of citation studies in his research on the doctoral dissertation as an information source in diverse science disciplines and concludes:

The above examples of citation-based studies have been given to illustrate the versatility of the citation as a research tool and its widespread use in time and in various disciplines. Unrealized potential yet exists in application of the process . . . . (p. 42)

Boyer also cautions that use of the procedure is complex and the methodology still lacks adequate criterion measures for comparison.

The following sections review selected literature reporting citation research of particular interest in this study including research on multiple authorship, citations per article, types of publications cited, and age of cited material.

Multiple authorship. Co-authorship is increasing in most disciplines, particularly those which receive large amounts of research funding. Increases in "publish or perish" pressures may also affect incidence of co-authorship but this is difficult to measure. Price (1963) noted the
movement toward increased collaboration in *Chemical Abstracts*. Clarke (1964) found that the average number of authors per paper in biomedical sciences remained fairly constant. In their research on behavioral science journals, Parker et al. (1967) reported an average of 1.3 authors per article with a range of 1.1 to 1.8 across journals. In 1969, Lin and Nelson examined authorship in key sociological journals and reported a mean of 1.4 per article. Xhignesses and Osgood (1967) reported patterns of multiple authorship in citation data from journal articles. They found 41% of articles to be single authored.

In examining multiple authorship patterns in reading research journals, Barnett (1976) noted "the single-authored documents in the referencing set show a marked and relatively dramatic drop from 65.93 percent in 1959 to 50.70 percent in 1972 (p.98). Barnett reported that the same trend was apparent, but even more dramatic, in the references cited in the set of research journals. Some authors have suggested that multiple authorship correlates with the amount of financial support available; larger funded research requiring more extensive collaboration efforts. This assumption, however, needs further substantiation."
Citations per articles. Citation habits will differ from author to author but averages across collections of literature can yield useful data. Price (1976) reported that, currently citations average about 13 references per article across the whole field of literature. Parker et al. (1967) suggested that as a field becomes more mature citations per article will increase. They found average citation increases in eight social science journals across the 15 year span studied (8.4 citations to 15.2) and concluded:

It is a reasonable inference that a small number of citations indicate an emerging field, because the number of citations is increasing with time across the set of journals, all of which represent fields in early or intermediate stages of evolution as disciplines. (p. 62)

Chambers and Healey (1973) analyzed citations in 112 master's theses in English and 56 master's theses in education and reported an average of 42 citations per thesis -- with a range of 0 to 100 citations.

Price (1970), using Science Citation Index data reported a slow but steadily increasing use of references in all fields. He related referencing to the "scholarliness" of a field giving a general norm for scholarliness of ten to twenty-two references. Barnett (1976) found that citations in reading research journal literature increased from an
average of 6.89 per article to 1958 to 12.61 per article in 1972. Price (1970) warned that amount of referencing by itself is not a totally valid measure of scholarliness. However, "scholarliness as I have defined it may be taken not just as diagnostic but also as prescriptive for a cumulating knowledge system" (p.8).

Type of publications cited. This measure analyzes whether references are to books, monographs, journals, theses or other publication types. Definite discipline variations exist in types of publications cited with social sciences and humanities usually reporting less serial usage than the hard sciences. In science, Price (1970) noted that 80 percent of citations in journals are to other journal articles. Parker et al. (1967) reported 43 percent of citations from 17 selected behavioral science journals were to other journals and 31 percent to books. Lin and Nelson (1969) found striking differences in comparing three sociological journals with an optics journal with 15 percent book citation in the latter and 50 percent in the former. In education, Broadus (1953, 1965) noted 30.9 and 32.7 percent of references were to books. His 1971 review of citation studies in the social sciences concluded:
With one exception each of the studies dealing with the literature of the humanities showed a higher percentage of citations referring to "books" or "monographs" than did any of those in the social sciences. Apparently, however, physical scientists use many more serials than monographs, and the contrast with the social sciences is notable. (p.241)

Differences in types of publications cited are markedly illustrated in the data presented by Kanasy in his 1971 study of the referencing in nine dissertations. Serial and monograph referencing for each discipline studied were as follows: Botany 85.8%, 14.1%; Chemistry 92.1%, 7.0%; Chemistry (USSR) 86.1%, 10.0%; Geology 82.9%, 11.3%; Microbiology 93.1%, 5.0%; Physics 92.2% 6.2%; Agricultural Economics 31.4%, 30.4%; History 9.2%, 45.6%; Public Administration 25.0%, 56.7%; and Fine Arts 28.6%, 71.4% (as cited in Boyer, 1972, p.38). Chambers and Healey (1973) found that 168 master's theses in English and education averaged 13 serial and 29 non periodical citations with a wide range among the theses in volume of citation.

In examining types of publications in reading research journals, Barnett (1976) found "journals account for a relatively steady 50 percent of the citations, and books contribute another 35 percent" (p.95). Summers, Allen and Matheson (1977) tabulated citations in five recently published professional textbooks on secondary reading and found 48 percent of citations to books and monographs and 13
percent to serial literature.

**Age of cited material.** The extent to which authors delve into the archival record for their references can be illustrated by tabulating the age of cited material. Citation of recent material fits the intuitive model that views research as a cumulative process by which new knowledge grows from relatively recent findings. Broadus (1965) found the median age of cited materials changed from 12 to 7 years over the ten year publication span of the 1950 and 1960 *Encyclopedia of Educational Research*. Cole and Cole (1967) found that papers in physics have a "half life" of no more than five years. Price (1970) concluded that age of cited material can serve to discriminate between hard and soft science disciplines. He used the proportion of materials dated within five years of the publication of the article as an indicator of whether a field relied upon a research front, a general archive, or some combination of the two.

On the other hand there was a fairly uniform raiding of the archive of all the available literature, past and present, with only a slow secular decrease in the usefulness of literature as a function of its age. Secondly, there was something which I call an "Immediacy Effect," a special hyperactivity of the rather recent literature which was still, so to speak, at the research front. (p.9)

In analyzing the age distribution of the mass of literature contained in the *Science Citation Index*, Garfield concluded
"An analysis of this distribution has shown that the typical cited article is most heavily cited during the two years after its publication" (1975, p. 476). Parker et al. (1967), in their analysis of 17 social science journals, found that from 1950 to 1965 the mean percentage of citations less than 10 years old to be slightly over 65 percent, representing a modest immediacy effect. Broadus (1965) reported the median age of cited material in education had dropped from 12 to 7 years from 1950 to 1960. Barnett (1976) reported that "reading research does not make use of a research front, but examination of other categories [more than 5 years in age] indicates a trend toward such a front" (p. 93). The analysis indicated a steady decline in older material with a steady increase in citation of younger material. Summers, Allen, and Matheson (1977) reported median cited ages of 8.2 and 7.9 years for monographic and serial literature, with no appreciable immediacy effect for either type, in analyzing age characteristics of references reported in professional textbooks on secondary reading.
SUMMARY

The collection of journal articles to be studied here is a subset of the literature on secondary reading which has been published in the major professional journal related to the field. The population of articles studied consists of all those which have appeared in the Journal of Reading during its 19 year history (1957-1976). The purpose of the study is to provide tools to aid in using the collection and to generate data, through content analysis, to describe characteristics of the field of secondary reading. The literature reviewed in the previous sections provides a conceptual base and methodology for achieving the aims of the study.

Document Surrogation and Organization Techniques

A surrogate (miniature) representation should be developed for each of the approximately 1,000 journal articles. A wide range of surrogate options can be used including abstracts, extracts and annotations. The purpose of the surrogate is to serve a content revelatory function and help the user screen the contents of the document and decide if full text should be obtained. Surrogates organized
in categories also have the advantage of grouping documents of similar content. Surrogates can be produced by humans or through computer programming. The nature of the collection, convenience and economics are the important variables in deciding what type of surrogates are best. Whatever, surrogate is used, they must be developed following careful definition and guidelines.

Because of the average length of the journal articles, their substantive content and their internal organization, abstracts and extracts are not appropriate surrogate choices. Informative annotations (a note added to a title of a document by way of comment or explanation), written by humans, should be used as the surrogate to provide additional information to the user. Available guidelines can be modified to provide direction in annotation writing and reliability maintained through careful editing and multiple annotations of some articles. Automatic abstracting is not feasible because of the cost and the nature of the material. The state-of-the-art in this area also mitigates against application of machine algorithms for extensive abstracting except in well funded experimental situations. Author developed annotations are not feasible because of the archival nature of the collection.

A system of categories should be developed to organize
the annotation surrogates of the journal articles. Indexes and classificatory schemes can be generated using empirical approaches or through appeal to expert authority. The index or classificatory scheme serves an information retrieval function and provides a search tool to help in locating documents and relating the represented documents to the interests of the user. Classificatory schemes and indexes can be produced by humans or through computer programming. Again, the nature of the collection, convenience, and economics are the important variables in determining what type of index or classification scheme is best. Linguistic and philosophical aspects of language also undergird general principles followed in writing guidelines for the development of indexes and classification schemes.

A classification scheme, consisting of categories and sub-categories, can be developed to organize the annotations for the Journal of Reading articles. The categories provide access to the collection on broad, stable topics while the sub-categories provide access on more detailed aspects of the general topics. Validity can be established through an empirical approach in developing the categories. Validity can also be checked through examination of previously reported classification schema developed for collections of secondary reading literature.
Available guidelines can be modified to provide direction in the development of the classification scheme to insure exhaustivity, mutual exclusivity, independence, and conceptual distinctiveness for the categories and sub-categories. Reliability of classification can be maintained through use of explicit guidelines and informal consistency checks across those classifying articles.

A computer derivative index can be developed through permutation of titles across the collection by use of the Keyword in Context (KWIC) algorithm. A stoplist will be used to eliminate non-informative titlewords in concert with hand editing to reduce semantically ambiguous or uninformative title terms. Because of the totally non-informative nature of some of the journal article titles, the KWIC can be supplemented by descriptors taken from sections of the classification scheme or the contents of the documents themselves. The KWIC index will be based on one appearance of title terms in the index line rather than a fully permuted index involving appearance of all combinations of title terms.
Content Analysis

Content analysis is a particularly useful tool for revealing trends across bodies of published materials and describing characteristics of a discipline. Citation analysis can provide data on the types of references appearing in published materials which can then be used in comparing the nature of communication within and across disciplines.

Articles can be organized within the categories and sub-categories of the classification scheme and frequency and percentage data generated to indicate trends across time in the content of secondary reading articles. Categories can be aggregated to illustrate broad trends and sub-categories analyzed to develop further insight into more general trends. References listed in articles can be analyzed to reveal patterns in multiple authorship, citations per article, type of publication cited, and age of cited material.

In conclusion, much has been written during this "age of information" about the importance of developing better techniques and tools for bringing needed information to the attention of appropriate users. This study will generate information access tools for professionals in the field of reading. The annotations will aid the user in determining
whether or not he should read a document. The classification scheme and the KWIC and author indexes will aid in locating documents on specific topics. The classification scheme will provide access on broad topics while the KWIC index will provide complementary access on narrower concepts and ideas not available in the subject classification approach. Developing several access points to information exemplifies the multiple operation approach of Webb and Salancik (1965) and Webb et al. (1966). When more than one access point is available, the probability that needed information can be retrieved by the user is considerably enhanced. Finally, through content analysis of the classification scheme and references contained in articles, it will be possible to characterize trends and provide a better description of secondary reading as an emerging area within the field of reading education.
CHAPTER III

DESIGN AND METHODOLOGY

The study was carried out in two major steps. First, five tools for accessing the Journal of Reading were developed; then the collection was analyzed in terms of a number of content and citation variables.

PUBLICATION OF THE JOURNAL OF READING

In October of 1957, George Schick and the staff of the English department at Purdue University, initiated publication of the Journal of Developmental Reading. The scope of the new journal was to be the "improvement of reading and the teaching of reading especially above the level of the elementary school" (Schick, 1957, p.69). Specifically, its goal was to "provide assistance and stimulation for those concerned with teaching practices, which will encourage confidence and pleasure in reading, make good readers out of mediocre readers, and foster proficiency in untrained and reluctant readers."

The journal was first published quarterly, grew to six issues per year by 1964, and was then adopted by the
International Reading Association as their official publication dealing with post-elementary reading. The name was changed to the *Journal of Reading*. In 1968, each volume was augmented to the present eight issues yearly.

This study focuses on the record of the first nineteen years of the *Journal of Reading* from its commencement in October, 1957 with Volume 1, Number 1 to Volume 19, Number 8 in May, 1976. The complete set of volumes were first collected and organized for annotation and analysis. Not every item printed in the nineteen volumes has been included in the study. All items which, in some way, conform to the concept "article" are included. All articles from the earlier volumes were incorporated plus those items in "News, Letters, and Notes" which provided more than an announcement of workshops, conferences, or materials. Although most editorial and regular column material was excluded, articles under "Research for the Classroom", which provided a substantive research review on various topics, were included.

Most items were included from the later volumes with the exception of information contained in the columns "Viewpoint", "Open to Suggestion", "ERIC/RCS", "I.R.A. Clipboard", and reviews of books and other materials. Editorials, with very few exceptions, have not been included
in this study.

**PROVIDING ACCESS TO THE COLLECTION**

For purposes of this study, five means of facilitating access to the information on secondary reading contained within the volumes of the *Journal of Reading* were developed. They included development of: a subjective classification scheme, KWIC index, enriched KWIC index, author index, and informative annotations.

**Subjective Classification Scheme**

In 1911, Fortescue, after thirty years experience in indexing the 262,651 titles in the first five volumes of the British Museum *Subject Index*, stated:

> The compiler of a scientific classification catalogue begins by taking a number of sweeping classification headings such as Theology, History, Sociology, Belles-Lettres, and so forth. He then proceeds to divide and sub-divide and classify and specify until he imagines he has arrived at something approximating to a correct classification of human knowledge. Having accomplished this more or less impossible task, he endeavors to force his books into one or the other of the hundreds or thousands of classes or sub-classes he has formed to receive them; his work is in vain, the books will not fit into his pigeon holes, and the result is inevitable failure. (cited in Taylor, 1966, p.28)

To avoid such failure it was decided to utilize the empirical approach to classification as discussed in Chapter II. In this approach, an initial vocabulary is developed by
free-indexing a sample of documents. The resultant descriptor terms are then reviewed, grouped, and structured into a useful organizational pattern (Lancaster, 1972, p.27). Each of the 984 articles contained within the Journal of Reading between October 1957 and May 1976 was read, and, on the basis of the information embodied in the document, a descriptor or classification term was assigned to the article. In the majority of cases, only one term was assigned per article. However, for 182 articles (18.29% of the total collection) two, and in a small number of cases, three, terms were assigned to an article. The most frequent use of two descriptors was for the category of reviews and bibliographies. For example, if a research review dealt with the subject of vocabulary skills, the article would be indexed both under "reviews" and under "vocabulary" or "word skills".

When approximately half of the articles had been assigned descriptor terms, the resulting list of descriptors was examined and sorted into logical categories and subcategories. The remaining articles were then assigned to one of these tentative categories. Additional new categories were developed as needed. Once the initial classification scheme had been developed, and all the articles had been assigned descriptors, the scheme was surveyed and categories
collapsed or separated to insure exhaustivity, mutual exclusivity, independence, and conceptually sound categories and sub-categories.

Every attempt was made to empirically derive the descriptor terms assigned to particular articles. The author also followed Cutter's suggestions, given in 1876, when the first rules of classification were codified.

1. Headings should not be assigned solely on the basis of the titles,

2. To avoid ambiguity those headings with the fewest meanings should be utilized,

3. The headings should be those which would be most familiar to the people who would be using the classification, and

4. The headings should be those which, through their use in other systems, would be most familiar to the users. (Lancaster, 1972, p.4)

In deference to Cutter's fourth suggestion and to establish validity for the categories, a number of schemes used previously to classify other secondary reading document collections were examined. These included: a classification scheme which had been empirically derived for research in secondary reading (Summers, Allen, Jeroski, & Matheson, 1977a); one which had been developed for the dissertation literature in secondary reading (Jeroski, 1977); one developed to organize the contents of secondary reading professional textbooks (Summers, Edwards, & Courtney, 1975);
the scheme developed for classification of the I.R.A. journal devoted to elementary reading, the *Reading Teacher* (Summers, 1969); and, the scheme used to classify research articles published in the annual summary of research on reading published in the *Reading Research Quarterly*.

In the final analysis, the organization of any collection of information cannot help but be influenced by the background and interests of the developer, as well as his familiarity with the subject area. Furthermore, one must also bear in mind that any subjective classification system is necessarily objective in nature and therefore is based, at least to some extent, on a value judgment by the person developing the categories. As noted earlier in this paper, this subjectiveness is an inherent limitation in any study of this type. The resultant system of categories derives its validity from the empirical approach used in its development and its relationship to other previously developed schemes for similar bodies of reading literature. In addition, throughout the course of its development, the scheme was reviewed by faculty and graduate students in reading education to reduce the bias inherent when a single developer generates a classification scheme.
KWIC Index

Feinberg noted that "in order to minimize human inconsistencies, to hasten the indexing process, and to improve the state of the indexing art, the application of computer technology to the indexing process has been introduced" (1973, p. 24). One such application of technology has been the introduction of the Keyword in Context (KWIC) index involving the permutation of titles, abstracts, summaries, or even of whole texts.

For purposes of this investigation, the permutation procedure was applied only to titles. To generate the KWIC index, all articles to be included in the annotated bibliography were keystamped for computer processing in the following manner:

1. Author
2. Title
3. Volume, number, page
4. Author
5. Title
6. And so on...

The titles of all articles were scanned and a stoplist of non-informative words compiled. The purpose of the list was to eliminate words such as "the", "and", "because", and so forth. After this introductory list had been compiled, two volumes of the Journal of Reading were used to explore its use. Based on the results of this pilot project, a final stoplist consisting of 39 words was generated.
The KWIC program orders titles in such a fashion that the title appears as many times as it has significant words (i.e., words not on the stoplist) in the title. Each keyword is then listed in alphabetical order, to the right of a blank column. The title is continued on either side of the keyword. In this way, it becomes possible for a user to read the index word in context by scanning the approximate center of the page. The total title presented, with appropriate spacing, is called the index line.

Each indexed title with its keyword is entered on one line only of the index. Thus, if a title should exceed the 60 character lines allotted for it, the title is truncated. However, the context to the immediate right and left of the title is always intact. Also, in the KWIC index prepared for the Journal of Reading material, an equal sign (=) is used to signify the beginning of a title, thereby facilitating easier reading of titles.

When the entire collection of articles (from Volumes 1-19) had been "KWIC-ed", the index was examined and words which had been indexed, but which it was felt had minimal or no semantic value, were deleted from the final KWIC index. This method of hand deletion, given the particular collection of documents under consideration, was believed to be more efficient and less costly than adding more words to
the stoplist and deleting by machine. An example of a line which would have been eliminated by this procedure follows:

"A readability formula that saves time"

Since "saves" was not on the stoplist, this particular title would have been indexed under the word "saves". However, it is assumed that the word has minimal semantic content and users would very rarely, if ever, attempt to locate articles on the basis of the word "saves".

In addition, since the Journal of Reading is concerned with problems and practices in reading, it was deemed unnecessary to index a title under the term "reading". Therefore, if reading was part of a multi-term in the title (ie. reading centers, reading programs, reading comprehension) those lines which indexed the title under the term "reading" were deleted. This entire deletion process was facilitated through the use of the University of British Columbia Computing Centre program EDIT.

**Enriched KWIC Index**

One of the most frequent problems cited in connection with Keyword in Context indexes has been the lack of informative titles. This is especially evident in the "softer" humanities and social sciences and in collections of literature which are of a non-research nature.
To alleviate the effects of non-informative titles, it was decided to "enrich" any title which lacked informative words. Thus, if a title did not provide an indication of the article's content, a term (or terms) was added to the end of the title and placed in parentheses. Enriched terms were selected from the contents of the article or from the classification category in which the article appeared. An example of an enriched title would be:

**High School Reading - 1963 (Reviews and Bibliographies)**

Consequently, this article could be located by examining the KWIC index under either "reviews" or "bibliographies".

Once the articles which comprise the collection of literature for this study had been reviewed and informative terms added to those titles which were in need of them, this file was then "KWIC-ed".

**Author Index**

In many cases, users are aware of particular authors who may be working in their areas of interest. Thus, to facilitate easy and rapid identification of articles when only an author's name is known, it was considered necessary to provide an author index.

To generate the index by computer, a program was developed which listed each author alphabetically with the
Journal of Reading reference (volume, issue, page number) and the classification category number of his particular article. Also, the author index lists the articles by all authors rather than only by the major author. As Borko and Bernier noted, this procedure may be slightly more expensive, but it most definitely makes the index a more useful tool for the user (Borko & Bernier, 1975, p. 80).

Informative Annotations

In providing document surrogates, a number of options are available. These range from simply using an index term, to providing a detailed abstract of the document. Taking into consideration the constraints of time, and the realization that this project was dealing with journal articles which averaged only five or six pages per article, it was decided to utilize an annotated or mini-abstract approach to the surrogation question within an informative frame of reference.

The task of writing informative annotations was divided between a number of graduate students and faculty members with the investigator co-ordinating the total project. Each annotater was responsible for approximately 200 articles which were annotated and then submitted for editing. Reliability was maintained through cross annotation of
several issues and adherence to carefully prepared guidelines. These included:

1. To eliminate redundancy, begin each abstract with a verb;

2. Supplement rather than repeat the title;

3. Inform the reader of the major focus or point of view of the article;

4. When feasible, provide results of research articles;

5. Follow accepted rules for paragraph writing (complete sentences, unity, coherence); and

6. Avoid evaluative language unless it is used by the author.

Once writing and editing had been completed, the final list of annotations was filed in the computer and later merged with both the bibliographic citations and the subjective classification descriptors to produce the final classified annotated bibliography.

CONTENT ANALYSIS OF THE COLLECTION

In addition to providing access to the collection of secondary reading journal articles, detailed content analyses were performed examining the historical record of the journal to discover emerging trends, to reveal areas of emphasis within the discipline, and to characterize topics of greatest interest. The content analysis developed data in
six areas including: topical trend analysis, multiple authorship, author occupation, citations per volume, type of publication cited, and age of cited material.

**Topical Trend Analysis**

Each article was read and assigned one or in some cases, two, descriptor terms. Reliability was maintained through careful editing and cross classification of some articles by faculty and graduate students. These terms were coded, filed in the computer, and a program was written to tabulate, for each volume of the *Journal of Reading*, the number of times that descriptor had been used. Data were provided for all categories and sub-categories across the total time period. For purposes of comparison, the volumes of the *Journal of Reading* were collapsed into three time periods -- Volumes 1-7, Volumes 8-14, and Volumes 15-19, and within these time blocks usage percentages were calculated and comparisons noted. The three time periods correspond to the three historical periods in the evolution of the journal: publication as the *Journal of Developmental Reading* (Purdue University), publication as the *Journal of Reading* (edited at Syracuse University), publication as the *Journal of Reading* (edited at I.R.A. headquarters in Newark, Delaware).
Multiple Authorship

In a number of disciplines, there appears to be a trend toward multiple authorship. To investigate whether articles written for the *Journal of Reading* are also tending in this direction, each article was recorded as either the work of a single author, two co-authors, three co-authors, or four or more co-authors. The results from this tabulation were then collapsed into the three time periods for purposes of comparison.

Author Occupation

Since the *Journal of Reading* is oriented toward practitioners, it was considered important to investigate the extent to which articles included in the journal were being written by practitioners. A descriptive note on the current professional activity of the author is provided on most articles. It was a relatively easy task to tabulate the occupation of the author from the information supplied with the article into one of four categories: school based; college or university; district, county, state, or provincial; no identification; and compare percentages across the three time periods.
Citations Per Volume

Citations within the text and references listed in bibliographies were tabulated for each article. The average number of citations per volume was computed and then aggregated within the three time periods for comparative purposes.

Type of Publications Cited

Citations for each article were examined and classified into six categories including: book, conference proceeding or yearbook, journal, unpublished source, instructional material or test, or other sources. Frequencies for each publication type were tabulated for each publication category to facilitate comparisons across the three time periods.

Age of Cited Material

Cited material was divided into two broad categories (1) archival, and (2) more recent. Any material cited in any article which exceeded twenty-five years in age was classified as "archival" material. The balance of the cited publications were classified as "more recent" materials. The median age of the more recent material was computed and the range in years tabulated for each separate type of
publication cited to facilitate comparisons across the three
time periods.

An adaptation of the immediacy effect, described by
Price (1970), was calculated for each publication type for
the more recent material. The immediacy effect provides the
cumulative percentage of material dated within one to five
years of the publication date for the referencing material.
Frequencies for each type of material cited were tabulated
by articles and issues and cumulative percentages calculated
for each volume year. Data were also aggregated for each of
the three time periods. The thesis was formatted by computer
using the U.B.C. F.M.T. documentation program available
through the Computing Centre, University of British
Columbia.

SUMMARY

The design of the study organized the analysis into two
major steps. (1) Five tools were developed to provide access
to the articles published in the first nineteen volumes of
the Journal of Reading. The tools were developed using a
combination of human and computer aided methodology and
included: organization of a subjective classification
scheme; generation of KWIC, enriched KWIC and author
indexes; and writing of informative annotations. Guidelines,
derived from concepts identified in the review of the literature, were developed and applied in generating each of the five access tools and steps taken to insure adequate reliability and validity where possible. (2) The content analysis of the collection utilized separate articles organized within the classification scheme and the references cited within the articles to generate data on subject trends, multiple authorship, author occupation, citations per volume, type of publications cited and age of cited material.
CHAPTER IV

RESULTS OF THE STUDY

Preceding chapters have described the purpose, conceptual base, design and methodology for the study. This chapter presents the results within two broad divisions: (1) organizing and providing access to the accumulated articles across the nineteen volume years of the Journal of Reading (2) content analysis of the collection of articles.

The Journal of Reading was first published in 1957-58 and edited by George Schick and the staff of the English Department at Purdue University. Originally, it appeared quarterly and for the first seven years averaged 37.7 articles per volume. In 1964, the journal was added to the publications of the International Reading Association and increased to six issues per year. An average of 48.5 articles per volume appeared. In 1966, publication was raised to eight issues per year with an average of 62.3 articles per volume being published from 1966 to 1976. The first volume contained 34 articles and the nineteenth 82.
Providing Access to the Collection

Five means of facilitating access to the nineteen volumes of the *Journal of Reading* were developed. These included a subjective classification scheme, a Keyword in Context (KWIC) index, and enriched KWIC index, an author index, and informative annotations.

**Subjective Classification**

Empirical examination and organization of the articles produced a classification scheme consisting of 13 major categories and 41 sub-categories. The major categories began to appear and stabilize after examination of a few volumes, while the sub-categories fluctuated until approximately half the articles had been inspected. The major categories and sub-categories of the classification scheme are as follows.

01 Reading in General

02 Reviews and Bibliographies

03 Correlates of Reading

03.1 general

03.2 intellectual factors

03.3 emotional/personality factors

03.4 auditory/visual/psychomotor factors
03.5 linguistics/psycholinguistics
03.6 racial/cultural factors
03.7 socio-economic factors

04 Reading Programs
04.1 general
04.2 organization & administration
04.3 elementary programs
04.4 secondary, developmental programs
04.5 secondary, remedial programs
04.6 college/junior college programs
04.7 adult programs
04.8 programs within business & industry
04.9 evaluation

05 Reading Personnel
05.1 general
05.2 administrators
05.3 supervisors/consultants/specialists
05.4 teachers: general
05.5 teachers: preservice
05.6 teachers: inservice
05.7 teachers: attitudes/role/qualifications
05.8 paraprofessionals/tutors/parents

06 Reading Skills
06.1 general
06.2 word skills
06.3 comprehension skills
06.4 rate & flexibility
06.5 study skills
06.6 affective factors/interests/motivation
06.7 listening/communication/writing skills

07 Reading in the Content Areas
07.1 general
07.2 English/Drama/Literature
07.3 Social Studies
07.4 Math/Science
07.5 other subject areas

08 Instructional Methods and Activities

09 Materials
09.1 general
09.2 books/texts/mass media
09.3 readability
09.4 devices/machines/audio visual
09.5 games

10 Measurement and Evaluation

11 English as a Second Language

12 Atypical Learners

13 Diagnosis and Remediation
While the majority of the categories are self-explanatory, specific discussion on some is in order.

The category (01) Reading in General included all articles which dealt with broader issues in reading. Examples of the types of articles included are literacy surveys, professional news or comments from the International Reading Association, legislation problems — including funding, general comments on the reading process, reading research, and topics or problems in reading, plus discussion of the United States Right to Read program. The very small number of articles on any one of these narrower topics indicated that a category specifically for that topic would be inappropriate. Therefore, they were incorporated into one category labelled general.

Under the category (03) Correlates of Reading, the general articles (03.1) primarily consist of documents which examine a number of correlates of reading achievement. Articles in the racial/cultural category (03.6) mainly deal with blacks, while the socio-economic factors category (03.7) includes articles on the disadvantaged. In a number of cases, some overlap occurs between these two categories. In such circumstances, if there was a racial or cultural reason for the socio-economic problem, the article was classified under the racial/cultural heading.
The category Reading Programs (04) was one of the largest and included discussions of summer programs and short term programs as well as year long programs. Initially, the description of programs sub-divided both the secondary and college programs into remedial and developmental. However, as more of the Journal of Reading volumes were examined, the small number of articles dealing with college remedial programs necessitated the collapsing of the college sub-categories. Similarly, the small number of articles dealing with elementary programs alleviated the need for differentiation in this area as well.

It was felt, however, that a distinction should be made between those programs designed for adults in general (04.7) and those being offered specifically in business and industry (04.8). In the case of the former, examples of such programs dealt with adult basic reading programs, programs for inmates of correctional institutions, and programs for high school dropouts. In the latter case, only programs which were confined to a particular business or industry were included. Examples included programs sponsored by General Electric or General Motors.

In the area of Reading Personnel (05), articles dealing with standards for reading personnel were included under the general category (05.1). Those which dealt with teachers in
relation to professional activities and publications, objectives, and accountability, were included under the category of teachers: general (05.4).

The second largest category in terms of the number of articles assigned to it, was Reading Skills (06). Here, the sub-category general (06.1) included topics such as beginning reading, silent reading, and general comments on the skills of good and poor readers. The sub-category word skills (06.2), consisted mainly of articles dealing with vocabulary. Comprehension skills (06.3) was a fairly broad category and included topics such as cloze, critical reading, and creative reading, as well as articles dealing with the more specific skills of comprehension. Articles dealing with both speed and comprehension were categorized under comprehension skills. The sub-category (06.6), in addition to dealing with affective factors, interests, and motivation, also included articles which dealt with reading appreciation, reading habits, stereotyping, and self concept.

The next major heading, (07) Reading in the Content Areas, is fairly straightforward, although one should note that articles dealing with reading in a number of content areas, or which were interdisciplinary in nature, were placed under the sub-category Content Area: general (07.1).
The final category deserving explication is that of (12) Atypical Learners. Included in this category were articles dealing with learning disabilities, disabled readers, physically and mentally handicapped readers, and articles on reading and the gifted.

KWIC Index

The titles of the articles across the 19 volumes were organized for KWIC indexing. A stop list of 39 words (primarily function words) was employed to eliminate non-informative words from the permutation. The initial KWIC index consisted of 4,857 lines or 4.9 keywords per document. Examination of this index however, indicated a total of 1,371 words (28.2%) had been indexed which had little or no informative value for a user seeking to determine the contents of any particular document. While this total may seem high, one must take into consideration that the word "reading" accounted for 572 or 41.7% of this total. These dispensable lines were hand deleted using the computer program U.B.C. EDIT. One advantage of this program was that each line number did not have to be deleted separately, rather, as in the case of the word "reading", the line number of the first occurrence of the word "reading" was entered into the computer plus the line number of the last
occurrence of the said word. The program then deleted all
lines between the specified parameters. With this editing
technique, the deletion of 572 lines containing the word
"reading" was a very short and simple task.

This deletion procedure produced a total of 3,486 lines
or an average of 3.5 indexed keywords per document.

**Enriched KWIC Index**

Inspection of the original KWIC index revealed a number
of titles which lacked even one informative word. For
example, one article carries the title "Little Red Riding
Hood" while another carries the title "Reading Methods When
Grandmother was a Girl". In such cases, at least one of the
words from the title, although it was uninformative, had
been left in the KWIC index and not deleted. However, it was
necessary to utilize some method to aid index users in
identifying the major ideas presented in articles carrying
literary rather than informative titles. To do this, the
original files which contained the bibliographic material
for each article were examined. Those articles which lacked
an informative word in the title were then enriched with
terms emanating from the subjective classification scheme,
or in some cases, the content of the article. In this way,
terms were added to 190 or 19.3% of the titles.
The data in Table I reveal an increase of approximately 5 percentage points in uninformative titling for the most recent five volumes as compared to the previous fourteen volumes of the journal. The enriching of titles resulted in an extra 371 indexable words being included in the enriched KWIC index. However, of these 371 terms, 26 of the resulting lines were deleted because of use of some previously deleted terms. For example, the title "Reasoning Through Reading" was enriched by the term "critical reading". The addition of these two words, meant this title would be indexed both under the term "critical" and under the term "reading". In such cases, the uninformative part of the enriched term was deleted in the final index. Thus, 355 indexable terms were added to the original KWIC index resulting in a final enriched index of 3,841 lines or 3.9 keywords per document. (The final enriched KWIC index appears in the Appendix).

This figure can be compared to previous research which
<table>
<thead>
<tr>
<th>Year</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Volumes 1-7</td>
<td>45/264</td>
<td>17.0</td>
</tr>
<tr>
<td>Volumes 8-14</td>
<td>61/352</td>
<td>17.3</td>
</tr>
<tr>
<td>Volumes 15-19</td>
<td>84/368</td>
<td>22.8</td>
</tr>
<tr>
<td>Total</td>
<td>190/984</td>
<td>19.3</td>
</tr>
</tbody>
</table>
suggests 4 to 8 indexable terms as desirable for informative titling.

While the use of a keyword index is straightforward, users must remember that the index is based on words in the title of an article rather than on the concepts contained in the document. In this particular index, however, if the major concepts in the document were not reflected in the article's title, terms were added to the title. Therefore, the index provides a number of additional access points which can be used to supplement the more general subject classification scheme in retrieving information. The classification scheme provides more general access while the KWIC index provides access on a term or descriptor basis.

In the KWIC display, the indexed word, rather than being out to the left of the title, as is the case in Key Word Out of Context (KWOC) and more traditional indexes, is placed approximately in the middle of the page and is preceded by a wide blank column. Once the user has found a term which is of interest, he then reads the entire line in order to get the context of the indexed word. In addition, it is also helpful to look for the equal sign (=) which signifies the beginning of a title, and read the title accordingly.

On the far right of the index line are listed the
author, journal volume, issue number, and page number for
the journal article in which the title appears. Thus, if one
were interested in instructional materials, one would enter
the index, look up the word "materials", read each line in
context, and on the basis of this information, decide which
documents appeared to be most relevant. From this point,
there are two alternatives. First, one could simply go to
the specified volume, issue, and page number and read the
article, or, if the journals were not readily accessible, or
one desired more information before attempting to locate
particular articles, one could locate an informative
annotation to the article through the use of the author
index and the classification scheme.

Author Index

From the original bibliographic material filed in the
computer, an author index was generated. Although the KWIC
index identifies only the senior author of each article, the
author index alphabetically lists and indexes the article
under all authors. Also, a code number is included in the
author index which corresponds to the category numbers of
the classification scheme. In this way, users are able to
enter the classification scheme at the appropriate place to
locate relevant informative annotations.
**Informative Annotations**

By use of the author index, one is able to enter the subjective classification scheme and find informative annotations for each of the articles in the collection organized by categories and sub-categories. For this reason, it was decided to arrange the annotations alphabetically by author within categories rather than chronologically by publication date.

Since the annotated bibliography was computer generated, it was also decided that, rather than having "see also" categories for the 182 articles which were classified under two or more headings, it would be more efficient and easier for potential users if those 182 annotations which were classified in two or more categories were simply repeated. Thus, the final annotated bibliography, instead of consisting of the original 984 annotations, consists of 1,166 annotations. (The complete Annotated Bibliography, organized by categories and sub-categories, appears in the Appendix.)
CONTENT ANALYSIS

The second major division in this study involved a content analysis of the articles from each of the nineteen volumes of the *Journal of Reading*. This section presents the results for the topical trend analysis, multiple authorship trends, author occupation, and the citation analysis including total number of citations per volume, type of publication referred to, and age of citations.

Trend Analysis for Categories and Sub-categories

Organizing the articles into subject categories reflects the areas of interest and emphasis within the field of secondary reading over the past nineteen years. Consequently, each article was read and assigned to one of the 13 major categories or 41 sub-categories. The 54 category classification scheme was presented in a previous section. (The complete tabulations for the 54 categories across the 19 volumes appear in Table XV in the Appendix.)

Since 182 of the original 984 articles were assigned to one or more categories, the final trend analysis is based on the total 1,166 articles.
Trend analysis — categories. Table II presents the over-all percentage of articles in each of the 13 major categories. Examination of Table II indicates that the greatest emphasis over the years has been on articles dealing with Reading Programs. This category is closely followed by articles on Reading Skills. It should be noted that 40.1% of all articles published by the Journal of Reading over the 19 volume years have referred to either Reading Programs or Reading Skills.

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Table II also presents the percentage of articles assigned to each of the 13 major categories organized by the three time periods. In examining the classification organized by the three time periods, some trends become evident. In volumes 1-7, when the journal was just beginning, the majority of articles (31.7%) dealt with Reading Programs. The second highest category (19.7%) was Reading Skills. When the Journal of Reading was incorporated into the publishing activities of the International Reading Association, the percentage of articles dealing with Reading Programs dropped sharply (19.1%) while those dealing with
<table>
<thead>
<tr>
<th>Major Category</th>
<th>Volume 1-7</th>
<th>Volume 8-14</th>
<th>Volume 15-19</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
<td>%</td>
<td>n</td>
<td>%</td>
</tr>
<tr>
<td>Reading in General</td>
<td>7</td>
<td>2.2</td>
<td>11</td>
<td>2.5</td>
</tr>
<tr>
<td>Reviews &amp; Bibliographies</td>
<td>28</td>
<td>8.9</td>
<td>48</td>
<td>11.1</td>
</tr>
<tr>
<td>Correlates of Reading</td>
<td>25</td>
<td>7.9</td>
<td>35</td>
<td>8.1</td>
</tr>
<tr>
<td>Reading Programs</td>
<td>100</td>
<td>31.7</td>
<td>83</td>
<td>19.1</td>
</tr>
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<td>Reading Personnel</td>
<td>16</td>
<td>5.1</td>
<td>41</td>
<td>9.4</td>
</tr>
<tr>
<td>Reading Skills</td>
<td>62</td>
<td>19.7</td>
<td>91</td>
<td>21.0</td>
</tr>
<tr>
<td>Reading in the Content Areas</td>
<td>9</td>
<td>2.9</td>
<td>25</td>
<td>5.8</td>
</tr>
<tr>
<td>Instructional Methods &amp; Activities</td>
<td>16</td>
<td>5.1</td>
<td>24</td>
<td>5.6</td>
</tr>
<tr>
<td>Materials</td>
<td>25</td>
<td>7.9</td>
<td>44</td>
<td>10.1</td>
</tr>
<tr>
<td>Measurement &amp; Evaluation</td>
<td>13</td>
<td>4.1</td>
<td>16</td>
<td>3.7</td>
</tr>
<tr>
<td>English as a Second Language</td>
<td>2</td>
<td>.5</td>
<td>2</td>
<td>.5</td>
</tr>
<tr>
<td>Atypical Learners</td>
<td>13</td>
<td>4.1</td>
<td>11</td>
<td>2.5</td>
</tr>
<tr>
<td>Diagnosis &amp; Remediation</td>
<td>1</td>
<td>.3</td>
<td>3</td>
<td>.7</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>315</td>
<td></td>
<td>434</td>
<td></td>
</tr>
</tbody>
</table>
Reading Skills maintained a slightly higher percentage (21.0%).

Within the past five years, when changes in the journal's organization, staffing, and management had been brought about through the transfer of the editorship to I.R.A. headquarters, both the percentages of articles dealing with Reading Programs and with Reading Skills dropped (14.1% and 17.3% respectively). Thus, based on the data in Table II, it appears that the topics included within volumes 15 to 19 have diversified in comparison to earlier volumes.

Another point of interest illustrated in Table II are the several shifts in emphasis over the three time periods. For example, articles dealing with Reading Personnel have almost tripled since the first seven volumes as have articles dealing with Reading in the Content Areas.

Articles which discuss Instructional Methods and Activities, and Materials, have almost doubled since the journal began publication. In the same way, one notes that the major category which appears to be decreasing in importance is that of Reviews and Bibliographies. One explanation for this, perhaps, would be that in the earlier volumes, a regular column for reviews of various topics in reading was maintained. In later volumes, these articles
were deleted. One could also speculate that provision of reviews and bibliographies may be taking place through other sources and through the I.R.A. bibliography series itself.

Table II also illustrates some shifts within categories over the three time periods; over 50% of the articles written on Reading in General, Reading Personnel, Reading in the Content Areas, and Instructional Methods and Activities, were published within the past five years.

In summary, for the major categories, Table II illustrates that, over the three time periods, articles classified Reviews and Bibliographies and Atypical Learners have decreased; articles classified Correlates of Reading, Reading Skills, and Diagnosis and Remediation have remained at the same level; articles classified Reading in General, Reading Personnel, Reading in the Content Areas, Instructional Methods and Activities, Materials, and Measurement and Evaluation have increased. Too few articles were classified English as a Second Language to warrant interpretation.

Trend analysis -- sub-categories. Tables III through VIII tabulate the percentages of articles within sub-categories for the six categories with smaller subdivisions. Table III indicates that during the first period, 56% of the articles classified under the heading Correlates of Reading,
were dealing with auditory/visual/psychomotor correlates. Intellectual factors played the next largest role with 32% of the articles in this category. By Volume 15 however, these categories had virtually disappeared, with zero articles in both. Instead, the emphasis appears to have shifted to socio-economic factors (35.7%) and racial/cultural factors (32.1%).

An indication of the shifts in Reading Program descriptions is given in Table IV. Here, definite changes have again occurred. Initially, 32% of the articles in this category in the first time period dealt with college programs, followed by 24% of the articles describing secondary developmental programs. By the third time period, general comments about programs predominated, followed by descriptions of secondary remedial programs. One explanation for this shift from developmental to remedial programs is in the editorial changes which occurred when the journal was taken over by the International Reading Association. Volume 8 Number 1 announced a major shift in editorial policy and stated that the Journal of Reading would now welcome studies in corrective and remedial reading (Summers & Kinne, 1964,
<table>
<thead>
<tr>
<th>Sub Category</th>
<th>Volume 1-7</th>
<th>Volume 8-14</th>
<th>Volume 15-19</th>
<th>Total</th>
</tr>
</thead>
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<tr>
<td></td>
<td>n</td>
<td>%</td>
<td>n</td>
<td>%</td>
</tr>
<tr>
<td>General</td>
<td>1</td>
<td>4.0</td>
<td>8</td>
<td>22.9</td>
</tr>
<tr>
<td>Intellectual Factors</td>
<td>8</td>
<td>32.0</td>
<td>3</td>
<td>8.6</td>
</tr>
<tr>
<td>Emotional/Personality Factors</td>
<td>1</td>
<td>4.0</td>
<td>3</td>
<td>8.6</td>
</tr>
<tr>
<td>Auditory/Visual/Psychomotor Factors</td>
<td>14</td>
<td>56.0</td>
<td>3</td>
<td>8.6</td>
</tr>
<tr>
<td>Linguistics/Psycholinguistics</td>
<td>1</td>
<td>4.0</td>
<td>5</td>
<td>14.3</td>
</tr>
<tr>
<td>Racial/Cultural Factors</td>
<td>0</td>
<td>0</td>
<td>5</td>
<td>14.3</td>
</tr>
<tr>
<td>Socio-economic Factors</td>
<td>0</td>
<td>0</td>
<td>8</td>
<td>22.9</td>
</tr>
<tr>
<td>Total</td>
<td>25</td>
<td>35</td>
<td>28</td>
<td>88</td>
</tr>
</tbody>
</table>
In Table V, which deals with Reading Personnel, the percentages appear to be consistently decreasing. The two exceptions are in the area of supervisors/consultants/specialists, and teachers: attitudes/role/qualifications. The categories teachers: preservice and teachers: inservice, while still maintaining a high percentage of total articles related to Reading Personnel, have seen a slight decrease from 25% for each category to 22.6% and 17.7% respectively.

Within Reading in the Content Areas, Table VI discloses that articles in this category deal primarily with the English classroom. This subject has maintained consistently high tabulations across the three time periods.

Table VII reveals that 48.9% of the recent articles on
### TABLE IV

ARTICLES CLASSIFIED WITHIN READING PROGRAMS ACROSS THREE TIME PERIODS

<table>
<thead>
<tr>
<th>Sub-Category</th>
<th>Volume 1-7</th>
<th>Volume 8-14</th>
<th>Volume 15-19</th>
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<tr>
<td></td>
<td>n</td>
<td>%</td>
<td>n</td>
<td>%</td>
</tr>
<tr>
<td>General</td>
<td>9</td>
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<td>12</td>
<td>14.5</td>
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<tr>
<td>Organization &amp; Administration</td>
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<td>5</td>
<td>6.0</td>
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<td>Elementary Programs</td>
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<td>2.4</td>
</tr>
<tr>
<td>Secondary, Developmental Programs</td>
<td>24</td>
<td>24.0</td>
<td>8</td>
<td>9.6</td>
</tr>
<tr>
<td>Secondary, Remedial Programs</td>
<td>0</td>
<td>0</td>
<td>12</td>
<td>14.5</td>
</tr>
<tr>
<td>College Programs</td>
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<td>32.0</td>
<td>16</td>
<td>19.3</td>
</tr>
<tr>
<td>Adult Programs</td>
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<td>3.0</td>
<td>7</td>
<td>8.4</td>
</tr>
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<td>Programs Within Business &amp; Industry</td>
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<td>8.0</td>
<td>4</td>
<td>4.8</td>
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<tr>
<td>Evaluation</td>
<td>15</td>
<td>15.0</td>
<td>17</td>
<td>20.5</td>
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<tr>
<td>Total</td>
<td>100</td>
<td>83</td>
<td>59</td>
<td>242</td>
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TABLE V
ARTICLES CLASSIFIED WITHIN READING PERSONNEL ACROSS THREE TIME PERIODS

<table>
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<tr>
<th>Sub-Category</th>
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<th>Volume 8-14</th>
<th>Volume 15-19</th>
<th>Total</th>
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<td>%</td>
<td>n</td>
<td>%</td>
</tr>
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<td>General</td>
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<td>12.5</td>
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<td>2.4</td>
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<td>Administrators</td>
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<td>0</td>
<td>3</td>
<td>7.3</td>
</tr>
<tr>
<td>Supervisors/Consultants/Specialists</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>9.8</td>
</tr>
<tr>
<td>Teachers: General</td>
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<td>6.3</td>
<td>1</td>
<td>2.4</td>
</tr>
<tr>
<td>Teachers: Preservice</td>
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<td>25.0</td>
<td>10</td>
<td>24.4</td>
</tr>
<tr>
<td>Teachers: Inservice</td>
<td>4</td>
<td>25.0</td>
<td>10</td>
<td>24.4</td>
</tr>
<tr>
<td>Teachers: Attitudes/Role/Qualifications</td>
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<td>18.7</td>
<td>4</td>
<td>9.8</td>
</tr>
<tr>
<td>Paraprofessionals/Tutors/Parents</td>
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<td>12.5</td>
<td>8</td>
<td>19.5</td>
</tr>
<tr>
<td>Total</td>
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<td>41</td>
<td>62</td>
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<td>Sub-Category</td>
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<td>%</td>
</tr>
<tr>
<td>General</td>
<td>1</td>
<td>11.1</td>
<td>4</td>
<td>16.0</td>
</tr>
<tr>
<td>English/Drama/</td>
<td>5</td>
<td>55.6</td>
<td>12</td>
<td>48.0</td>
</tr>
<tr>
<td>Literature</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Studies</td>
<td>2</td>
<td>22.2</td>
<td>3</td>
<td>12.0</td>
</tr>
<tr>
<td>Mathematics/Science</td>
<td>1</td>
<td>11.1</td>
<td>3</td>
<td>12.0</td>
</tr>
<tr>
<td>Other Subject Areas</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>12.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>9</strong></td>
<td><strong>20</strong></td>
<td><strong>35</strong></td>
<td><strong>14.3</strong></td>
</tr>
</tbody>
</table>
Materials have dealt with books/texts/mass media. One interesting trend in this category has been the dramatic decrease in articles dealing with devices/machines/audio visual (40% to 12.8%) and a corresponding increase in articles dealing with readability (from 8% to 27.6%).

Finally, Table VIII tabulates the sub-categories for Reading Skills. The most prevalent trends in this area appear to be a shift toward more emphasis on comprehension skills, less of an emphasis on rate and flexibility, and slightly less emphasis on word skills and affective factors/interests/motivation.

Multiple Authorship

Table IX presents the percentage of single versus multiple authors across the three periods.
<table>
<thead>
<tr>
<th>Sub-Category</th>
<th>Volume 1-7</th>
<th></th>
<th>Volume 8-14</th>
<th></th>
<th>Volume 15-19</th>
<th></th>
<th>Total</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
<td>%</td>
<td>n</td>
<td>%</td>
<td>n</td>
<td>%</td>
<td>n</td>
<td>%</td>
</tr>
<tr>
<td>General</td>
<td>1</td>
<td>4.0</td>
<td>2</td>
<td>4.5</td>
<td>3</td>
<td>6.4</td>
<td>6</td>
<td>5.2</td>
</tr>
<tr>
<td>Books/Texts/Mass Media</td>
<td>11</td>
<td>44.0</td>
<td>22</td>
<td>50.0</td>
<td>23</td>
<td>48.9</td>
<td>56</td>
<td>48.3</td>
</tr>
<tr>
<td>Readability</td>
<td>2</td>
<td>8.0</td>
<td>11</td>
<td>25.0</td>
<td>13</td>
<td>27.6</td>
<td>26</td>
<td>22.4</td>
</tr>
<tr>
<td>Devices/Machines/ Audio Visual</td>
<td>10</td>
<td>40.0</td>
<td>7</td>
<td>15.9</td>
<td>6</td>
<td>12.8</td>
<td>23</td>
<td>19.8</td>
</tr>
<tr>
<td>Games</td>
<td>1</td>
<td>4.0</td>
<td>2</td>
<td>4.5</td>
<td>2</td>
<td>4.3</td>
<td>5</td>
<td>4.3</td>
</tr>
<tr>
<td>Total</td>
<td>25</td>
<td></td>
<td>44</td>
<td></td>
<td>47</td>
<td></td>
<td>116</td>
<td></td>
</tr>
</tbody>
</table>
TABLE VIII
ARTICLES CLASSIFIED WITHIN READING SKILLS ACROSS THREE TIME PERIODS

<table>
<thead>
<tr>
<th>Sub-Category</th>
<th>Volume 1-7</th>
<th></th>
<th>Volume 8-14</th>
<th></th>
<th>Volume 15-19</th>
<th></th>
<th>Total</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
<td>%</td>
<td>n</td>
<td>%</td>
<td>n</td>
<td>%</td>
<td>n</td>
<td>%</td>
</tr>
<tr>
<td>General</td>
<td>7</td>
<td>11.3</td>
<td>5</td>
<td>5.5</td>
<td>5</td>
<td>6.9</td>
<td>17</td>
<td>7.6</td>
</tr>
<tr>
<td>Word Skills</td>
<td>14</td>
<td>22.6</td>
<td>11</td>
<td>12.1</td>
<td>12</td>
<td>16.7</td>
<td>37</td>
<td>16.4</td>
</tr>
<tr>
<td>Comprehension Skills</td>
<td>6</td>
<td>9.7</td>
<td>30</td>
<td>33.0</td>
<td>20</td>
<td>27.8</td>
<td>56</td>
<td>24.9</td>
</tr>
<tr>
<td>Rate &amp; Flexibility</td>
<td>10</td>
<td>16.1</td>
<td>18</td>
<td>19.8</td>
<td>5</td>
<td>6.9</td>
<td>33</td>
<td>14.7</td>
</tr>
<tr>
<td>Study Skills</td>
<td>10</td>
<td>16.1</td>
<td>15</td>
<td>16.5</td>
<td>13</td>
<td>18.1</td>
<td>38</td>
<td>16.9</td>
</tr>
<tr>
<td>Affective Factors/Interest/Motivation</td>
<td>14</td>
<td>22.6</td>
<td>12</td>
<td>13.2</td>
<td>11</td>
<td>15.3</td>
<td>37</td>
<td>16.4</td>
</tr>
<tr>
<td>Listening/Communication/Writing Skills</td>
<td>1</td>
<td>1.6</td>
<td>0</td>
<td>0</td>
<td>6</td>
<td>8.3</td>
<td>7</td>
<td>3.1</td>
</tr>
<tr>
<td>Total</td>
<td>62</td>
<td>91</td>
<td>72</td>
<td></td>
<td>225</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Three-fourths of the journal articles have been single authored with dual authorship (21.5%) being the next largest category. Examination of Table IX indicates that the increase in dual authorship took place during the second time period when I.R.A. assumed editorship of the journal in 1964. Initially, 84.1% of the journal articles were written by single authors. In 1964, however, this percentage dropped to 75.0% with dual authorship increasing from 13.6% to 23.0%. Except for this shift percentages have remained fairly consistent over time. (The complete data by volume for multiple authorship appear in Table XVI in the Appendix.)

Author Occupation

In 1972, a small, very informal survey of a random sample of I.R.A. members suggested that 93% of the Journal of Reading readers are based in the schools (Kline, p.326). In view of this, it was decided to determine the proportion of articles written by authors in the schools, authors based in a college or university, and authors located in a
<table>
<thead>
<tr>
<th>No. of Authors</th>
<th>Volume 1-7 n</th>
<th>Volume 1-7 %</th>
<th>Volume 8-14 n</th>
<th>Volume 8-14 %</th>
<th>Volume 15-19 n</th>
<th>Volume 15-19 %</th>
<th>Total n</th>
<th>Total %</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>222</td>
<td>84.1</td>
<td>254</td>
<td>72.2</td>
<td>276</td>
<td>75.0</td>
<td>752</td>
<td>76.42</td>
</tr>
<tr>
<td>2</td>
<td>36</td>
<td>13.6</td>
<td>81</td>
<td>23.0</td>
<td>79</td>
<td>21.5</td>
<td>196</td>
<td>19.92</td>
</tr>
<tr>
<td>3</td>
<td>6</td>
<td>2.3</td>
<td>8</td>
<td>2.3</td>
<td>10</td>
<td>2.7</td>
<td>24</td>
<td>2.44</td>
</tr>
<tr>
<td>4 or more</td>
<td>0</td>
<td>0</td>
<td>9</td>
<td>3.0</td>
<td>3</td>
<td>0.8</td>
<td>12</td>
<td>1.22</td>
</tr>
<tr>
<td>Total Articles</td>
<td>264</td>
<td></td>
<td>352</td>
<td></td>
<td>368</td>
<td></td>
<td>984</td>
<td></td>
</tr>
</tbody>
</table>
district, county, state, or provincial position. Results in Table X reveal that, despite pleas for articles written by all readers, the majority of articles have been and still are, written by those located in a college or university.

In fact, the percentage of articles attributable to college and university based authors has risen from 63.8% in the first time period to 68.4% in the last time period. One must bear in mind though, that the only category to have changed somewhat significantly was that of "no identification". If one should distribute these articles proportionately among the remaining three categories across the time periods, it is possible that even less of a difference between the periods would be evident in author occupation.

One also notes that the rank order of the four categories has remained constant over time with college and university based authors ranked highest, followed by the district, county, state, provincial, school based, and no identification categories. (The complete data for author occupation by volume appears in the Appendix as Table XVII.)
<table>
<thead>
<tr>
<th>Author Occupation</th>
<th>Volume 1-7</th>
<th>Volume 8-14</th>
<th>Volume 15-19</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
<td>%</td>
<td>n</td>
<td>%</td>
</tr>
<tr>
<td>School Based</td>
<td>39</td>
<td>12.5</td>
<td>53</td>
<td>11.1</td>
</tr>
<tr>
<td>College or University</td>
<td>199</td>
<td>63.8</td>
<td>330</td>
<td>69.0</td>
</tr>
<tr>
<td>District, County, State, Provincial</td>
<td>41</td>
<td>13.1</td>
<td>67</td>
<td>14.0</td>
</tr>
<tr>
<td>No Identification</td>
<td>33</td>
<td>8.7</td>
<td>28</td>
<td>4.8</td>
</tr>
</tbody>
</table>
Citation Per Volume

Writers such as Price (1961, 1963, 1970, 1976) suggest that one general indicator of the "scholarliness" of a field is the degree to which authors interact with the extant information base. The amount and type of citation referencing which occurs in journal articles provides a rough indicator of this interaction. Thus, all nineteen volumes of the Journal of Reading were examined and the number of citations, excluding those from reviews and bibliographies, tabulated. The volume of citation for the 984 articles totalled 3,328 citations across the 19 year span of publication. Volumes 1-7 contained 19.4% of the citations (646); Volumes 8-14 contained 34.2% (1,139); and Volumes 15-19 contained 46.7% (1,553) indicating a steady increase in citations across the three periods. The average number of citations per article rises from 2.44 per article for Volumes 1-7, to 3.23 per article for Volumes 8-14, and to 4.25 per article for Volumes 15-19. The average citations per article across the three time periods is 3.38.

It is interesting to note the number of articles in each time period which did not carry a single citation: 128 for Volumes 1-7, 131 for Volumes 8-14, and 120 for Volumes 15-19. If the data are adjusted to reflect citations per article only for those articles carrying citations the
average citation per article becomes: 5.50 for all time periods; 4.75 for Volumes 1-7; 5.1 for Volumes 8-14; and 6.26 for Volumes 15-19. (The complete data for citations by volume and type of publication appear in the Appendix as Table XVIII.)

Type of Publication Cited

Each of the 3,328 references in the Journal of Reading were categorized as being a book, journal, conference proceeding or yearbook, unpublished material (i.e. speech, report, dissertation), instructional material or test, or "other". The "other" category included publications such as newspaper reports, and informal communications. The results of this categorization are reported in Table XI.

As in most disciplines, the majority of the citations referred either to books or journals. The over-all percentage revealed 37.4% of citations referred to books, while 37.1% of all citations referred to journals. However, the publication trends over time reveal an increase in the citation of books and a corresponding decrease in the
<table>
<thead>
<tr>
<th>Type of Publication</th>
<th>Volume 1-7</th>
<th>Volume 8-14</th>
<th>Volume 15-19</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
<td>%</td>
<td>n</td>
<td>%</td>
</tr>
<tr>
<td>Book</td>
<td>210</td>
<td>31.2</td>
<td>372</td>
<td>33.8</td>
</tr>
<tr>
<td>Journal</td>
<td>308</td>
<td>45.1</td>
<td>406</td>
<td>36.9</td>
</tr>
<tr>
<td>Conference Proceeding, Yearbook</td>
<td>53</td>
<td>7.8</td>
<td>64</td>
<td>5.8</td>
</tr>
<tr>
<td>Unpublished Material</td>
<td>74</td>
<td>10.5</td>
<td>131</td>
<td>12.2</td>
</tr>
<tr>
<td>Instructional Material or Test</td>
<td>76</td>
<td>11.5</td>
<td>55</td>
<td>4.6</td>
</tr>
<tr>
<td>Other</td>
<td>26</td>
<td>1.9</td>
<td>20</td>
<td>1.3</td>
</tr>
<tr>
<td>Total</td>
<td>721</td>
<td>1054</td>
<td>1553</td>
<td></td>
</tr>
</tbody>
</table>
citation of journal literature.

Initially, 31.2% of the citations for Volumes 1-7 referred to books and 45.1% referred to journals. Within the past five years (Volumes 15-19), this order has been reversed with books being cited 42.8% of the time and journals 33.5% of the time. For other publication types, conference proceeding or yearbook citation has decreased; citation of unpublished material has remained stable at about twelve percent; and instructional material or test citation has decreased. (The complete data for type of publication cited by volume appear in Table XVIII in the Appendix.)

Age of Cited Material

For purposes of this study, cited material was divided into two categories labelled "archival" (25 years of age and older) and "more recent". The results for both types of cited materials, tabulated by types of publications across the three time periods, are presented in Tables XII and XIII.
<table>
<thead>
<tr>
<th>Type of Publication</th>
<th>Volume 1-7</th>
<th>Volume 8-14</th>
<th>Volume 15-19</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Book median</td>
<td>7.8 (171)</td>
<td>7.8 (411)</td>
<td>6.6 (664)</td>
<td>7.1 (1,246)</td>
</tr>
<tr>
<td>range in years</td>
<td>29</td>
<td>28</td>
<td>27</td>
<td>41</td>
</tr>
<tr>
<td></td>
<td>(1934-63)</td>
<td>(1943-71)</td>
<td>(1948-75)</td>
<td>(1934-75)</td>
</tr>
<tr>
<td>Journal median</td>
<td>7.4 (281)</td>
<td>6.1 (433)</td>
<td>5.3 (520)</td>
<td>5.9 (1,234)</td>
</tr>
<tr>
<td>range in years</td>
<td>27</td>
<td>25</td>
<td>27</td>
<td>39</td>
</tr>
<tr>
<td></td>
<td>(1936-63)</td>
<td>(1945-70)</td>
<td>(1948-75)</td>
<td>(1936-75)</td>
</tr>
<tr>
<td>Conference Proceeding &amp; Yearbook median</td>
<td>4.2 (44)</td>
<td>6.4 (73)</td>
<td>7.3 (59)</td>
<td>5.9 (176)</td>
</tr>
<tr>
<td>range in years</td>
<td>23</td>
<td>21</td>
<td>26</td>
<td>35</td>
</tr>
<tr>
<td></td>
<td>(1939-63)</td>
<td>(1948-69)</td>
<td>(1948-74)</td>
<td>(1939-74)</td>
</tr>
<tr>
<td>Unpublished Material median</td>
<td>6.1 (72)</td>
<td>5.9 (133)</td>
<td>5.4 (192)</td>
<td>5.7 (397)</td>
</tr>
<tr>
<td>range in years</td>
<td>23</td>
<td>25</td>
<td>24</td>
<td>38</td>
</tr>
<tr>
<td></td>
<td>(1938-61)</td>
<td>(1945-70)</td>
<td>(1952-76)</td>
<td>(1938-76)</td>
</tr>
<tr>
<td>Instructional Material or Test median</td>
<td>10.0 (67)</td>
<td>7.2 (64)</td>
<td>8.0 (98)</td>
<td>8.0 (229)</td>
</tr>
<tr>
<td>range in years</td>
<td>24</td>
<td>24</td>
<td>16</td>
<td>37</td>
</tr>
<tr>
<td>Other median</td>
<td>13.0 (1)</td>
<td>4.6 (25)</td>
<td>4.0 (20)</td>
<td>4.2 (46)</td>
</tr>
<tr>
<td>range in years</td>
<td>14</td>
<td>25</td>
<td>25</td>
<td></td>
</tr>
<tr>
<td>Type of Publication</td>
<td>Volume 1-7</td>
<td>Volume 8-14</td>
<td>Volume 15-19</td>
<td>Total</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>------------</td>
<td>-------------</td>
<td>--------------</td>
<td>-------</td>
</tr>
<tr>
<td>Book</td>
<td>23</td>
<td>38</td>
<td>42</td>
<td>103</td>
</tr>
<tr>
<td>Journal</td>
<td>33</td>
<td>42</td>
<td>32</td>
<td>107</td>
</tr>
<tr>
<td>Conference Proceeding &amp; Yearbook</td>
<td>1</td>
<td>1</td>
<td>7</td>
<td>9</td>
</tr>
<tr>
<td>Unpublished Material</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>18</td>
</tr>
<tr>
<td>Instructional Material or Test</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>8</td>
</tr>
<tr>
<td>Other</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>65</strong></td>
<td><strong>90</strong></td>
<td><strong>90</strong></td>
<td><strong>245</strong></td>
</tr>
</tbody>
</table>
Approximately 7% (245/3,328) of the total cited material across the nineteen volumes falls in the 25 year or older archival category. The two major sources of archival publications are books (44%) and journal articles (42%). Other types of publications constituted 14% of the total archival materials. Citation of archival books tended to increase across the three time periods. Except for Volumes 8-14, archival journal articles were cited at about the same level for the three time periods. The archival results reflect the apparent trend for authors to cite more recent materials. Of the total number of references cited in Volumes 1-7 (see Table XI), 10% (65/646) refer to materials which are more than 25 years old; 7.9% (90/1,139) archival sources are cited in Volumes 8-14; and only 5.7% (90/1,553) archival sources are cited in Volumes 15-19. (Complete data for age of cited archival sources, by volume and type of publication, appear in Table XX in the Appendix.)

Table XII presents the median age in years and age range in years for types of publications across the three time periods. Fifty percent of the total books cited were 7-1 years of age or older with the range in age spanning 41 years. The median age of cited books decreased somewhat across the three time periods.

Fifty percent of the total conference proceedings and
yearbooks cited were 5.9 years of age or older with the range in age spanning 38 years. The median age of cited unpublished materials has decreased approximately two years across the three time periods.

With the exception of one publication in the first time period, cited materials in the "other" category have maintained a relatively stable age of approximately four years across the three time periods. (Complete data for age of more recent cited materials, by volume and type of publication, appear in Table XIX in the Appendix.)

**Immediacy effect.** In comparison to the amount of archival material used, one can also examine the extent to which very recent (1 to 5 years old) material is being cited. Price (1970) has called this the "immediacy effect" and the procedure involves tabulating the cumulative percentages of references per publication type, for each journal article across yearly volumes and time periods. (Complete data for the immediacy effect by volume and type of publication appear in the Appendix as Table XXI.) Table XIV presents the totals for each of the three time periods.

---

**INSERT TABLE XIV ABOUT HERE**

---

Age of cited material, aggregated over all 19 volumes,
TABLE XIV
IMMEDIACY EFFECT FOR TYPE OF PUBLICATION ACROSS THREE TIME PERIODS

<table>
<thead>
<tr>
<th>Type of Publication</th>
<th>Volume 1-7</th>
<th>Volume 8-14</th>
<th>Volume 15-19</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>cum %</td>
<td>cum f</td>
<td>cum %</td>
<td>cum f</td>
</tr>
<tr>
<td>Book</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>000 (0)</td>
<td>003 (1)</td>
<td>002 (1)</td>
<td>002 (2)</td>
</tr>
<tr>
<td>2</td>
<td>029 (6)</td>
<td>054 (20)</td>
<td>056 (37)</td>
<td>050 (63)</td>
</tr>
<tr>
<td>3</td>
<td>062 (13)</td>
<td>151 (56)</td>
<td>154 (102)</td>
<td>137 (171)</td>
</tr>
<tr>
<td>4</td>
<td>167 (35)</td>
<td>253 (94)</td>
<td>303 (201)</td>
<td>265 (330)</td>
</tr>
<tr>
<td>5</td>
<td>229 (48)</td>
<td>352 (131)</td>
<td>408 (271)</td>
<td>361 (450)</td>
</tr>
<tr>
<td></td>
<td>(210)</td>
<td>(372)</td>
<td>(664)</td>
<td>(1246)</td>
</tr>
<tr>
<td>Journal</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>006 (2)</td>
<td>002 (1)</td>
<td>000 (0)</td>
<td>002 (3)</td>
</tr>
<tr>
<td>2</td>
<td>062 (19)</td>
<td>101 (4)</td>
<td>060 (31)</td>
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Note: The number of books cited in Volume 1-7 was 210.
reveals that the "other" category definitely is citing the most recent material over-all since 65.2% of its references were dated five years of age or less. Considering the nature of this category (newspapers, informal communications), one would expect such references cancel to be fairly recent.

The remaining publication types ranked as follows in terms of the percentage of material cited that were five years of age or less: Unpublished Materials, 47.4%; Journals, 44.5%; Conference Proceedings or Yearbooks, 44.3%; Books, 36.1%; and Instructional Materials or Tests, 25.8%. These age rankings are about as expected when the nature of the publications are taken into consideration.

All publication types increased percentages of recently cited materials over the three time periods with the exception of Conference Proceedings and Yearbooks where the percentages declined. For all types of publications, very few materials are cited within one to two years of the publication dates of the journal articles in which they were referenced. Appreciable quantities of materials, for most publication types, begin to be cited at the three to four year point on the immediacy scale.
SUMMARY

The results for the study have been organized and discussed under two major headings: (1) providing access to the collection of journal articles and (2) content analysis of the articles.

The body of literature consisted of 984 articles published in the Journal of Reading from the inception of the journal in 1957 up to and including volume 19, number 8 of May 1976. These articles were first classified into thirteen major categories and 41 sub-categories following an empirical approach based on guidelines generated from previous research reviewed in Chapter II and previously developed classification schemes used with secondary reading literature. A content description was developed for each category and sub-category. A Keyword in Context (KWIC) index was computer generated based on permutation of article titles with common words deleted. The KWIC index was enriched where needed with informative terms being added to 190 (19.3%) of the titles. The resulting index consists of 3,841 lines providing an average of 3.9 access terms per document. An author index was also generated listing each article under all authors. Informative annotations were
written for all 984 articles following principles and guidelines derived from the review of the literature. The annotations were merged with the subjective classification scheme to provide the classified annotated bibliography of secondary reading journal articles.

Results reported under the second major organizational heading dealt with the content analysis of the articles across the nineteen volumes of the *Journal of Reading*. For purposes of comparison, the 19 volumes were also divided into three time periods: (1) Volumes 1-7 when the journal was published by the English Department of Purdue University, (2) Volumes 8-14 when the I. R. A. assumed responsibility for the publication of the journal, and (3) Volumes 15-19 when major organizational, staffing, management, and editorial changes were made within I. R. A. headquarters to accommodate publication of the journal.

The content analysis provides descriptive data based on the topical trend analysis, examination of multiple authorship, occupational affiliation of authors, and a citation analysis dealing with the number, type, and age of references cited.

Results of the topical trend analysis for major categories indicated that Reading Programs (20.8%) and Reading Skills (19.3%) were the two areas which received
most attention; Reading Personnel (10.29%) and Reading Materials (10.0%), each accounted for 10% of the total articles; Correlates of Reading (7.6%), Instructional Methods and Activities (7.5%), and Reviews and Bibliographies (7.6%) each accounted for approximately 7.5% of the total articles; and the three categories, Content Areas (5.9%), Measurement and Evaluation (4.1%), and General (3.8%), accounted for approximately 4% to 6% of the total articles. The remaining three categories (English as a Second Language, Atypical Learners, and Diagnosis and Remediation) accounted for the balance of 3.5% of total articles. The following changes in major categories were noted across the three time periods: increase in emphasis, Reading in General, Content Areas, Materials, Instructional Methods and Activities, Measurement and Evaluation; decrease in emphasis, Reading Programs, Reviews and Bibliographies; relatively stable emphasis, Correlates of Reading, Reading Skills.

Analysis of the sub-categories across the three time periods suggest various trends: Correlates of Reading shifted from an emphasis on physical correlates to racial/cultural and socio-economic factors; Reading Programs shifted from descriptions of college to secondary programs and from a developmental to a remedial emphasis within
secondary programs; within the Reading Personnel category emphasis on preservice and inservice teachers and teachers: attitudes/role/qualifications has remained strong over time accounting for approximately 65% of the total articles within the personnel category. For Content Areas, the most consistently emphasized subject has been English, accounting for approximately 50% of total articles; within Materials, books/texts/mass media articles have consistently accounted for 50% of the total and readability has increased in emphasis while devices/machines/audio visual has decreased in article count; within Reading Skills, comprehension has seen steady increase, word skills has dropped, rate and flexibility has dropped, and study skills remained the same in terms of article count.

The results of the investigation of multiple authorship indicated a predominance of single authored papers (76.42%) with a slight decrease in such papers over time and a corresponding increase in two author papers. Authors were predominantly college and university based (67.5%) with school based authors remaining steady at 12.0% and district, county, state, and provincial authors increasing over time from 13% to 15.6%.

Analysis of the citation data showed a total of 3,328 citations with an increase in the number of citations per
volume over the three time periods. Books (37.4%) and journals (37.1%) predominated in referencing with an increase in book citation over time and a decrease in journal article citation.

Approximately 7% of the total material cited was archival (25 years or older) in age with book and journal predominating. The use of archival material actually decreased across the three time periods.

The median age of the cited material for all time periods was: 7.1 books, 5.9 journals, 5.9 conference proceedings and yearbooks, 5.7 unpublished materials, 8.0 instructional materials or tests, and 4.2 for others. Age ranges were from 25 to 41 years. Median ages for all types of publications cited decreased across the three time periods with the exception of conference proceedings and yearbooks which increased in age.

Price's immediacy effect was determined for each type of publication across the three time periods and for the total 19 volume years revealing that all types of publications increased percentages of recently cited material across the three time periods with the exception of conference proceedings and yearbooks where the percentages declined. For all types of publications, very few materials are cited within one to two years of the publication dates
of the journal articles in which they were referenced. Appreciable quantities of materials for most publication types, begin to be cited only at the three to four year points on the immediacy scale.
CHAPTER V

SUMMARY CONCLUSIONS, RECOMMENDATIONS

SUMMARY

The purpose of this study was to examine the record of a practitioner oriented professional journal in the field of secondary reading and to organize its contents for maximum dissemination and analysis. The *Journal of Reading*, as the official publication of the International Reading Association dealing with reading beyond the elementary grades, was selected as being representative of the information available to secondary practitioners. It was assumed a retrospective examination of this journal would reflect both the emergence of secondary reading as a substantive area within reading education and shifts or trends in the interests and thinking of practitioners over the nineteen year span of the journal's history.

Specifically, the major goals of the study included (1) providing retrospective access to articles published within the *Journal of Reading* from its inception in October 1957 to
May 1976 by means of an annotated bibliography organized within an empirically developed classification scheme, a title-based enriched keyword in context (KWIC) index, and an author index; and (2) determining characteristics of the total 19 year record of the *Journal of Reading* through a content analysis which tabulated the major substantive groupings of the published articles, trends and shifts in topical emphases, authorship patterns, academic affiliation of authors, and a citation analysis based on the number of citations per article, type of publication cited, age of cited material, and an analysis of the most recently cited materials (immediacy effect).

Limitations of the study included the use of only one information source in secondary reading, the degree of imprecision which is inherent in any form of document surrogation, the subjective nature of the classification scheme, and the descriptive and quantitative, rather than evaluative, nature of the research.

The impact of the information explosion has been felt in every discipline, and secondary reading is no an exception. Thus new methods of organizing information and providing document surrogates to aid users in finding and selecting relevant articles have been sorely needed. In addition, in order to assess what is already known and to
indicate shifts in emphasis, a content analysis is also needed. Therefore, to provide a conceptual framework and methodology for the study, a review of the literature was undertaken which included (1) the emergence of the journal as a communication tool; (2) document surrogation and organizational techniques (indexing and classification, abstracting and annotating); and (3) content and citation analysis. From this review, tools were identified which could be developed to facilitate access to the articles published in the first nineteen volumes of the *Journal of Reading* including: an empirically derived subjective classification scheme, a computer generated keyword in context (KWIC) index and an enriched KWIC index, an author index, and the writing of informative annotations. Also, methodology was derived to generate content analysis data on subject trends over time, multiple authorship and author occupation, and citation information to reveal the number of citations per article, and the type and age of the cited material.

Specific steps involved in each of the major parts of the study included (1) collecting the articles published in the first nineteen volumes of the *Journal of Reading*, selecting the document surrogation techniques to be used, annotating the articles, editing the annotations, selecting
the classification technique to be employed, developing an empirically based classification system with categories and sub-categories, classifying the articles (2) programming and computer generation of the KWIC index and the classification scheme to produce the enriched KWIC index, organizing an author index, and producing a final copy of the classified annotated bibliography with accompanying enriched KWIC and author indexes (3) tabulating the percentage of articles appearing within the categories and sub-categories of the classification scheme, indicating changes over time in substantive content, determining authorship and academic affiliation patterns (4) generating data based on an analysis of citations in the journal articles including number of citations per article, types of publications cited, and age of the cited materials.

Informative annotations were written for all articles based on guidelines generated from the reviewed library and information science literature with careful editing to insure reliability. Analysis of the 984 articles published in the 19 volume years, produced an empirically organized, validated classificatory system consisting of 13 major and 41 sub-categories. The enriched KWIC index provides an average of approximately four additional entry points for each article based on titles and enriched terms. The resulting
classified, annotated bibliography with accompanying enriched KWIC and author indexes appears in the Appendix.

Content analysis and citation data were organized to reflect over-all trends in categories and sub-categories and comparative trends across the three major editorial eras of the Journal of Reading. Analysis of the 13 major categories revealed (a) the greatest over-all subject interest to be in the areas of Reading Programs and Reading Skills (41% of articles) followed by; (b) Reading Personnel (10.2%), Materials (10.0%); (c) Reviews and Bibliographies (7.6%), Correlates of Reading (7.6%), Instructional Methods and Activities (7.5%), and (d) General, Content Areas, Measurement and Evaluation, Atypical Learners, Diagnosis and Remediation, and English as a Second Language (1.0% - 5.9% each).

While the 13 broad categories remained relatively stable over time, shifts did occur within their sub-categories. Within Correlates of Reading, emphasis has changed from physical correlates to racial/cultural/socio-economic factors; within Reading Programs, emphasis has shifted from descriptions of secondary, developmental programs to secondary, remedial programs; within Materials there has been less interest in devices/machines/audio visual material; and within Reading Skills, there has been
increased emphasis on comprehension skills and less on word skills and rate and flexibility.

Approximately 75% of the articles published in the *Journal of Reading* are single-authored and 67.5% of the total number of authors were affiliated with a college or university.

Reference citations have steadily increased over the 19 years with an increase in book citation over time and a decrease in journal article citation. Approximately 75% of the references cited refer to books or journals with the balance apportioned among conference proceedings and yearbooks, instructional material or test, unpublished material and other. The use of archival material decreased across the three time periods as did the median age for all types of publications. For all types of publications there was an increase in the percentages of recently cited material. The complete raw data for the content and citation analysis appear in the Appendix.
CONCLUSIONS

A professional journal in any discipline can serve as the unobtrusive record of the expression of that field's professional identity and development. The journal becomes a major channel for the dissemination of key ideas, promising practices, various types of research, and sharing of professional information. As such, it attempts to bridge the gap between information that exists and professionals who need the information.

Since it is assumed a professional journal would reflect the current emphases in secondary reading, one would expect, in a 19 year trend analysis, to find variation in emphasis for various topics. Too, while the major focus of the journal should remain fairly stable, one would expect that within the broader areas, over time, changes would occur. If the journal is to be relevant to the needs of its readers, this flexibility is a necessity.

In the field of reading, the professional journal devoted to reading beyond the elementary grades, is the Journal of Reading. Begun in 1957 as the Journal of Developmental Reading, the publication has grown both in the number of issues published annually (from 4 to 8) and in the
number of articles contained in each volume (from 34 in Volume 1, No. 1 to 82 in Volume 19, No. 8). Thus, the expansion of journal literature in general, as documented in Chapter II, has also been reflected in the Journal of Reading.

The first major purpose of the study was to organize the journal articles and provide access tools for the user. This was accomplished following the advice of Webb et al. (1966) through generation of multiple access tools to insure general entry (the classification scheme) and more specific entry on terms and concepts (the enriched KWIC index). Principles of document surrogation and condensation provided validity and reliability for the approaches used.

Wyllys (1967) suggested there are two basic functions of condensed representations (1) as a search-tool and (2) a content revelatory function. In this study, the classificatory system and the KWIC index (see Appendix) satisfy the requirements of search-tools in that they allow readers to identify and locate articles on specific topics. The informative annotations, on the other hand, serve as content revelatory screening mediums whereby users are able to ascertain additional content of documents on their topics and then choose to follow up only the most relevant material to full text sources. The classified, annotated bibliography
also provides a browsing capability across the volumes of the journal.

The empirical approach to the generation of the classification scheme (recommended by Lancaster, 1972) proved effective and resulted in a scheme which reflects the state of secondary reading as it actually is, rather than how one believes it should look. Accordingly, the categories are not similar in length but some are large while others are very small. The system provides an open-ended structure that can be up-dated as future journal articles are published.

The efficacy of KWIC indexing in providing additional access points for retrospective journal collections was demonstrated in this study. In addition, it was also demonstrated that careful editing and enrichment can enhance the utility of such indexes. However, such activity has to be balanced with time, economy and the size of the collection.

The keyword in context index provided 3.5 access points per document before title enrichment. With the enrichment process, this number was raised to 3.9. This comes very close to the 4 to 8 words per article average recommended as necessary to make KWIC a practical and useful access tool. Generating the keyword index also revealed that authors
should give more attention to their titling habits to facilitate retrieval of information by the journal users on a retrospective basis. The increase in the number of articles needing enrichment, especially in the last five years, indicates that authors may be more concerned with attracting the attention of readers through use of literary devices than informing them as to the contents of a document through the titles. In titling, authors should attempt to:
(a) make the title reflect the subject of the article as definitely as possible; (b) avoid non-informative words which tell the reader little or nothing; (c) avoid phrases with low utility (ie. "some thoughts on", "a study of"); (d) for length, balance brevity against descriptive accuracy and completeness; and (e) use a minimum of four semantically important words.

The second major purpose of this study was to initiate a content analysis of the 19 years of the journal's history. The methodology for this part of the study derives from the review of the literature. Shanas (1945) warned those who employ content analysis of a journal to keep in mind the editorial shifts which may have taken place over the years. In the Journal of Reading articles, the most evident change due to the three shifts in editorial policy across the time span was the increase in secondary, remedial program
descriptions. Until Volume 8, the journal did not accept articles on remedial or corrective reading. Thus, to make a judgment on the relative importance of this sub-category over time, based on a comparison between the number of articles in the first time period and the third, would be misleading.

Long and Agyekum (1974), in their analysis of Adult Education to determine interests in the field, indicate that while the major categories remain fairly stable over time, the real changes in interest are evident in shifts in the sub-categories. This observation was also substantiated in the present study. The 13 broad categories were easily identifiable from an examination of the articles and remained relatively stable across the 19 year span of the study. One notable exception, however, was the category of Reviews and Bibliographies which dropped significantly. This can perhaps be explained by the emergence of secondary reading as a discipline in its own right. The widespread awareness of secondary reading problems and practices has necessitated the introduction of more specialized review publications; generated both by the I.R.A. and other sources. Just as the proliferation of journals in the 17th century led to the publication of more specialized journals, so the amount of information available in secondary reading
has increased to the point that specialized bibliography series are increasingly deemed essential.

Within the sub-categories, one can see that several shifts in emphasis have taken place over the past 19 years. One of the more interesting changes has been in the area of Correlates of Reading where a change from interest in physical correlates to racial/cultural/socio-economic correlates was evident. It may be conjectured that interest in these areas bears a direct relationship to societal needs which in turn generate pressure on governmental agencies resulting in increased funding and subsequent publication.

In examining multiple authorship, one notes that while co-authorship has been increasing in most disciplines, the increase is less pronounced in the *Journal of Reading*. Whereas Xiaogresses and Osgood (1967) found only 41% of behavioral science journal articles to be single authored, this study found 75% of *Journal of Reading* articles to be single authored. In comparison with reading research journal articles which exhibited a drop in single authorship from 65.9% to 50.7% over time (Barnett, 1976), the *Journal of Reading* does not appear to be following suit. One explanation, perhaps, could be the fact that articles written for the *Journal of Reading* are practitioner oriented and thus do not usually involve research projects which have
required large numbers of people and a great deal of governmental or private funding.

Perusal of author occupation data indicates that despite pleas for articles from all readers, most published articles are still being written by college or university based personnel. Some speculation as to the reasons for this might include (1) school based personnel are not involved in a "publish or perish" situation; (2) there is relatively little incentive, other than prestige, for school based personnel to have articles published; or (3) they have little or no time to write articles because of heavy class loads or administrative work.

The citation analysis portion of this study supports the idea of secondary reading as a maturing discipline within the field of reading. Although the median number of citations per articles has increased from 2.24 to 4.25 (or in eliminating articles with no citations, 4.75 to 6.26), the Journal of Reading has not yet reached the 10 to 22 citations per article that Price (1970) quotes as being the general norm for "scholarliness". However, this is perhaps to be expected when one considers the practitioner rather than research orientation of the journal and the fact that education itself is a field within the "soft" science rather than the "hard" science disciplines. The number of articles
without citations does reflect the fact that many authors in the journal are expressing opinion or *ex cathedra* points of view rather than building their work on interaction with the extant information base in the field. Again, this is perhaps in line with the more general communication stance of a practitioner as compared to a research oriented journal.

In the social sciences it has been suggested that, generally, one finds more references to books than to serials. Parker et al. (1967) found in their examination of behavioral science journals, though, that 43% of the citations referred to serials and 31% referred to books. In the first seven years of its publication, the *Journal of Reading* was following this trend with 45% of all citations referring to journals and 31.2% being to books. However, in the past five years, the tendency has been reversed with only 33.5% of the citations referring to journals and 42.8% referring to books. Summers et al. (1977) found a similar number of citations to books (48%) in their examination of textbooks in secondary reading but Barnett (1976) discovered the opposite relationship with reading research where journals accounted for 50% of the citations and books 35%. This shift toward citing books in the *Journal of Reading* perhaps could be the result of the increasing number of books which have been published in secondary reading within
the past ten years as the area receives more attention. In addition, it could also reflect the practitioners' tendency to consult the digested "authority" inherent in secondary publications such as books and monographs rather than the "cutting edge" single report of the research front exemplified in the journal literature. The absence of references to dissertation sources is consistent with other studies which suggest low utilization of this genre of research information.

The median age of the cited material in the Journal of Reading has decreased approximately two years over the three time periods. This is in keeping with the findings of Barnett (1976) who, in his examination of reading research journal articles, found a steady decline in older materials and a corresponding steady increase in citation of younger materials. The trend is also in line with reports by Price (1970) and others who suggest age of cited materials to be generally decreasing in all fields. Although the median age is tending to decrease in Journal of Reading references, the median ages for all types of publications demonstrates reliance on older and even near archival resources rather than newer cutting edge materials. Fifty percent of books cited were 7.1 years of age or older with the figures being 5.9 years for journals; 5.9 years for conference proceedings
and yearbooks; 5.7 years for unpublished materials; and 8.0 years for instructional materials or tests. Rather high age ranges were also exhibited for most materials.

The increase in citation of more recent materials was also somewhat borne out by an examination of the immediacy effect. Whereas Summers et al. (1977) found no appreciable immediacy effect for publications aged one, two and three years in their study of secondary reading texts, cited material in the Journal of Reading has tended to be more recent with 47.4% of unpublished material, 44.5% of journals, 44.3% of conference proceedings or yearbooks, and 36.4% of books being cited within the past five years with good proportions of this material being cited beginning at the two to three year stages in the immediacy effect.

**RECOMMENDATIONS**

Several recommendations can be made for further research and study.

1. Informative titling should be encouraged in directions to authors when submitting manuscripts. Perhaps as in the case of chemistry (Tocatlian, 1970), authors will become aware of the need to title articles for further retrieval as a result of contact with information systems and KWIC indexes.
2. Editorial policy should encourage articles from the school based practitioner group in secondary reading. College and university submission should not necessarily be discouraged but the range of materials published should be broadened to fulfill the mission of the journal; service as an information exchange and dissemination vehicle for secondary reading linking all units within the field. One technique to stimulate school based participation would be to publish state-of-the-art and review papers by college and university readers with reactions and application to practice statements added by the school based users.

3. The value and importance of the referencing system within the journal article should be emphasized. As authors become aware of the importance and potential value of citations as information vehicles, their use of citations could improve.

4. Monographic citation is important in journal articles, however, the real "cutting edge" of research and opinion is contained in the primary literature. Although it is difficult to state how
much serial versus monographic citing should occur, one would hope that as the *Journal of Reading* continues to develop as an information tool, broader and more representative citation of relevant serial sources will occur in substantiating the content of articles. Useful research could be conducted to determine the extent to which authors are actually interacting with and using extant information in the articles published in the journal.

5. The content analysis begun here could be extended to include an examination of the quality of the articles published in the journal as information bearing vehicles for secondary reading. Such research could include synthesis of published material on various topics focused within the broader context of the existing state-of-the-art in the field. Content analysis of the retrospective record could also include determining the over-all nature of the research published in the journal including variables such as research typology, data gathering instruments used, design characteristics, domain of interest (cognitive, affective, combination) and subject area of research conducted.
6. Results for this content analysis should be compared with other similar projects completed within the behavioral sciences, particularly education. Similar analysis should be conducted, for comparative purposes, using reading and, perhaps, journals in other areas of language arts.

7. Projects should be developed to maintain the KWIC index and annotated bibliography work using subsequent volumes of the journal for updating.
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LIST OF APPENDICES

Elements of the Abstract to be Emphasized for Each Type of Document

Annotated Bibliography

Author Index

Enriched Keyword in Context (KWIC) Index

Table XV Article Frequency for 54 Categories Across Nineteen Volume Years

Table XVI Multiple authorship by Volume

Table XVII Author Occupation by Volume

Table XVIII Citations by Volume and Type of Publication

Table XIX Age of Cited Material by Volume and Type of Publication

Table XX Archival Material Cited by Volume and Type of Publication

Table XXI Immediacy Effect by Volume and Type of Publication
Elements of the Abstract to be **Emphasized** for Each Type of Document

<table>
<thead>
<tr>
<th>Type of Document</th>
<th>Purpose</th>
<th>Scope</th>
<th>Method</th>
<th>Results</th>
<th>Conclusion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Report of an Experiment</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Literature Review</td>
<td>x</td>
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<td>x</td>
</tr>
<tr>
<td>Exposition of Theory</td>
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<td>x</td>
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<tr>
<td>State of the Art Review</td>
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<td></td>
<td></td>
<td>x</td>
</tr>
<tr>
<td>Critique</td>
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<tr>
<td>Handbook</td>
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<td>Textbook</td>
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<td></td>
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<tr>
<td>Report of an Application</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
<tr>
<td>Case Study</td>
<td>x</td>
<td>x</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proceedings and Other Collections</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>x</td>
</tr>
</tbody>
</table>

The 984 articles published in the Journal of Reading from 1957 to 1976 are organized within the empirically developed subjective classification scheme consisting of 13 major categories and 41 sub-categories. A Table of Contents is provided as an aid in using the annotated bibliography.

The headings for the major categories are numbered 1 through 13 and centered with each category beginning a new page. The 41 sub-categories are flush to the left margin and numbered consecutively within the category. Annotations are organized alphabetically within each category and sub-category.

Complete information is repeated for the 182 articles which were classified in two or more categories.

The annotated bibliography can be entered in two ways. With a known author, or co-author, the category numbers can be obtained from the Author Index. Using the KWIC Index, articles and authors related to specific terms can be located. The Author Index can then be entered to obtain the category number for entry to the Annotated Bibliography. The Bibliography can also be entered by selecting broader or narrower categories of interest from the Table of Contents.

The Annotated Bibliography and KWIC and Author Indexes were all formatted with double paging (I.B.M. 8000 laser processing) to economize space and produce a print format.
ANNOTATED BIBLIOGRAPHY

TABLE OF CONTENTS

CATEGORY                        PAGE

01 Reading in General             1
02 Reviews and Bibliographies    9
03 Correlates of Reading         25
  03.1 general                    25
  03.2 intellectual factors       27
  03.3 emotional/personality factors 29
  03.4 auditory/visual/psychomotor factors 30
  03.5 linguistics/psycholinguistics 38
  03.6 racial/cultural factors    36
  03.7 socio-economic factors     38
04 Reading Programs               42
  04.1 general                    42
  04.2 organization & administration 48
  04.3 elementary programs        51
  04.4 secondary, developmental programs 52
  04.5 secondary, remedial programs 59
  04.6 college/junior college programs 63
  04.7 adult programs              73
  04.8 programs within business & industry 75
04.9 evaluation ........................................ 78

05 Reading Personnel .................................. 85
05.1 general ............................................. 85
05.2 administrators ..................................... 86
05.3 supervisors/consultants/specialists ......... 87
05.4 teachers: general ................................. 89
05.5 teachers: preservice ............................... 90
05.6 teachers: inservice ................................ 96
05.7 teachers: attitudes/role/
               qualifications ............................. 100
05.8 paraprofessionals/tutors/parents ............ 105

06 Reading Skills ...................................... 108
06.1 general ............................................. 108
06.2 word skills ......................................... 111
06.3 comprehension skills ............................. 117
06.4 rate & flexibility .................................. 127
06.5 study skills ......................................... 133
06.6 affective factors/interests/
               motivation .................................. 140
06.7 listening/communication/writing
               skills ......................................... 146

07 Reading in the Content Areas .................... 148
07.1 general ............................................. 148
07.2 English/Drama/Literature ....................... 150
<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>07.3 Social Studies</td>
<td>156</td>
</tr>
<tr>
<td>07.4 Math/Science</td>
<td>157</td>
</tr>
<tr>
<td>07.5 other subject areas</td>
<td>159</td>
</tr>
<tr>
<td>08 Instructional Methods and Activities</td>
<td>161</td>
</tr>
<tr>
<td>09 Materials</td>
<td>176</td>
</tr>
<tr>
<td>09.1 general</td>
<td>176</td>
</tr>
<tr>
<td>09.2 books/texts/mass media</td>
<td>177</td>
</tr>
<tr>
<td>09.3 readability</td>
<td>186</td>
</tr>
<tr>
<td>09.4 devices/machines/audio visual</td>
<td>191</td>
</tr>
<tr>
<td>09.5 games</td>
<td>195</td>
</tr>
<tr>
<td>10 Measurement and Evaluation</td>
<td>197</td>
</tr>
<tr>
<td>11 English as a Second Language</td>
<td>206</td>
</tr>
<tr>
<td>12 Atypical Learners</td>
<td>207</td>
</tr>
<tr>
<td>13 Diagnosis and Remediation</td>
<td>213</td>
</tr>
</tbody>
</table>
ALLEN, JAMES E., JR. THE RIGHT TO READ -TARGET FOR THE SEVENTIES. 13 2 95

Records the text of a speech by the U. S. Commissioner of Education which proclaimed universal literacy as the goal for the decade.

AUSTIN, LETTIE J. READING: A DIMENSION OF CREATIVE POWER. 15 8 565

Emphasizes reading as a vital force in individual development and recommends that the classroom be a living place.

BETTS, EMMETT ALBERT. EXCERPTS FROM THE CITATION OF MERIT ADDRESS. 16 1 58

Excerpts from Betts' 1972 Citation of Merit Address on eleven diverse topics.

BRENNAN, SUSAN WARFIELD. PUBLISHING OUTLETS FOR STUDENT WRITING. 19 6 472

Outlines problems inherent in the publication of periodicals and suggests ways of enhancing the chances of having student work published. Provides a list of magazines which publish material from students.

BRUNER, JEROME S. PRECONVENTION SPOTLIGHT. 15 5 328

Records Bruner's comments on subjects such as new media, "pure" English, the Right to Read program and future basic changes in education.

BURNETT, RICHARD W. READING IN THE SECONDARY SCHOOL: ISSUES AND INNOVATIONS. 09 5 322

Discusses the gradual refinement of the developmental reading concept, and innovations including television, programmed learning, teaching machines and paperbacks.

CARNER, RICHARD L. PSYCHO-ECOLOGY AND READING FAILURE. 16 7 556

Suggests that educators may have achieved a high degree of expertise in promoting failure and recommends a growing awareness of the many different levels of ecological systems in the classroom.

CAUGHAN, ALEX M., JOHN A. LINDLOF. SHOULD THE "SURVIVAL LITERACY STUDY" SURVIVE? 15 6 429

Raises questions concerning the published findings of a literacy survey.

CHANSKY, NORMAN M. PROBLEMS OF RESEARCH IN READING. 07 2 102

Defines reading and reading ability. Justifies studying biological, sociological and psychological variables as influences of reading performance and proposes the statistical techniques of discriminant analysis to determine the effects of these variables. Concludes with a plea for explorations which are both statistically significant and educationally relevant.

CLYMER, THEODORE. "THE ROAD NOT TAKEN". 09 1 3

Observes the future role of the IRA and raises some questions about the wise use of educational resources.

COPP, BARRIE R. READING AS VIEWED BY OUR EASTERN EUROPEAN COLLEAGUES. 13 6 441

Reports the reading situation in several European countries.
CREWS, RUTHellen. MORE MYTHS ON THE TEACHING OF READING. 15 6 411

Lists five myths common to secondary teachers and recommends that we stop assessing blame and start teaching reading.

CUTTS, WARREN G. SPONSORED RESEARCH IN READING: PROJECTS AND PROSPECTS. 08 6 378

Discusses federally-funded grants for reading research in the areas of reading and the language arts, new educational media, reading for the disadvantaged, basic adult education, reading and desegregation and other basic research projects.

EARLY, MARGARET J. TAKING STOCK: SECONDARY SCHOOL READING IN THE SEVENTIES. 16 5 364

Regrets that the status of reading instruction has changed very little between 1942 and 1970 but notes differences that affect reading instruction for students, teachers and school organization.

FREED, BARBARA F. SECONDARY READING - STATE OF THE ART. 17 3 195

Outlines results of two 1972 surveys of state departments of Education and of selected school districts discussing (1) reading requirements (2) reading courses made available by school districts (3) classification of reading courses recommended (4) certification requirements for reading and English teachers, and (5) need for secondary reading programs.

GENTILE, LANCE M. WHY IS READING SO SPECIAL? 19 5 378

Attempts to explain to young reading club members why reading is so important and what contribution it might make to overall self-improvement.

GREEN, RICHARD T., ROBERT WAY. READING AS AN EXISTENTIAL ACT. 18 4 301

Considers the elements of expectation, perception, acceptance, experience, responsibility, learning and teaching in viewing reading as a means of "seeking self".

HARRIS, ALBERT J. PANACEAS IN READING. 16 1 8

Suggests that new methodologies should be tried on a very small scale, carefully evaluated, pilot studied, and evaluated again before being publicized.

HILL, WALTER. SECONDARY READING ACTIVITY IN WESTERN NEW YORK: A SURVEY. 19 1 13

Uses mailed questionnaires to principals of 202 schools with 172 responding, to present a survey of secondary schools served professionally by the State University of New York at Buffalo. Includes information on type of instructional activity, reading centers, developmental and remedial instruction, content area instruction, administration, staffing, funding and administrative reactions.

KEPPEL, FRANCIS. RESEARCH: EDUCATION'S NEGLECTED HOPE. 08 1 3

Argues for the use of more highly skilled personnel in educational research, more experimentation, and more concentration on critical issues.

MARING, GERALD H. THE IMPACT OF READING. 19 6 447

Advocates departing from quantitative research on the impact of reading and offers an informal approach which can be used in the classroom to investigate and develop the effects of reading.
MC CREAM, ANNE PHILLIPS, ALVIN J. SURKAN. THE HUMAN READING PROCESS AND INFORMATION CHANNELS OF COMMUNICATION SYSTEMS. 08 6 363

Presents analyses of reading using a communications system model. Discusses influences at the source of information, procedures of information processing and methods of storing information.

MERRITT, JOHN E. RECENT DEVELOPMENTS IN GREAT BRITAIN. 17 5 367

Discusses two 1972 Department of Education and Science reports concerning special reading difficulties and standards of reading in Great Britain.

NUERNBERGER, ANN B. A BEGINNER'S REFLECTIONS ON READING RESEARCH. 16 8 634

Expresses the hopes and aspirations of a new graduate student in Reading.

PETRE, RICHARD M. THE SEVENTIES: DECADE OF ACHIEVEMENT? 16 3 200

Calls on professionals in education, especially those in reading, to respond to the current interest in eliminating illiteracy.

PONGNOI, NAKORN. READING CHANGES LIVES: THE HILLS OF THAILAND. 19 6 475

Describes conditions and reading programs in remote and mountainous areas of northern Thailand.

RAUCH, SIDNEY J. AN IRREVERENT GUIDE TO THE FIFTEENTH ANNUAL CONVENTION. 13 7 533

Provides ten helpful (?) hints to prospective convention attenders.

RAYGOR, ALTON L. SOME THOUGHTS ON THE CURRENT STATE OF RESEARCH IN READING. 07 2 75

Argues that research to evaluate the application of specific methods and materials is needed.

ROBINSON, HELEN M. SIGNIFICANT UNSOLVED PROBLEMS IN READING. 14 2 77

Discusses six significant, unsolved problems related to reading instruction.

SCHACTER, HARRY W. SPIRITUAL SECURITY FOR THE BUSINESS MAN. 01 3 11

Urges businessmen to enter into a program of reading which will give them spiritual security in retirement along with their Social Security.

SCHATZ, ALBERT. THE READING PROBLEM IN SCHOOL: HOW IT BEGAN AND HOW IT ENDED. 18 8 602

Examines facetiously the relationship between the discovery of the "reading problem" and the sudden failure of children to learn to read.

SCHICK, GEORGE B. AUTHOR AND EDITOR: CATECHISM AND STRATEGIES. 16 1 50

Elucidates what editors want and expect from authors.

SCUDDER, JOHN R., JUNIOR. TEACHING READING - TECHNOLOGY, CRAFT OR APPLIED PHILOSOPHY. 15 8 560

Presents a philosophy professor's view of reading which contends that reading is neither a science nor an art.
SHAFER, ROBERT E. WHAT CAN WE EXPECT FROM A NATIONAL ASSESSMENT IN READING? 13 1 3

Outlines how statements of objectives are obtained in the National Assessment program and indicates how the definition of reading influences objectives. Lists three distinctions which must be preserved when reporting reading assessment results.

STAFF, JR. IF WISHES WERE HORSES. 15 8 613

Reports an informal study of issues and their priorities among reading personnel.

STAFF, JR. SUMMARY OF ACTIVITIES OF EUROPEAN AFFILIATES. 18 5 360

Reports on nine European affiliates.

STALLARD, CATHY. 1975 IRA CONVENTION: MAIN TOPICS IN READING. 19 7 573

Tabulates the main topics reported to have been discussed at the 1975 convention and notes a diffusion of interests.

TUINMAN, JAAP, MICHAEL ROWLS, ROGER FARR. READING ACHIEVEMENT IN THE UNITED STATES: THEN AND NOW. 19 6 455

Uses extant research literature and public school and statewide reading achievement records, to empirically determine if the level of reading competency has declined over the years. Reports that few longitudinal and easily accessible records exist, and these do not warrant an masse pessimism concerning a decline in literacy.

WARFEL, HARRY R. PROLEGOMENA TO READING INSTRUCTION. 01 3 35

Illustrates that there are three major gaps in the study of the reading process—language knowledge, psychology of language perception, their relationship—by discussing language and its relationship to communication, perception and mental growth.

WARFEL, HARRY R. A BAG WITH HOLES. 03 1 43

Examines the reading process using the metaphor of a bag held together by the fabric of language as the vehicle to point to the holes which exist in instructional practices.

WARK, DAVID M., MONICA KOLB. AN EXPERIMENT IN HIGH-PRESSURE READING INSTRUCTION. 11 3 179

Presents data from an experiment in the form of correspondence between researcher and editor. While the study itself produced no significant results, the procedures are useful.

WILLIAMS, RALPH M. READING AND EVOLUTION. 04 1 3

Traces the evolution of reading from oral to silent reading with lip movements, to silent reading with sub-vocalization, to reading by phrases and larger units. Suggests phrase reading be taught in schools.

WOOLF, MAURICE D. AREAS FOR RESEARCH IN READING. 04 2 94

Suggests areas and procedures for research in reading.

YARINGTON, DAVID J., BARNES BOFFEY. EIGHT MYTHS: INGRAINED MEDIOCRACY. 15 1 9

Explodes eight myths of reading instruction in the hopes of eliciting both the right questions and some better answers.
BECKER, GEORGE J. OFF-BEAT PAPERBACKS FOR YOUR CLASSROOM. 15 2 127

Provides a list of eight inexpensive (under $1.00) paperbacks that will appeal to older disabled students.

BECKER, GEORGE J., THADDEUS M. TRELA. CASE STUDIES IN READING. 15 6 436

Annotates ten samples of diagnostic and instructional procedures in books and magazines of varying grade levels.

BERG, PAUL C., VICTOR M. RENTEL. IMPROVING STUDY SKILLS. 09 5 343

Concludes from a review of the literature that students who are motivated to improve and voluntarily enroll in a study skills course raise their grade point ratios. Students who are similarly motivated but not enrolled do not make the same gains, and format and content do not appear to be as important as motivation and interest.

BERGER, ALLEN. TEN IMPORTANT SOURCES OF INFORMATION ON SPEED READING. 11 5 359

Provides an annotated bibliography of ten sources on reading rate.

CHANDLER, THEODORE A. READING DISABILITY AND SOCIO-ECONOMIC STATUS. 10 1 5

Reviews research concerning socially oriented correlates of reading disability.

COLVIN, CHARLES R. WHAT IS BEING DONE IN COLLEGE READING PROGRAMS IN PENNSYLVANIA. 05 1 70

Surveys the nature and extent of college reading programs and services. Also looks at trends over time.

CRANNEY, A GARR. SELECTED STUDY-SKILL REFERENCES. 10 3 185

Provides an annotated bibliography of study-skill texts and articles most appropriate for college students and college bound high school students.

CRANNEY, A. GARR. SELECTED RESEARCH IN COLLEGE AND ADULT READING. 07 2 77

Summarizes the current literature on reading programs, habits, skills, tests and comprehension.

CUTTS, WARREN G. SPONSORED RESEARCH IN READING: PROJECTS AND PROSPECTS. 08 6 378

Discusses federally-funded grants for reading research in the areas of reading and the language arts, new educational media, reading for the disadvantaged, basic adult education, reading and desegregation and other basic research projects.

DEVINE, THOMAS G. LINGUISTIC RESEARCH AND THE TEACHING OF READING. 09 4 273

Examines linguistic research and suggests three areas of significance for high school and college teachers: to remind teachers of the primacy of spoken language; to emphasize the importance of dialect at all levels; and to clarify the relationship between language structure and meaning.

EARLY, MARGARET J. A REVIEW OF THOM HAWKINS' BENJAMIN: READING AND BEYOND. 16 2 145

Recommends that the story of two adults in a tutoring program be required reading for students of methods and psychology of reading and for remedial reading teachers.
Earp, N. Wesley. Observations on Teaching Reading in Mathematics. 13 7 529

Surveys studies dealing with reading in mathematics and recommends greater emphasis on methods of teaching reading skills in the content areas.

Eller, William, Judith Goldman Wolf. Developing Critical Reading Abilities. 10 3 192

Defines critical reading as the cluster of skills involved in evaluation of the validity, accuracy, or intellectual worthwhileness of a unit of printed matter and reviews the literature in this area. Includes five suggestions for teachers who seek to develop critical reading power among students.

Flight, David. A Review of Modular Preparation for Teaching Reading. 18 2 153

Perceives the model presented for a Professional Program for Preservice and Continuing Education in MODULAR PREPARATION FOR TEACHING READING (IRA) as a strong adaptable framework within which a significant contribution to "training" reading teachers can be made.

Freed, Barbara F. Secondary Reading - State of the Art. 17 3 195

Outlines results of two 1972 surveys of state departments of Education and of selected school districts discussing (1) reading requirements (2) reading courses made available by school districts (3) classification of reading courses recommended (4) certification requirements for reading and English teachers, and (5) need for secondary reading programs.

Green, Richard T. Ten Information Sources on Comprehension in Reading. 16 1 55

Selects ten best accessible sources on several areas related to comprehension.

Hafner, Lawrence E. Cloze Procedure. 09 6 415

Reviews the literature on cloze procedure under the headings reading comprehension, writing and readability; cognitive abilities; diagnosis in reading; and teaching.

Harker, W. John. Teaching Secondary Reading: Review of Sources. 16 2 149

Arranges current literature sources in high school reading under sixteen category headings.

Harris, Albert J. A Critical Reaction to the Nature of Reading Disability. 03 4 238

Provides a detailed critique of Smith and Carrigan's THE NATURE OF READING DISABILITY.

Hill, Walter. Content Textbook: Help or Hindrance? 10 6 408

Shows there is solid evidence to confirm that the content area textbook as traditionally used is less help and possibly more hindrance to the student than commonly assumed.

Johnson, Terry D. A Bibliography for Self-Directed Practice in Reading. 13 5 370

Lists 36 sources of materials relating to diagnosis, reading skills, and content areas.

Jones, Dennis M. On Starting and Improving College Reading Programs. 03 4 271

Refutes J. Garlington's thesis that the material in the section of the Eighth Yearbook of the National Reading Conference which is devoted to the problems of starting a reading program would be of little or no use to the prospective designer and teacher of such a course.
Reveals the diversity of the literature on college reading study skills courses. Ten irreverent abstracts are provided.

Attempts to review the literature to identify criteria which should be employed in assigning meaningful grades to the reluctant reader and in reporting his progress to his parents. Concludes there is a dearth of research concerning this problem.

Furnishes a set of guidelines for the teacher searching the published literature.

Summarizes research on vocabulary development. Concludes that instruction in vocabulary should move from the concrete toward the abstract and from the simple to the more complex. Includes eight specific instructional suggestions.

Examines the research literature and concludes that programmed instruction has been shown to be an effective tool when properly used in the classroom.

Summarizes traditional and current techniques for assessing readability with special emphasis on the cloze procedure.

Keynotes a few of the areas which cause researchers the most difficulty and to which the reader should be most alert when reading research reports. Includes criteria developed by Robinson which may serve as a useful guide to reading research.

Annotates 22 selected articles on developmental reading which were published from 1947-1957.

Annotates 19 selected articles on developmental reading.

Provides annotations of 6 selected articles on developmental reading which were published from 1954-1958.

Presents annotations of 10 selected articles on developmental reading which were published from 1950-1957.

Gives annotations of 11 selected articles on developmental reading which were published from 1955-1958.
MAIN, PORTER. DEVELOPMENTAL READING: A SELECTIVE AND CRITICAL BIBLIOGRAPHY PART III. 02 4 69

Annotates 15 selected articles on developmental reading which were published from 1940-1957.

MAIN, PORTER. DEVELOPMENTAL READING: A SELECTIVE AND CRITICAL BIBLIOGRAPHY, 1947-57, PART IX. 04 3 212

Selects 13 articles on developmental reading which were published from 1956-1958 and provides an annotated bibliography.

MAIN, PORTER. DEVELOPMENTAL READING: A SELECTION AND CRITICAL BIBLIOGRAPHY PART VI. 03 3 213

Annotates 26 selected articles on developmental reading which were published from 1951-1957.

MAIN, PORTER. DEVELOPMENTAL READING: A SELECTION AND CRITICAL BIBLIOGRAPHY PART V. 03 2 143

Presents 14 annotations of selected articles on developmental reading which were published from 1955-1957.

MAIN, PORTER, EDWARD SCHWARTZ, VIRGIL LOKKE. DEVELOPMENTAL READING: A SELECTIVE AND CRITICAL BIBLIOGRAPHY PART II. 02 3 68

Annotates 20 selected articles on developmental reading which were published from 1949-1958.

MASON, MARGARET. PERSONALIZED BIBLIOGRAPHIES: A NEW MITHRIDATES. 9 2 112

Suggests "use with temperance" of classic literature in the high school curriculum.

MC DONALD, ARTHUR S. ASSESSING THE EFFECTS OF READING PROGRAMS. 08 6 417

Identifies the problems in the assessment of reading programs as the weaknesses of standardized tests, a lack of good test validity in relation to instructional objectives and weaknesses in research design.

MC DONALD, ARTHUR S. RATE AND READING FLEXIBILITY. 08 3 187

Summarizes research on rate and flexibility. Includes an extensive bibliography.

MC DONALD, ARTHUR S. READING POTENTIAL: APPRAISAL OR PREDICTION. 08 2 115

Discusses research on the measurement of intelligence and reading ability. Points out that group intelligence tests and reading achievement tests all involve reading, and therefore poor readers are doubly penalized with low estimates of intelligence and of reading achievement.

MC DONALD, ARTHUR S. USING STANDARDIZED TESTS TO DETERMINE READING PROFICIENCY. 08 1 58

Discusses research on the use of standardized reading tests and points out the differing purposes of standardized tests. Urges users to become aware of the purposes and limitations of such tests.

MC DONALD, ARTHUR S. WHAT CURRENT RESEARCH SAYS ABOUT POOR READERS IN HIGH SCHOOL AND COLLEGE. 04 3 184

Reviews research on the reading disabilities of high school and college students. Concludes that reading disability results from a combination of factors and that instruction should deal with the problems of an individual.
MERRITT, JOHN E. RECENT DEVELOPMENTS IN GREAT BRITAIN. 17 5 367
Discusses two 1972 Department of Education and Science reports concerning special reading difficulties and standards of reading in Great Britain.

MUSKOPF, ALLAN F., H. ALAN ROBINSON. HIGH SCHOOL READING 1965. 10 2 75
Summarizes the professional literature on junior and senior high school reading published in 1965.

ORNSTEIN, ALLAN C. 101 BOOKS FOR TEACHING THE DISADVANTAGED. 10 8 546
Lists books reflecting the role and contributions of the Negro and the Puerto Rican in American history and culture, indicating their reading level as junior high school or high school.

ROBINSON, ALAN H., ALLAN F. MUSKOPF. HIGH SCHOOL READING - 1962. 07 1 7
Summarizes the current literature on junior and senior high school reading.

ROBINSON, ALAN, ALLAN MUSKOPF. HIGH SCHOOL READING - 1964. 09 2 75
Provides a summary of professional literature on junior and senior high school reading published in 1964.

ROBINSON, H. ALAN, ALLAN F. MUSKOPF. HIGH SCHOOL READING - 1961. 06 1 26
Summarizes the professional literature in junior and senior high school reading published in 1961.

ROBINSON, H. ALAN, ALLAN F. MUSKOPF. HIGH SCHOOL READING - 1963. 08 2 65
Summarizes the current literature on junior and senior high school reading. Reports trends toward experimentation, dealing with reading in the content areas, and with reading in relation to the total curriculum.

ROBINSON, H. ALAN, DAN S. DRAMER. HIGH SCHOOL READING - 1960. 05 1 3
Reviews the current literature on junior and senior high school reading.

ROBINSON, H. ALAN, DAN S. DRAMER. HIGH SCHOOL READING - 1969. 04 1 25
Summarizes the professional literature on high school reading which was published in 1959.

ROSEN, CARL L. MECHANICAL DEVICES FOR INCREASING SPEED OF READING. 10 8 569
Examines the literature and concludes: there is little definitive scientific data available to justify the random use of machines and devices for improving reading rate with undifferentiated groups of students, research in this area is inadequate in terms of methodology and design, when mechanical devices are used alone results are highly artificial and that reading rate needs to be considered as only part of a total reading program. Concludes that while potential might exist for the use of various devices, caution must be exercised by educators.
ROSEN, CARL L. VISUAL DEFICIENCIES AND READING DISABILITY. 09 1 57

Considers the research literature regarding the role of visual sensory deficiencies in the causation of reading disability. Suggests that the classroom teacher should fulfill four major roles in this area: detection, referral, adjustments of methods, and leadership and participation in research.

SAYLES, DANIEL G. RECENT RESEARCH IN READING: IMPLICATIONS FOR COLLEGE AND ADULT PROGRAMS. 04 4 217

Draws inferences from a review of the current reading research and discusses the implications for college and adult reading programs.

SCHULTE, EMERITA SCHROER. RESOURCES FOR ADOLESCENT LITERATURE: A SELECTED BIBLIOGRAPHY. 19 2 117

Provides for teachers of adolescent literature, a selected, annotated bibliography of twenty general references and 23 sources for book selection.

SHAFER, ROBERT E. THE PRACTICAL CRITICISM OF I.A.RICHARDS AND READING COMPREHENSION. 14 2 101

Points out the implications of his work for reading comprehension.

SHAFER, ROBERT E. THE READING OF LITERATURE. 08 5 345

Reviews research on the impact of literature on the individual. General conclusions suggested that many effects are personal and vary with the individual. Problems for further research are suggested.

SMITH, DONALD E.P., PATRICIA M. CARRIGAN. ON THE NATURE OF THE HARRIS CRITIQUE OF THE NATURE OF READING DISABILITY. 03 4 249

Rebuts the critique prepared by Harris on THE NATURE OF READING DISABILITY.

STENSLAND, ANNA LEE. AMERICAN INDIAN CULTURE AND THE READING PROGRAM. 15 1 22

Augments previous lists of books for teaching the disadvantaged with selections relating to American Indian culture.

SUMMERS, EDWARD G. AN IMPORTANT RESOURCE FOR SECONDARY READING. 10 2 88

Presents an annotated bibliography with 145 entries in eleven areas of IRA conference papers relating to secondary reading from 1960 through 1965.

SUMMERS, EDWARD G. DISSERTATIONS IN COLLEGE READING: 1918 TO OCTOBER 1960. 04 4 268

Orders chronologically a comprehensive listing of the doctoral dissertations completed between 1918 and 1960.

SUMMERS, EDWARD G. DOCTORAL DISSERTATIONS IN READING IN SECONDARY SCHOOL. 12 8 647

Provides an annotated bibliography of 55 doctoral studies related to secondary reading and reported in DISSERTATION ABSTRACTS INTERNATIONAL for 1966 and 1967.

SUMMERS, EDWARD G. DOCTORAL DISSERTATION RESEARCH IN READING REPORTED FOR 1961-PART I. 06 2 87

Provides an annotated bibliography of doctoral theses in reading which were reported in DISSERTATION ABSTRACTS in 1961.

SUMMERS, EDWARD G. DOCTORAL DISSERTATIONS IN SECONDARY READING. 13 8 597

Annotates 25 dissertations written in 1968.
SUMMERS, EDWARD G. DOCTORAL DISSERTATION RESEARCH IN ELEMENTARY AND SECONDARY READING: 1958, 1959 AND 1960. 05 4 232
Organizes under topical headings the doctoral dissertations reported in DISSERTATION ABSTRACTS 1958 through 1960 which related to elementary and secondary reading.

SUMMERS, EDWARD G. DOCTORAL DISSERTATIONS IN COLLEGE AND ADULT READING INSTRUCTION. 13 1 9
Annotates 29 dissertations in post-secondary reading.

SUMMERS, EDWARD G. DOCTORAL DISSERTATION RESEARCH IN READING REPORTED FOR 1962. 07 4 223
Annotates the doctoral dissertation research in elementary, secondary, and college and adult reading.

SUMMERS, EDWARD G. DOCTORAL DISSERTATIONS IN COLLEGE AND ADULT READING. 14 1 9
Presents Part Two of Summers' annual annotated bibliography including eighteen studies completed in 1968.

SUMMERS, EDWARD G. DOCTORAL DISSERTATION RESEARCH IN READING REPORTED FOR 1961- PART II. 06 3 156
Continues the annotated bibliography of 102 doctoral studies relating to reading and reported in DISSERTATION ABSTRACTS INTERNATIONAL for 1961.

SUMMERS, EDWARD G. MATERIALS FOR ADULT BASIC EDUCATION. 10 7 457
Lists Adult Basic Education materials which have been evaluated and found particularly useful.

SUMMERS, EDWARD G. RECENT RESEARCH IN COLLEGE AND ADULT READING. 06 1 5
Presents a number of current research studies in college and adult reading which deal with reading programs, teaching methods, reading habits, relationship of reading to some other variables and preparation of reading teachers.

SUMMERS, EDWARD G., BILLIE HUBRIG. DOCTORAL DISSERTATION RESEARCH IN READING REPORTED FOR 1963. 09 6 386
Continues the annotated bibliography of 65 doctoral studies in reading reported in DISSERTATION ABSTRACTS INTERNATIONAL for 1963.

SUMMERS, EDWARD G., BILLIE HUBRIG. DOCTORAL DISSERTATION RESEARCH IN READING REPORTED FOR 1963. 09 5 295
Provides an annotated bibliography of 65 doctoral studies in reading reported in DISSERTATION ABSTRACTS INTERNATIONAL for 1963.

SUMMERS, EDWARD G., JAMES LAFFEY. DOCTORAL DISSERTATION RESEARCH IN READING FOR 1964, PART III. 10 5 305
Continues the summary and annotated bibliography of 102 doctoral studies relating to reading and reported in DISSERTATION ABSTRACTS INTERNATIONAL for 1964.

SUMMERS, EDWARD G., JAMES LAFFEY. DOCTORAL DISSERTATION RESEARCH IN READING FOR 1964, PART II. 10 4 243
Continues the summary and annotated bibliography of 102 doctoral studies related to reading and reported in DISSERTATION ABSTRACTS INTERNATIONAL for 1964.

SUMMERS, EDWARD G., JAMES LAFFEY. DOCTORAL DISSERTATION RESEARCH IN READING FOR 1964, PART I. 10 3 169
Presents part I of an annotated bibliography of 102 doctoral studies relating to reading and reported in DISSERTATION ABSTRACTS INTERNATIONAL for 1964.
SUMMERS, EDWARD G., JAMES LAFFEY. DOCTORAL DISSERTATION RESEARCH IN READING FOR 1964, PART IV. 10 6 383
Concludes the annotated bibliography of 102 doctoral studies relating to reading and reported in DISSERTATION ABSTRACTS INTERNATIONAL for 1964.

SUMMERS, EDWARD G., JAMES L. LAFFEY. DOCTORAL DISSERTATIONS IN READING IN SECONDARY SCHOOL AND COLLEGE. 11 8 605
Synthesizes the doctoral dissertations in Secondary, and College and Adult Reading. Includes an annotated bibliography.

VEAL, L. RAMON. NEW MATERIALS ON TEACHING LITERATURE: A REVIEW. 10 2 108
Notes there is little research on the teaching of literature but reviews the background influences and new materials currently being developed in this area.

WEAVER, WENDELL W. THE WORD AS THE UNIT OF LANGUAGE. 10 4 262
Reviews the literature and reveals there is an apparent contradiction in the attitude of the teacher toward the word as a unit of language, and that of the linguist, and certain psychologists who base their experiments on the logical analyses of the linguist.

WEAVER, WENDELL W., ALBERT J. KINGSTON. QUESTIONING IN CONTENT READING. 11 2 140
Emphasizes the importance of questions in guided reading of textbooks, particularly focusing on Rothkopf's studies of the positioning of questions.

WEAVER, WENDELL W., ALBERT J. KINGSTON. PSYCHOLOGICAL EXAMINATIONS OF NEWER DIMENSIONS OF LINGUISTICS AND THEIR IMPLICATIONS FOR READING. 11 3 238
Concerns itself with the implications of linguistic research and theory for the psychological study of the reading process. Recognizes that more evidence is needed to validate linguistic theory, and that, at this point, connections between reading and linguistics are tentative.

WITTY, PAUL A. RATE OF READING - A CRUCIAL ISSUE. 13 2 102
Questions current assumptions about the value of speed reading and the relationships between rate and comprehension.

ZUCK, LOUIS V., YETTA M. GOODMAN. ON DIALECTS AND READING. 15 7 500
Annotates nine articles as the "most significant" in the area of dialects.
03 CORRELATES OF READING

03.1 GENERAL

ASTOR, MARTIN H. READING TESTS OR COUNSELING INTERVIEW TO PREDICT SUCCESS IN COLLEGE. 11 5 343
Advocates the use of a good reading test rather than a counseling interview as a predictor of future college success.

BELCHER, MICHAEL J. THE EFFECT OF INCREASED READING EFFICIENCY UPON SEMESTER GRADE POINT AVERAGES. 14 6 381
Supports in part the hypothesis that improved reading scores will result in improved grade point average.

DALTON, PATRICK, DAVID GLIESSMAN, HARRIET GUTHRIE, GILBERT REES. THE EFFECT OF READING IMPROVEMENT ON ACADEMIC ACHIEVEMENT. 09 4 242
Finds completion of a reading improvement course in the first semester of freshman year enhances GPA.

HAFNER, LAWRENCE E., WAYNE GWALTNEY, RICHARD ROBINSON. READING IN BOOKKEEPING: PREDICTIONS AND PERFORMANCE. 14 8 537
Reports that teachers had trouble in predicting their students' abilities to read bookkeeping material and that total IQ and punctuation are good predictors of scores in cloze tests.

KING, PAUL T., WILLIAM D. DELLANDE, TERRY L. WALTER. THE PREDICTION OF CHANGE IN GRADE POINT AVERAGE FROM INITIAL READING RATES. 13 3 215
Investigates the effects of a reading improvement program on reading speed, efficiency and GPA. No other comparisons were significant.

Krippner, Stanley. CORRELATES OF READING IMPROVEMENT. 07 1 29
Investigates the relationship between intelligence, social competency, vocabulary, mental health, socio-economic status, chronological age, grade placement, on amount of reading retardation and the degree of improvement in remedial reading program. Also categorizes poor readers by the nature of their reading problems, and examines their progress.

LEWIS, FRANKLIN D., D. BRUCE BELL, ROBERT P. ANDERSON. READING RETARDATION: A BI-RACIAL COMPARISON. 13 6 433
Investigates intelligence, socio-economic status, family situation, motor proficiency and other variables as determining factors in reading difficulties among Negro and Caucasian junior high school boys.

PAUK, WALTER. SOME FACTORS THAT INFLUENCE ACADEMIC ACHIEVEMENT. 15 6 425
Presents ratings by 600 college freshmen of fourteen items according to their relative influence on academic achievement. Includes examples of student comments.

PEHRSSON, ROBERT S.V. THE EFFECTS OF TEACHER INTERFERENCE DURING THE PROCESS OF READING OR HOW MUCH OF A HELPER IS MR. GELPER? 17 8 617
Examines the benefit of teacher correction of error and comprehension during oral reading using data on 25 fifth grade "average readers" and concludes that the students read better when they are requested to read for meaning and are not interrupted.

PETERSON, SONYA, PETER A. MAGARO. READING AND FIELD DEPENDENCE: A PILOT STUDY. 12 4 287
Examines the relationship of field dependence and reading achievement using a special test constructed to investigate the effect of embeddedness on a reading related task. Analyzes data for twenty high school students.
SCOTT, GARY K.  SOME CORRELATES  OF  STUDENT ATTENDANCE RATIOS.  08 6 431

Found that low attendance in a college reading improvement class correlated with low MSAT percentiles.

WILSON, RICHARD C., POLLY GODWIN EINBECKER.  DOES READING ABILITY PREDICT COLLEGE PERFORMANCE?  16 3 234

Finds a positive and significant relationship between reading ability and academic performance using a sample of 898 students at four junior colleges.

03.2 INTELLECTUAL FACTORS

BERG, PAUL C., VICTOR M. RENTEL. GUIDES TO CREATIVITY IN READING.  10 4 219

Considers the relationship of creativity to such variables as intelligence, personality and other aptitudes as a background to its possible relationship to reading.

MC CORD, HALLACK. A PRELIMINARY NOTE ON CHANGING INTELLECTUAL FUNCTIONING IN ADULTS.  04 1 59

Reports the results of a pilot investigation to determine whether or not the level or type of an adult's intellectual functioning might be modified. From a sample of eighteen, fifteen adults gained in intellectual efficiency. However it is emphasized that this study should serve only as a basis for further research and thus no sweeping conclusions are made.

MC CORD, HALLACK. INCREASE IN MEASURED I.Q..  05 3 214

Investigates the rise in intelligence scores after completion of an adult course in rapid reading.

MC DONALD, ARTHUR S. READING POTENTIAL: APPRAISAL OR PREDICTION.  08 2 115

Discusses research on the measurement of intelligence and reading ability. Points out that group intelligence tests and reading achievement tests all involve reading, and therefore poor readers are doubly penalized with low estimates of intelligence and of reading achievement.

RAMSEY, WALLACE. AN ANALYSIS OF VARIABLES PREDICTIVE OF READING GROWTH.  03 3 158

Reports on a year-long study undertaken in an attempt to determine which of several variables were predictive of success in improving various important reading abilities. The factors examined were vocabulary, speed, comprehension, word attack and intelligence.

ROBECK, MILDRED C. INTELLECTUAL STRENGTHS AND WEAKNESSES SHOWN BY READING CLINIC SUBJECTS ON THE WISC.  07 2 120

Examines the WISC profiles of reading clinic subjects to determine the extent and nature of subtest deviations.

ROSS, ELI T. CAN POTENTIALLY POOR READERS BE DETECTED DURING PRE-SCHOOL YEARS?  06 4 270

Discusses Delecado's theories of brain injury and neurological underdevelopment in relation to reading problems, and suggests that the position in which a baby or young child sleeps may be an early predictor of these problems.

SCHNEYER, J. WESLEY. THE RELATIONSHIP OF SCHOLASTIC APTITUDE FACTORS TO PROGRESS IN A COLLEGE READING COURSE.  07 4 261

Reports on an experimental investigation of the relationship of scholastic aptitude as measured by the Scholastic Aptitude Test and progress in a reading course.
Cautions that although readability formulas can be valuable, they can also be misleading and dangerous if used as more than a rough indicator.

TOUSSAINT, ISABELLA H. HOW IS READING PREDICTED? 05 3 204
Discusses the use of intelligence and listening comprehension data as predictors of reading potential.

VINEYARD, EDWIN E., ROBERT B. BAILEY. INTERRELATIONSHIPS OF READING ABILITY, LISTENING SKILL, INTELLIGENCE, AND SCHOLASTIC ACHIEVEMENT. 03 3 174
Examines correlations, first order partial correlations and second order partial correlations between measures of reading ability, listening skill, intelligence, and scholastic achievement.

ABRAMS, JULES C., WENDY O. SMOLEN. ON STRESS, FAILURE AND READING DISABILITY. 16 6 462
Suggests that initial reading failure can lead to emotional stress with its frustration, reduced attention, anxiety and a sense of helplessness. The child develops an aversion to reading that persists long after primary causes of initial reading failure (developmental lag, emotional problems) have been removed or have ameliorated.

ALPERT, HARVEY. THE RELATIONSHIP OF EMPATHY AND PROJECTION TO READING IN LITERARY AND NON-LITERARY MATERIALS. 01 3 22
Examines the intercorrelation among six variables: projection, empathy, reading comprehension in literary materials, reading comprehension in non-literary materials, intelligence and adjustment.

MAXWELL, MARTHA J. THE ROLE OF ATTITUDES AND EMOTIONS IN CHANGING READING AND STUDY SKILLS BEHAVIOR OF COLLEGE STUDENTS. 16 6 359
Suggests that the college reading specialist needs to understand the dynamics of personality motivation and interpersonal relationships if he is to be effective.

NEAL, CAROLYN M. SEX DIFFERENCES IN PERSONALITY AND READING ABILITY. 11 8 609
Discusses the relationship of sex, personality characteristics and reading ability and concludes that, as they relate to reading performance, the two sexes have personality differences.

RAYGOR, ALTON L., DAVID M. WARK. PERSONALITY PATTERNS OF POOR READERS COMPARED WITH COLLEGE FRESHMEN. 08 1 40
Compares the personality profiles of students in a voluntary reading improvement center and college freshmen. Found that male reading center volunteers were less well adjusted, particularly socially, than male freshmen; female reading center volunteers were better adjusted than female freshmen.

TILLMAN, CHESTER E. PERSONALITY TYPES AND READING GAIN FOR UPWARD BOUND STUDENTS. 19 4 302
Examines the relationship between four basic personality dimensions and the amount of gain students achieved in an individualized, counseling-oriented reading program.

ANAPOLLE, LOUIS. VISUAL TRAINING AND READING PERFORMANCE. 10 6 372
Demonstrates the fundamentals of visual training routines which may enhance reading performance.
BERNETTA, SISTER M. VISUAL READINESS AND DEVELOPMENTAL VISUAL PERCEPTION FOR READING. 05 2 82

Argues the importance of visual training in the development of reading potential, school achievement, personality, posture and adjustment to life.

CABRINI, SISTER M. AUDITORY MEMORY SPAN AND FUNCTIONAL ARTICULATORY DISORDERS IN RELATION TO READING IN GRADE TWO. 07 1 24

Concludes that brevity of auditory-memory span is not definitely related to functional articulatory disorders, but may be a factor in reading disability, and that reading ability is not necessarily dependent on speech ability.

COHEN, S. ALAN. APPLYING A DYNAMIC THEORY OF VISION TO TEACHING READING. 06 1 15

Defines the dynamic theory of vision as seeing vision as a total psychological process and applies it to beginning reading.

FORREST, ELLIOTT B. VISION AND SCHOOL ACHIEVEMENT. 07 4 316

Defines vision as a complex process and asks eight thought-provoking questions to illustrate that school performance has not always correlated with the so-called "eye-defects".

HARRIS, ALBERT J. VISUAL SENSATION AND PERCEPTION OF DISABLED READERS. 04 4 246

Reviews recent evidence regarding the significance of visual sensation and visual perception for reading disabled students.

HOUSE, RALPH W. THE IDEA OF VISUAL POWER. 05 4 279

Discusses the importance of visual power, or visual accommodation, in reading ability and success in reading-related activities.

LOVE, HAROLD D. AUDITORY DISCRIMINATION, SPELLING AND READING WITH BILINGUAL AND MONOLINGUAL CHILDREN. 06 3 212

Reports that after seven weeks training with thirty-five drill sheets designed to train students in auditory discrimination, the bilingual experimental group had made greater gains than the monolingual control group. There was no difference in spelling and reading abilities at the end of the study.

MAYNE, DOROTHY. THE INTELLIGENT RETARDED READER. 07 1 62

Discusses problems in near-point vision as a cause of reading retardation and describes an experiment in which students were given corrective glasses. Results included improved behavior, improved school work and higher scores on reading tests.

MC CONVILLE, CAROLYN B. HANDEDNESS AND PSYCHOMOTOR SKILLS. 04 1 47

Compares right-handed, left-handed, ambidextrous and functionally mixed dominant college sophomores in relation to intelligence, reading rate, comprehension and reaction time.

ROSEN, CARL L. VISUAL DEFICIENCIES AND READING DISABILITY. 09 1 57

Considers the research literature regarding the role of visual sensory deficiencies in the causation of reading disability. Suggests that the classroom teacher should fulfill four major roles in this area: detection, referral, adjustments of methods, and leadership and participation in research.

SCHMIDT, BERNARD. CHANGING PATTERNS OF EYE MOVEMENT. 09 6 379

Examines results of research which used an electro-oculograph to measure changes in the efficiency in eye-movement patterns of 190 randomly selected college reading class students.
SPACHE, GEORGE D., CHESTER E. TILLMAN. A COMPARISON OF THE VISUAL PROFILES OF RETARDED AND NON-RETARDED READERS. 05 2 101

Compares visual scores of retarded and non-retarded readers using the Bausch and Lamb Ortho-Rater, the Spache Binocular Reading Test and the Wirt Sterotest. Concludes that fusion difficulties are strongly related to reading difficulty.

TAYLOR, EARL A. GROUPING PUPILS AND ADULTS IN TERMS OF SIGHT VOCABULARY AND THE FUNDAMENTAL READING SKILL. 05 3 164

Suggests using the data from eye-movement photography and sight vocabulary tests to place children (or adults) into homogenous groups.

TAYLOR, EARL A. THE FUNDAMENTAL READING SKILL. 01 4 21

Characterizes the acquired behavior pattern of the eyes which accompanies visual perception in reading as the fundamental reading skill and offers suggestions for training readers to improve this skill.

TAYLOR, STANFORD E. SENSATION AND PERCEPTION: THE COMPLEXITY OF WORD PERCEPTION. 06 3 187

Analyzes the processes involved in word recognition and identification and suggests implications for instruction and research.

WARFEL, HARRY R. PROLEGOMENA TO READING INSTRUCTION. 01 3 35

Illustrates that there are three major gaps in the study of the reading process-language knowledge, psychology of language perception, their relationship—by discussing language and its relationship to communication, perception and mental growth.

03.5 LINGUISTICS/PSYCHOLINGUISTICS

DEVINE, THOMAS G. LINGUISTIC RESEARCH AND THE TEACHING OF READING. 09 4 273

Examines linguistic research and suggests three areas of significance for high school and college teachers: to remind teachers of the primacy of spoken language; to emphasize the importance of dialect at all levels; and to clarify the relationship between language structure and meaning.

GOODMAN, KENNETH S. DECODING - FROM CODE TO WHAT? 14 7 455

Reexamines the concept of decoding with concern for meaning.

KNAPP, MARGARET O. BLACK DIALECT AND READING: WHAT TEACHERS NEED TO KNOW. 19 3 231

Outlines an innovative course on language patterns, dialects and reading implemented at Kean College, New Jersey to help teachers understand more about the language of culturally different students. Urges adoption of both pre and in-service courses of this type.

LEFEVRE, CARL A. READING INSTRUCTION RELATED TO PRIMARY LANGUAGE LEARNINGS: A LINGUISTIC VIEW. 04 3 147

Summarizes research on the reading process and principle methods of teaching reading. Indicates principles of descriptive linguistics which might apply to reading methodology.

MAVRGENES, NANCY. USING PSYCHOLINGUISTIC KNOWLEDGE TO IMPROVE SECONDARY READING. 18 4 280

Suggests ways to increase students' awareness and use of the cue systems identified in a psycholinguistic view of the reading process.
WEAVER, WENDELL W. THE WORD AS THE UNIT OF LANGUAGE. 10 4 262

Reviews the literature and reveals there is an apparent contradiction in the attitude of the teacher toward the word as a unit of language, and that of the linguist, and certain psychologists who base their experiments on the logical analyses of the linguist.

WEAVER, WENDELL W., ALBERT J. KINGSTON. PSYCHOLOGICAL EXAMINATIONS OF NEWER DIMENSIONS OF LINGUISTICS AND THEIR IMPLICATIONS FOR READING. 11 3 238

Concerns itself with the implications of linguistic research and theory for the psychological study of the reading process. Recognizes that more evidence is needed to validate linguistic theory, and that, at this point, connections between reading and linguistics are tentative.

WHEAT, THOMAS E., ROSE M. EDMOND. THE CONCEPT OF COMPREHENSION: AN ANALYSIS. 18 7 523

Views reading as a language process and explores comprehension from a psycholinguistic perspective.

WILLIAMS, RALPH M. LINGUISTICS AND READING. 08 5 355

Suggests that since each field has much to offer the other, communication between linguistics and reading should increase, and researchers in each discipline should learn the language of the other.

ZUCK, LOUIS V., YETTA M. GOODMAN. ON DIALECTS AND READING. 15 7 500

Annotates nine articles as the "most significant" in the area of dialects.

03.6 RACIAL/CULTURAL FACTORS

BOGART, CARLOTTA, ANNELLE S. HOUK. WHAT IS THE NEXT STEP? 14 8 531

Suggests specific and general solutions to the problem of non-reading junior high school students.

EDWARDS, THOMAS J. CULTURAL DEPRIVATION: OUR AMERICAN LEGACY. 11 1 10

Questions whether cultural deprivation is a basic problem or is symptomatic of a more fundamental issue. Advocates the utilization of resources in two areas: pedagogical problems, and attitudinal/sociological conditions throughout the United States.

GARCIA, RICARDO L. MEXICAN AMERICAN BILINGUALISM AND ENGLISH LANGUAGE DEVELOPMENT. 17 6 467

Reviews the research literature on bilingualism and suggests that Chicano bilingualism, per se, is not necessarily detrimental to English language development which is more likely to be retarded by cultural or motivational factors.

HALL, JOSEPH C. ROLE AND RESPONSIBILITY OF THE BLACK READING SPECIALIST. 16 3 207

Attempts to ascribe a unique role to the Black reading specialist including involvement in professional associations, research, recruiting and training more Black specialists, working with the community and serving as consultants.

JOHNSON, KENNETH R. BLACK DIALECT SHIFT IN ORAL READING. 18 7 535

Analyzes the grammar of Black dialect to assist teachers in more accurately determining children's reading proficiency and comprehension.
JUSTIN, NEAL. MEXICAN-AMERICAN READING HABITS AND THEIR CULTURAL BASIS. 16 6 467

Discovers substantial differences in feelings of personal control, time orientation and concern with delayed gratification between Mexican Americans and Anglos. This may provide insights into new ways to develop effective programs for Mexican Americans.

MARTIN, RUBY W. CURRENT ISSUES - THE PUBLIC COLLEGE. 16 3 215

Examines the current issues in Black Colleges and recommends that new curricula draw on the individual and cultural strengths of Blacks.

MARTIN, RUBY W. REALITIES AND FALLACIES OF TEACHING READING TO BLACK HIGH SCHOOL STUDENTS. 18 6 445

Examines the role of school-related factors in creating reading problems and offers suggestions to bring teaching more in consonance with the learning styles of Black high school students.

PHILON, WILLIAM L. E., CHARLES G. GALLOWAY. INDIAN CHILDREN AND THE READING PROGRAM. 12 7 553

Reports observations and diagnostic test item analysis data in an attempt to identify specific difficulties in the language development of elementary grade Indian children in a Vancouver Island logging and farming community.

POWELL, SAMUEL. LAYIN' DOWN A RAP. 17 3 184

Takes issue with current language theories including that of Bernstein who stated that the elaborated code is only for the middle class while lower classes use the restricted code.

RIST, RAY C. BLACK STUDIES AND PARAPROFESSIONALS - A PRESCRIPTION FOR AILING READING PROGRAMS IN URBAN BLACK SCHOOLS. 14 8 525

Reports significant improvement among black students offered a course in Black Studies utilizing black paraprofessionals.

RYSTROM, RICHARD. CAVEAT QUI CREDIT (LET THE BELIEVER BEWARE). 16 3 236

Discusses the myth of "standard" English and how it differs from Black dialect.

RYSTROM, RICHARD, HOWARD COWART. BLACK READING "ERRORS" OR WHITE TEACHER BIASES? 15 4 273

Proposes that teachers should learn to listen to and understand the dialects of their students and reports results of a study which indicates that the race of testers affected the scores of grade two students who completed a Basic Sight Word Test. Black students evaluated by white teachers read fewer words correctly than any other group.

STRANG, RUTH. TEACHING READING TO THE CULTURALLY DISADVANTAGED. 10 8 527

Presents a list of theoretically sound procedures which have been used successfully with disadvantaged groups or individuals.

03.7 SOCIO-ECONOMIC FACTORS

ABRAMS, JULES C., MARSHALL GORDON. TEACHING THE DELINQUENT CHILD IN A RESIDENTIAL SITUATION. 12 6 471

Describes establishment of a comprehensive reading program using a pragmatic approach at a Philadelphia residential center for delinquents.
BACHNER, SAUL. TEACHING READING AND LITERATURE TO THE DISADVANTAGED PART V -- PRACTICE: MATERIALS. 18 4 292
Reviews the MacMillan GATEWAY ENGLISH series, Holt's IMPACT SERIES, and Follett's SUCCESS IN LANGUAGE.

BACHNER, SAUL. TEACHING READING AND LITERATURE TO THE DISADVANTAGED PART II - THEORY: THE CURRICULUM. 18 1 50
discusses dissatisfactions with traditional literature curricula and identifies three approaches to reform in teaching literature to the disadvantaged.

BACHNER, SAUL. TEACHING READING AND LITERATURE TO THE DISADVANTAGED PART I - A DEFINITION. 17 7 512
Clarifies identification of students to which the term "disadvantaged" will be applied in this series of articles.

BACHNER, SAUL. TEACHING READING AND LITERATURE TO THE DISADVANTAGED PART IV -- METHODS. 18 3 238
Reviews methods and materials successful in teaching disadvantaged students.

BACHNER, SAUL. TEACHING READING AND LITERATURE TO THE DISADVANTAGED PART VII - SPECIFIC PRACTICES: AN ASSIGNMENT. 18 6 481
Articulates exhaustive plans for teaching the short story, "The Prison" by Bernard Malamud, which was selected for its interest to eleventh grade students.

BACHNER, SAUL. TEACHING READING AND LITERATURE TO THE DISADVANTAGED PART III - PRACTICE: THE TEACHER. 18 2 136
Synthesizes literature calling for strengths, sensitivity and literary qualities in teachers of the disadvantaged.

BACHNER, SAUL. TEACHING READING AND LITERATURE TO THE DISADVANTAGED PART VI: ONE TEACHER'S EXPERIENCE. 18 5 363
Emphasizes the importance of the teacher's use of materials and relationship with the students.

CHANDLER, THEODORE A. READING DISABILITY AND SOCIO-ECONOMIC STATUS. 10 1 5
Reviews research concerning socially oriented correlates of reading disability.

HALL, NASON E., GORDON P. WALDO. REMEDIAL READING FOR THE DISADVANTAGED. 11 2 81
Examines the effectiveness of a remedial reading program for delinquency-prone seventh-grade boys. Advocates the program on the basis of improved reading achievement of the participants, as well as on the economic advantages (i.e., specialists not required).

HILL, CHARLES H. READING ON THE RESERVATION. 12 2 125
Provides a brief description of a Title I funded program on the Yakima Indian Reservation listing some of the reading problems encountered and important questions raised.

KIMBALL, RAYMOND L., RONALD G. DAVISON. READING IMPROVEMENT FOR DISADVANTAGED AMERICAN INDIAN YOUTH. 15 5 342
Describes a program based on student needs which resulted in improved reading achievement and greater motivation and commitment.

KLING, MARTIN. SUMMER HEAD START FOR DISADVANTAGED COLLEGE FRESHMAN. 15 7 507
Offers evidence that it is possible to develop a viable and successful reading and study skills program for socially disadvantaged incoming freshmen.
MULLIGAN, JOSEPH P. USING LANGUAGE EXPERIENCE WITH POTENTIAL SCHOOL DROPOUTS. 18 3 206

Outlines the organization of a Language Experience Approach reading program with potential high school dropouts, which provides teachers and students with a realistic motivational basis for skills acquisition.

RAUCH, SIDNEY J. TEN GUIDELINES FOR TEACHING THE DISADVANTAGED. 10 8 536

Develops guidelines and suggests materials for helping teachers overcome reading problems of the culturally disadvantaged.

SKINNER, VINCENT P. WHY MANY APPALACHIAN CHILDREN ARE "PROBLEM READERS" - WE CREATE THE PROBLEMS. 11 2 130

States that Appalachian children are disadvantaged because of a lack of familiarity with Standard American English as an oral language system and because of geographical isolation, parental education, and limited exposure to the mass media. Advocates a pre-school oral language program as part of the solution.

STAUFFER, RUSSELL G., RONALD L. CRAMER. AN EXPLORATION IN PREVOCATIONAL TRAINING FOR THE DISADVANTAGED. 12 2 115

Describes a pilot program in training vocational teachers to meet the needs of the disadvantaged, underachieving junior high school student.

UMANS, SHELLEY. PROJECTS TO CREATE CREATIVITY IN EDUCATION. 10 8 542

Describes various programs designed for the culturally disadvantaged adolescent.

AARON, ROBERT L., LOUIS T. CALL, SALLY MUENCH. A LANGUAGE ARTS PROGRAM FOR DISTURBED ADOLESCENTS. 19 3 208

Assesses an experimental, computer managed, individualized curriculum designed for 125 institutionalized adolescents with 300 similar males receiving a traditional basal reader program serving as controls. Found significant differences in reading and mathematics gain scores in favor of the experimental group.

BOWREN, FAY F. THE STATUS OF READING SERVICES IN NEW MEXICO SCHOOLS. 13 7 513

Compares existing reading programs with criteria for a theoretically sound reading program and concludes that availability of trained personnel and the commitment of the administration are essential to program improvement.

BOYLE, SUSAN. TRENDS IN FLORIDA HIGH SCHOOL READING PROGRAMS. 14 5 299

Records results from a 21 item questionnaire and finds availability of funds as the controlling factor.

CHRONISTER, G. M., K.M. AHRENDT. READING INSTRUCTION IN BRITISH COLUMBIA'S SECONDARY SCHOOLS. 11 6 425

Provides results of a questionnaire survey on the kind and number of reading programs in British Columbia. Lack of qualified teachers is a major concern and developmental reading courses and college-preparatory courses are needed.
COLVIN, CHARLES R. WHAT IS BEING DONE IN COLLEGE READING PROGRAMS IN PENNSYLVANIA. 05 1 70
Surveys the nature and extent of college reading programs and services. Also looks at trends over time.

CRISCUOLO, NICHOLAS P. QUALITY READING PROGRAMS AT BARGAIN BASEMENT PRICES. 18 2 127
Describes eight effective reading programs developed, with limited funds, in the New Haven public school system.

CRISCUOLO, NICHOLAS R. AN INTERDISCIPLINARY APPROACH TO READING. 19 6 488
Describes six interdisciplinary reading programs developed by secondary content area teachers under Connecticut's Title II Right to Read program.

ELKINS, DORIS M. A BUILT-IN OPPORTUNITY. 01 3 69
Points out how an Open House can be a fine opportunity for conveying the benefits of developmental reading through use of the reading laboratory.

EVANS, HOWARD M., EUGENE E. DUBOIS. COMMUNITY/JUNIOR COLLEGE REMEDIAL PROGRAMS - REFLECTIONS. 16 1 38
Criticizes programs for weak diagnostic methods, inaccurate descriptions of students and the lack of rigorous evaluation for such programs.

FARR, ROGER, JAMES LAFFEY, REXEL BROWN. SECONDARY READING PROGRAMS IN INDIANA: STATUS AND NEEDS. 13 4 269
Surveys 93% of schools in Indiana regarding the background and training of reading teachers, nature and organization of reading programs, obstacles to reading development, and the impact of federally funded programs.

FIELDS, IRWIN H. THE CENTINELA VALLEY PLAN: A MANDATORY READING AND STUDY SKILLS PROGRAM FOR NINTH GRADE STUDENTS. 04 4 254
Describes the development of a district-wide program incorporated as a six-week unit in the English curriculum. Reports that success of the program was evidenced by pupil acceptance and parent and teacher approval.

GEERLOFS, MARJORIE WHITE, MARTIN KLING. CURRENT PRACTICES IN COLLEGE AND ADULT DEVELOPMENTAL READING PROGRAMS. 11 7 517
Attempts to determine the relationship between objectives and practices in college and adult developmental reading programs by a questionnaire survey. Results reveal that books are used more than machines, instruction is individualized, multiple materials are available, and programs are diverse. However, a gap exists between theory and practice in teaching reading.

GOLUB, LESTER S. A COMPUTER ASSISTED LITERACY DEVELOPMENT PROGRAM. 17 4 279
Describes a computer assisted "Career Oriented Literacy Development Program," and presents a student flowchart.

GOMON, AUDREY, BONNIE ARCHBOLD, CHRISTINA BRYSKI, ZINA KANGELARIS, DAVID LICKFELDT. ENGINEERING STUDENT ACHIEVEMENT IN LANGUAGE ARTS. 15 3 209
Describes a Language Learning Laboratory program which fosters growth in language arts skills and provides a model of individualized continuous progress instruction.

GRAHAM, HAROLD V. PRESENT PRACTICES IN READING PROGRAMS IN SECONDARY SCHOOLS IN CALIFORNIA. 12 7 563
Reports questionnaire data concerning the status and characteristics of secondary school reading programs, noting increased awareness of the need for reading instruction but a preponderance of remedial rather than developmental programming.
HARKER, W. JOHN. INSTRUCTIONAL SYSTEM FOR READING: PROGRAM MODEL. 16 4 301

Presents a model which clearly delineates the components of a reading program.

JEFFERS, PEARL B. GUIDELINES FOR JUNIOR HIGH READING PROGRAMS. 15 4 264

Provides a selection of guidelines which enumerates sound principles involved in developing successful junior high reading programs.

KARLIN, ROBERT. PROGRAMS FOR DISABLED READERS. 06 4 230

Puts forward some principles of remedial reading instruction and discusses them with reference to remedial reading programs.

KLINE, LLOYD W. FIVE SITES IN SEARCH OF THE WORD. 17 5 376

Deals with observations of two teacher training sites: (1) Agnes Russell School at Teacher's College, Columbia University, and (2) the Exemplary Center for Reading Instruction in Salt Lake City.

KLINE, LLOYD W. FIVE SITES IN SEARCH OF THE WORD. 17 4 288

Presents an on-site description of an eclectic reading program at the Elizabeth Jenkins Elementary School and the Educational Development Center at Millersville State College, Pennsylvania.

KLINE, LLOYD W. FIVE SITES IN SEARCH OF THE WORD. 17 6 444

Summarizes on-site observations at (1) Lakewood High School, Ohio, and (2) the Reading Laboratory, University of Iowa.

LEGERE, C. L. JOHN, WILLIAM R. TRACEY. READING IMPROVEMENT IN AN ARMY SERVICE SCHOOL. 04 1 41

Describes a twenty-hour, machine-oriented reading improvement course which emphasized individual needs and resulted in improved speed and comprehension.

LEHNER, ANDREAS P. LETTING READING MAKE MORE SENSE. 12 1 5

Delineates the principles upon which the Meadowbrook Junior High School reading program is based.

MADEIRA, SHELDON. PENNSYLVANIA'S MANDATED READING PROGRAM. 05 4 221

Describes the rationale for, and implementation of, a mandatory state-wide reading program for grades seven and eight.

MARTIN, WILLIAM R. A NEW LOOK AT SECONDARY SCHOOL READING PROGRAMS IN THE UPPER MIDWEST. 12 6 467

Presents results of a follow-up investigation of reading programs in selected Upper Midwest secondary schools five years after initial analysis and evaluation. General improvement is noted.

MC CRACKEN, ROBERT A. INITIATING SUSTAINED SILENT READING. 14 8 521

Views SSR as the drill of silent reading and gives rules for initiating the program.

MC DONALD, THOMAS F. AN ALL SCHOOL SECONDARY READING PROGRAM. 14 8 553

Supports the belief that an effective reading program requires total faculty commitment.
PETRE, RICHARD M. READING BREAKS MAKE IT IN MARYLAND. 15 3 191
Describes the methods and benefits of a daily school-wide 35
minute sustained reading break.

ROTH, ROBERT M. A THEORY OF VOLUNTARY REMEDIAL READING
PROGRAMS. 04 2 87
Proposes a voluntary reading program based on the
relationship of self-concept and achievement.

RUSHMORE, MARY LEE, JOHN C. SCOPE. UPWARD BOUND AT HOFSTRA
UNIVERSITY CHANGES "NO, I CAN'T" TO "YES, I CAN". 13 2 119
Suggests that the Hofstra program brought about a change in
attitudes and reading habits of Outward Bound students.

SCHOTTENFELD, LORRAINE, FLORENCE MAGGIE LANG. READING
RESOURCE CENTER: PROGRAMS AND PERSONNEL IN MODULAR
SCHEDULING. 17 2 104
Describes the Reading Resource Center in a New York high
school which utilizes modular scheduling and provides a
fourfold, non-graded program.

STAUFFER, RUSSELL G., RONALD L. CRAMER. AN EXPLORATION IN
PREVOCATIONAL TRAINING FOR THE DISADVANTAGED. 12 2 115
Describes a pilot program in training vocational teachers to
meet the needs of the disadvantaged, underachieving junior
high school student.

TOOPS, MYRTLE D. READING IN THE JUNIOR HIGH SCHOOL. 01 4
67
Suggests that reading improvement must begin with knowledge
of the individual student, his interests, abilities and
background.

TREMONTI, JOSEPH B. RESPONSIBILITIES OF THE SECONDARY
SCHOOL TEACHER IN THE READING PROGRAM. 07 4 290
Synthesizes recent literature on the role of content teachers
in the reading program.

04.2 ORGANIZATION/ADMINISTRATION

ADAMS, ANNE H., R. BAIRD SHUMAN. SINNING TO BUILD AN
ATMOSPHERE FOR SECONDARY SCHOOL READING. 16 1 20
Explores the common misconceptions teachers hold of poor
readers and recommends by-passing restrictive regulations in
order to develop pleasant surroundings in which students can
learn to read.

AXELROD, JEROME. OPEN DOOR OR CLOSED ADMISSION. 15 8 593
Investigates the non-reading qualifications for entry to a
reading center and suggests careful scrutiny of motives and
goals before setting up policies.

BARBE, WALTER B. A READING PROGRAM THAT DID NOT WORK. 01
1 17
Contends that a poorly-planned reading program may result in
negative attitudes toward reading programs generally and
suggests remedies.

BURNS, PAUL C. WHAT IS ESSENTIAL TO A GOOD READING
PROGRAM? 05 2 141
Lists twelve essential ingredients of a successful reading
program and discusses the need for more research in the
methodology of the teaching of reading.
COHEN, SAVIN. A RECOMMENDED READING IMPROVEMENT PROGRAM FOR A COMMUNITY COLLEGE. 09 3 163

Presents guiding principles for implementing a community college reading program.

ELMORE, MARY CHARLES, JOEL B. WEST. A READING PROGRAM BEGINS. 12 5 363

Outlines development of secondary school reading programs in the District Five Schools of Spartanburg County. Includes guidelines for administrators.

GANZ, PAUL; MARY B. THEOFIELD. SUGGESTIONS FOR STARTING SSR. 17 8 614

Lists a number of recommendations to be considered when establishing Sustained Silent Reading in a high school.

HUMPHREY, JACK W. REMEDIAL PROGRAMS: CAN THEY BE JUSTIFIED? 15 1 50

Suggests that only well-managed remedial reading programs can be justified.

KELLEY, DANIEL J. PROGRAM DESIGN FOR A VO-ED READING CENTER. 19 2 121

Outlines a reading program designed to help students reach maximum employability and improved reading performances at the Oswego County BOCES Occupational Educational Center in Mexico, New York. A reading coordinator works with students and teachers, using faculty meetings, individual conferences, classroom visits, a reading resource center, and, in extreme cases, individual tutoring.

MC DONALD, ARTHUR S., JAMES A. BYRNE. FOUR QUESTIONS ON OBJECTIVES. 01 3 46

Probes the diversity of objectives and philosophies of college reading programs and concludes that asking the right questions about objectives is of major importance.

ROBINSON, H. ALAN. DOES YOUR COMMUNITY KNOW YOUR READING PROGRAM? 01 1 7

Contends that a district-wide reading program was successful because of the cooperative efforts between professionals and lay people. Steps involved in planning for all grade levels are described.

SMITH, RICHARD J. FIRST STEPS TOWARD AN ALL-SCHOOL READING PROGRAM. 12 7 569

Describes implementation, operation and evaluation of a reading improvement program within the content courses of a senior high school.

STAHL, BETTY LOU, ZETTA OTTENBERG. ORGANIZATION OF A SECONDARY READING PROGRAM FOR A MIDDLE-SIZED CITY SYSTEM. 12 1 27

Outlines the functions of reading personnel and describes the development of a Rockford, Illinois, program.

VIOX, RUTH C. INITIATING A DEVELOPMENTAL READING PROGRAM. 07 3 208

Discusses the need to consider the implementation of a class reading program in relation to the whole school reading program and the total language arts program.

WALKER, JERRY L. CONDUCTING AN INDIVIDUALIZED READING PROGRAM IN HIGH SCHOOL. 08 5 291

Presents practical suggestions for conducting an individualized program, including student information, individual interview, courses of study, organization and evaluation.

ZALEWSKI, ANN MARIE. HOW TO PRESENT A READING PROGRAM TO THE ADMINISTRATION. 18 8 610

Presents a series of steps to develop, improve or maintain a high school or post secondary reading program and at the same time satisfy the administration as to its effectiveness.
BILLET, RALPH E. AN EXPERIENCE IN READING. 06 4 272

Describes a reading approach which grouped grade four, five, and six students on the basis of the Betts Reading Inventory, the Mental Maturity Test and an evaluation of the student's reading level by teachers.

COHEN, JUDITH H. GENIUSES AT WORK. 13 4 275

Describes a TV production miniprogram which led to high quality work, enthusiasm and improved self-image of the students.

CRAWFORD, GAIL, RICHARD L. CONLEY. MEET YOU IN THE READING LAB. 15 1 16

Explains how flexible scheduling and administration, effective space allocation and use and innovative program design led to overcrowding in the reading labs.

DAVIS, DOROTHY VOIGT. BOOK CLUBS IN THE MIDDLE GRADES. 19 2 150

Advocates the use of book clubs consisting of a volunteer parent and about six students to provide opportunities for peer group development of ideas. Delineates steps in organizing such a program which may be used to compensate for some of the deficits of individualized instruction.

ELZA, BETTY, DIANA OWATT. TURNING TO INDIVIDUALIZED INSTRUCTION: READING IN THE ROUND. 19 2 125

Presents an individualized program for advanced readers designed to broaden reading interests, develop critical reading skills and allow greater flexibility. Uses a traditional reading wheel divided into eight types of literature and a thematic wheel divided into six traditional themes, along with evaluation cards, interest inventories and personal conferences.

LIPSON, MRS. FRANCES. A THIRD GRADE READING PROGRAM. 06 4 265

Presents the rationale behind an individualized reading program and describes its operation in the classroom.

MC CORD, HALLACK. READING IMPROVEMENT FOR YOUNG PEOPLE. 07 3 211

Describes techniques used in a reading improvement course for grades three through eight.

SCHIAVONE, JAMES. A SEVENTH-GRADE READING ENRICHMENT PROGRAM. 03 2 106

Describes a seventh-grade reading enrichment program consisting of three twelve-week units in art, music and reading designed to help students gain an understanding of and improvement in the essential reading skills.

WILSON, ROBERT M., NANCY PARKEY. A MODIFIED READING PROGRAM IN A MIDDLE SCHOOL. 13 6 447

Evaluates a modified language experience approach for a seventh grade class with reading problems. The adjusted program led to improved self-concept, reading skill development and higher teacher evaluation.

ELZA, BETTY, DIANA OWATT. TURNING TO INDIVIDUALIZED INSTRUCTION: READING IN THE ROUND. 19 2 125

Presents an individualized program for advanced readers designed to broaden reading interests, develop critical reading skills and allow greater flexibility. Uses a traditional reading wheel divided into eight types of literature and a thematic wheel divided into six traditional themes, along with evaluation cards, interest inventories and personal conferences.
BAIRD, RUTH CATES. AN EXPERIMENT IN THE TEACHING OF READING SKILLS. 02 1 3

Provides details of a reading and study skills course designed for high school students bound for further education.

BELTRAME, IRVIN, HOWARD VAN DYK. THE HILLSIDE PLAN: SOLUTION, SALVATION. 12 3 224

Advocates an individualized reading program focusing on the strengths and weaknesses of each student and describes one such program.

BERKEY, SALLY C. A SUCCESSFUL HIGH SCHOOL DEVELOPMENTAL READING PROGRAM. 10 7 442

Traces the development and describes the status of a reading and study skills program in a southwest Los Angeles high school district.

BIASIO, ANTHONY J. DI, JR. THE DEVELOPMENTAL READING PROGRAM AT LAKEWOOD HIGH SCHOOL. 06 1 67

Describes an all-school reading program which includes the teaching of reading in content area classes, a developmental program, a remedial program, and an adult program.

BOGART, CARLOTTA, ANNELLE S. HOUK. WHAT IS THE NEXT STEP? 14 8 531

Suggests specific and general solutions to the problem of non-reading junior high school students.

BRUECKMAN, ELIZABETH A. ADVANCED READING PROGRAM- TAFT HIGH SCHOOL. 04 4 228

Reports on the effectiveness of a high school reading program which uses mainly Science Research Associates materials and mechanical devices. Results show significant gains in rate and comprehension with students in the middle ability group making the most consistent gains.

BUCKLEY, ROSE. THE T.H. MITCHELL MEMORIAL READING CENTER, AN ADVENTURE IN COMMUNITY COOPERATION. 03 3 211

Describes briefly the creation and operation of a high-school reading center.

DAIGLE, EDWARD J. A PROGRAM OF DEVELOPMENTAL READING. 06 2 130

Describes a developmental reading program in a vocational technical school. Use is made of pacers, films and tachistoscopes.

DOBREN, RUTH M. THE MASSAPEQUA STORY: A PRE-COLLEGE READING PROGRAM. 04 3 159

Describes a high school developmental reading program for college bound students.

ELLIS, U. BERKLEY. DEVELOPMENTAL READING IN JUNIOR HIGH SCHOOL. 06 1 41

Provides a description of an all-school reading program in which students are grouped and receive differing treatments based on reading ability.

GRUBER, PAULETTE M. JUNIOR HIGH BOASTS SUPER STARS. 16 6 600

Details a program which provided immediate rewards for learning to apply the SQ3R method to content area reading assignments.

GUDAITIS, MICHAEL S. A READING COURSE OUTLINE FOR THE COLLEGE BOUND STUDENT. 19 7 575

Describes a "Reading for College" program developed for college bound eleventh and twelfth graders to more adequately prepare them in reading techniques and study skills.
HEGMAN, M. MARIAN. DEVELOPMENTAL READING LABORATORIES. 06 1 65

Describes a laboratory-centered reading program which allows students to work independently.

KENDALL, ROSE. GIVE THEM A CHANCE. 08 5 326

Describes the organization, materials, curriculum and evaluation of a secondary school reading improvement program centered in a laboratory. Reports improvements in rate, comprehension and attitude.

KETTLEWELL, GAIL B., ROBENA S. GORE. READINGS FOR TEENS: AN ELECTIVE UNIT. 14 5 309

Describes a course which aims to encourage students to read more and to correct their reading weaknesses.

KINNE, ERNEST W. A REVIEW OF INTENSIVE READING PROGRAMS IN INDIANA SECONDARY SCHOOLS. 03 4 276

Reports on the intensive reading programs which have been offered successfully in Indiana high schools for a number of years largely by teachers who received special training at Purdue University.

KUMMER, ROBERT. READING AS AN ELECTIVE. 19 8 640

Describes an eighteen week developmental reading program open to any upper grade student regardless of ability which incorporates five related areas: comprehension, oral and written communication, vocabulary and attitude development.

LEWIS, DOROTHY L. THE FIRST YEAR. 01 3 63

Describes the trials and joys of instituting a developmental reading program in an Indiana High School.

MAGNUSSON, DOROTHY. AN INTENSIVE COURSE FOR COLLEGE-BOUND SENIORS. 03 2 135

Describes a short, intensive reading improvement course for college-bound high-school seniors.

MARQUIS, BETTYLEE FULTS. DEVELOPMENTAL READING -NEW ALBANY HIGH SCHOOL. 07 1 58

Reports on the operation and efficiency of a laboratory centered developmental reading program.

MC CRACKEN, ROBERT A. BEGINNING A DEVELOPMENTAL READING CLASS IN EIGHTH GRADE. 03 4 280

Chronicles the day-to-day diagnostic work done at the beginning of an eighth grade reading course.

MELTON, HOWARD B. READING RETENTION OF ELEVENTH-GRADE STUDENTS. 02 4 26

Examines the results of a developmental reading program and students' retention or loss of reading skills one year after participation.

MONTGOMERY, MARGARET. A DEVELOPMENTAL READING UNIT FOR GOOD READERS. 01 4 63

Provides details of the requirements and benefits of a high school developmental reading course for average and above average students.

MOORE, WILLIAM R. A PRACTICAL PROGRAM FOR DEVELOPMENTAL READING IN HIGH SCHOOL. 02 1 67

Describes a high-school reading program designed to aid both students below average in reading ability and those needing to read better for college entrance.
MORRELL, KEN. EDUCATION GETS A BOOST AT NASHVILLE READING CENTER. 12 4 277
Describes successes in twelve developmental reading centers which were designed to assist students identified as of average intelligence but reading at least two years below grade level.

NORTH, MARIE. READING AT NORTH CENTRAL HIGH. 02 2 62
Outlines the developmental reading program of an Indianapolis high school.

REIDELBERGER, HELEN. SERENDIPITY - A READING PROGRAM. 15 8 584
Tells how happenstance led to the development of a school wide, all-staff, reading program which resulted in better staff morale, improved reading scores and better student attitudes.

SARGENT, EILEEN E. COLLEGE READING BEFORE COLLEGE. 14 2 63
Describes the curriculum and recording methods of a high school reading course designed to prepare students to meet college reading and learning requirements.

SCHAEFFER, LEONARD, JOAN SCHAEFFER. CONDITIONING VERBAL BEHAVIOR IN A CONTROLLED LEARNING ENVIRONMENT. 12 7 541
Describes a program for conditioning verbal behaviours in classes composed of secondary remedial students.

SCHLEICH, MIRIAM. GROUNDWORK FOR BETTER READING IN CONTENT AREAS. 15 2 119
Provides a description of two specific programs to improve the teaching of reading and makes five recommendations that would lead to better secondary reading programs.

SCHURR, RICHARD. READING PROGRAMS DO SUCCEED. 02 4 66
Describes a successful reading program conducted in a Warsaw, Indiana, high school.

SNAP, ALFRED H. THE ARLINGTON HIGH SCHOOL READING IMPROVEMENT PROGRAM. 04 4 275
Describes the organization of a four-pronged reading improvement program begun in 1950. Consists of a remedial English class, an all-school, non-credit developmental reading program, two four-week summer sessions and a ten-week evening class for adults.

STAFF, JR. A SIGN THAT ALL CAN READ. 15 5 335
Describes a successful high school reading program and lists the elements that lead to program success.

TANZOLA, REV. VINCENT, S.J. READING TRAINING WITHOUT MECHANICAL AIDS. 02 3 12
Provides details of a college reading program tailored to fit the specific needs of students who enter an intensive program of liberal arts studies including Latin and Greek and/or join the religious order which runs the college.

THORTON, CECIL M. TWO HIGH SCHOOL READING IMPROVEMENT PROGRAMS. 03 2 115
Assesses the efficiency of two high school reading programs designed to improve the reading performance of students of average and above average mental ability.

TORMEY, MARY K., WALTER G. PATTERSON. DEVELOPMENTAL READING AND STUDENT EVALUATION. 02 2 30
Describes the development of a high school reading course and provides details of extensive student evaluation thereof.
WARREN, MARY BAY. THE MASSAPEQUA JUNIOR HIGH SCHOOL READING PROGRAM. 05 4 245

Reports an experiment to ascertain the effect of the tachistoscope and the controlled reader in a junior high school reading program.

04.5 SECONDARY, REMEDIAL PROGRAMS

ADAMS, W. ROYCE. TURNING A "DUMPING GROUND" INTO AN EFFECTIVE READING PROGRAM. 08 6 396

Describes a high school reading program that suffered from selection problems when begun, but is now highly successful. Concludes that an effective reading program needs trained and interested teachers, administrative cooperation and an effective screening process before admission to the program.

BAER, CONSTANCE JOAN, LINDA RUTH FISHER. LET ME READ: FIVE TECHNIQUES THAT WORKED FOR US. 16 3 227

Suggests using students as teachers, improvisations, an incentive point system and the class newspaper as ways of motivating students in a junior high school remedial program.

BAMMAN, HENRY A. ORGANIZING THE REMEDIAL PROGRAM IN THE SECONDARY SCHOOL. 08 2 103

Presents guidelines for a secondary remedial program, including organization, space, staff cooperation, grouping and the instructional program.

BEAN, RITA, CATHERINE LUKE. AS A TEACHER I'VE BEEN LEARNING. 16 2 128

Describes details of a tutoring program and reports and categorizes students' responses.

COHN, MAXINE D. PAIRING OF REMEDIAL STUDENTS. 14 2 109

Claims several values of shared-learning situations for remedial students.

CRISCUOLO, NICHOLAS P. A MULTIMEDIA PROGRAM FOR RELUCTANT READERS. 13 3 212

Reports very positive results from a six week film unit designed to overcome student aversion to textbooks.

DONZE, SISTER MARY TERES, A.S.C. OPEN-END READING PROGRAM. 14 5 293

Provides a floor plan of a reading laboratory, a suggested curriculum and examples of worksheets for a remedial reading program.

DRAMER, DAN. SELF-CONTAINED, READING-ORIENTED CLASSES IN SECONDARY SCHOOLS. 14 6 365

Reports success of a program for failing or marginal students.

EMANS, ROBERT, RAYMOND URBAS. EMPHASIZING READING SKILLS IN AN ENGLISH COURSE FOR UNDERACHIEVERS. 12 5 373

Compares an experimental English course emphasizing reading objectives with a control English course having a greater variety of objectives. Results are inconclusive.

FIELDS, IRWIN H. CORRECTIVE READING AT HAWTHORNE HIGH SCHOOL. 09 3 182

Provides an outline of a proposed corrective reading program.
FRANCO, E.J.  OPERATION UPGRADE.  16 2 120
Details a program that incorporated the language-experience approach in the content areas.

GATES, KAREN M.  A READMOBILE TAKES TO THE ROAD.  14 2 89
Comments on a mobile reading laboratory which provides individualized instruction for students with reading difficulties.

GILLESPIE, BONITA M.  A CLASSROOM EXPERIMENT IN "LAST CHANCE" READING.  18 5 391
Shares a successful experience in teaching remedial reading to potential high school dropouts.

HANTLA, JOHN CARTER.  HAPPINESS IS.  14 4 244
States that improved reading ability, better attitudes to themselves and school and general improvement in other classes were benefits gained by freshmen tutored by senior students in a one-to-three relationship. The method also describes benefits derived by the tutors and the developmental reading teacher.

KIMBALL, RAYMOND L., RONALD G.  DAVISON.  READING IMPROVEMENT FOR DISADVANTAGED AMERICAN INDIAN YOUTH.  15 5 342
Describes a program based on student needs which resulted in improved reading achievement and greater motivation and commitment.

KLING, MARTIN.  SUMMER HEAD START FOR DISADVANTAGED COLLEGE FRESHMAN.  15 7 507
Offers evidence that it is possible to develop a viable and successful reading and study skills program for socially disadvantaged incoming freshmen.

LANDIS, JOHN, ROBERT W.  JONES, LARRY D.  KENNEDY.  CURRICULAR MODIFICATION FOR SECONDARY SCHOOL READING.  16 5 374
Describes a program that presents content area material in audio, visual and kinesthetic styles while simultaneously teaching reading skills in a non-content atmosphere.

MC DONALD, THOMAS F., PHIL L.  NACKE.  A TWO YEAR STUDY OF A SATURATION READING PROGRAM.  12 6 461
Reports gains made by 1,036 ninth graders who completed a two year reading and study skills course for credit at Carl Hayden High School.

PENDRAK, MICHAEL.  PERFORMANCE CONTRACTING AND THE SECONDARY READING LAB.  17 6 453
Offers solutions to three problems involved in setting up a reading laboratory: (1) what kinds of students should be admitted, (2) how should students be scheduled into the laboratory, and (3) should formal credit be offered for lab work.

RACETTE, RENE J.  SPECIAL ENGLISH CLASSES FOR POOR READERS?  11 6 441
Explains an English department reading program which was successful in improving students' reading abilities as well as attitudes and self-concepts. Individualization, small classes and non-graded grouping characterized the program.

SHAPIRO, NATHANIEL, NOEL KRIFTCHE.  COMBATTING THE LOWER AND HIGHER ILLITERACIES.  19 5 301
Identifies and characterizes crucial conceptual elements in a reading program attempting to treat both the simple and higher illiteracies in a New York City public high school with the hope that these elements may be adapted or applied in a variety of learning situations.
SINATRA, RICHARD C.  SUMMER READING PROGRAM ON A POINT REINFORCER SYSTEM.  16  5 395

Reports a study where students were rewarded with food or a record album for work done on the EDL program.

COLLEGE/JUNIOR COLLEGE PROGRAMS.

BEASLEY, CHARLES E., JR.  A FRESHMAN READING PROGRAM.  02  2 23

Provides details of the freshman reading program of East Tennessee State College including aims, methods of instruction and materials used.

BECHER, BARBARA ANN.  READING IMPROVEMENT AND PSYCHOLOGICAL ORIENTATION.  05  2 133

Describes a university reading improvement program which is primarily concerned with reading, but also orients students toward psychology, psychologists, and mental health and is sponsored by the office of psychological services.

COFFEY, CHARLES C.  RETARDED COLLEGE READERS VIEW THEIR PROBLEMS.  03  1 64

Compares the views college students hold of their reading abilities before and after participating in a reading course which was required of prospective teachers whose reading ability fell below a raw score of fifty on the Cooperative English Test.

COLVIN, CHARLES B.  THE "IDEAL" COLLEGE READING PROGRAM.  05  2 77

Uses data gathered from a questionnaire sent to Pennsylvania colleges and universities to describe a hypothetical "ideal" college reading program.

COOKE, BRIDGET L., WILLIAM R. FARROW.  NEEDS, MATERIALS, CURIOSITY: A DIFFICULT COMBINATION.  19  3 214

Examines problems of (1) realistically meeting the needs of individual students, (2) working with sterile skills materials and (3) awakening curiosity and equipping students with tools to satisfy that curiosity with inner city adults preparing for college level studies.

FEINBERG, MORTIMER R., LOUIS LONG, VIOLA ROSENHECK.  RESULTS OF A MANDATORY STUDY COURSE FOR ENTERING FRESHMEN.  05  2 95

Investigates results of a mandatory study course for freshmen entering the schools of business and public administration. Reports antagonism to the mandatory nature of course resulted in negative results.

FRIDIAN, SISTER M.  DEVELOPMENTAL READING AT SAINT FRANCIS COLLEGE.  05  1 63

Describes a college developmental reading course which makes use of both mechanical and non-mechanical aids.

GLASS, GERALD G.  READING IMPROVEMENT COURSE FOR GRADUATE STUDENTS.  10  3 161

Discusses a Syracuse University course and describes the student population, course objectives, techniques, methods and materials.

GLENN, M.L.  THE IMPROVEMENT OF READING AT THE COMMUNITY COLLEGE LEVEL.  07  4 318

Describes a college reading improvement course and presents evidence which shows significant improvements in comprehension and vocabulary test scores.
HAYWARD, F. MARGARET. READING AND STUDY INSTRUCTION IN CANADIAN UNIVERSITIES AND COLLEGES. 15 1 27

Discusses results from a nation-wide questionnaire on the administration of reading and study skill programs.

HEARD, PATRICIA. AN EFFECTIVE READING CLASS FOR LAW STUDENTS. 08 5 315

Describes a course which included surveying, intensive reading, speed, skimming and scanning, flexibility and vocabulary improvement. The surveying and intensive reading were applied to legal material and student evaluation of the course was generally favorable.

HEFTEL, DANIEL L. READING TRAINING IN A COUNSELING SERVICE. 05 1 66

Describes a voluntary, non-credit, college reading improvement program for freshmen in which instruction is individualized.

HENDERSON, MARY ANN. INDIVIDUALIZED READING INSTRUCTION IN TWO-YEAR COLLEGES. 19 6 464

Compares reading achievement and interest gains of two-year college students taught by a personalized technique based upon cognitive field theory, with those taught by a prescriptive technique based upon behavioristic learning theory.

KING, PAUL T., WILLIAM DELLANDE. THE UNIVERSITY OF MISSOURI READING IMPROVEMENT PROGRAM. 08 5 307

Outlines a program with four main sections: perceptual training, reading techniques, reading lessons and vocabulary. Reports improvement in the areas of comprehension and speed.

LACEY, MABEL. COLLEGE READING IMPROVEMENT. 02 2 64

Demonstrates that reading efficiency can be improved by a college reading improvement program.

LEE, MAURICE A. RESULTS OF A COLLEGE ALL-FRESHMAN READING IMPROVEMENT PROGRAM. 02 1 20

Details the aims, organization, gains, retention and critical reactions of students to a required reading improvement program for freshmen.

MALONEY, JOHN D. DEVELOPING INDEPENDENT LEARNERS IN THE COMMUNITY COLLEGE. 17 6 457

Describes a comprehensive program involving eight individualized courses, 61 videotapes and a sixty page tutor's handbook, designed to help students develop both individualized and college wide study skills.

MARTIN, DAVID P. TEACHING READING IN A COMMUNITY COLLEGE - A REMEDIAL ACTIVITY. 14 6 369

Emphasizes the need to provide a corrective remedial reading course for students entering college who are deficient in reading.

MARTIN, JEANETTE P. LARGE READING CLASSES IN COLLEGE. 08 6 384

Describes a college reading improvement program with class sizes ranging from 65 to 125. Extensive use is made of film strips and multi-level reading materials. Reports significant gains in speed and comprehension.

MAXWELL, MARTHA J. A SELF-HELP APPROACH TO BETTER SPELLING. 06 2 134

Reports on an individualized college spelling improvement program where the responsibility for improvement, rate of progress and nature of the work accomplished is placed on the student.
MAXWELL, MARTHA J. DEVELOPING A LEARNING CENTER: PLANS, PROBLEMS AND PROGRESS. 18 6 462

Describes the development of a learning center at Berkeley involving a person-centered program where educational technology is supplementary and where students receive help in any basic course of study from physics to Swahili.

MAXWELL, MARTHA J. THE COLLEGE READING LABORATORY. 09 6 402

Describes the operation of the Reading and Study Skills Laboratory at the University of Maryland.

MAXWELL, MARTHA J., THOMAS M. MAGOON. A DESCRIPTION OF THE UNIVERSITY OF MARYLAND'S READING AND STUDY SKILLS LABORATORY. 05 3 182

Describes a university reading and study skills laboratory which functions as a division of the university counseling center and offers a free, voluntary, non-credit service to students.

MAY, M.M. PURDUE'S DEVELOPMENTAL READING PROGRAM. 02 4 44

Characterizes the Purdue program as designed to improve speed and comprehension of reading and names some of the techniques used.

MC DONALD, ARTHUR S., DORIS GALLACHER. MARQUETTE UNIVERSITY READING IMPROVEMENT PROGRAM. 02 4 39

Provides details of a ten-week college reading improvement program using a combination of group instruction and individual work.

MILLS, MARY. READING AND THE FRESHMAN ENGLISH PROGRAM. 01 1 3

Describes the techniques and results of integrating reading instruction into a freshman English course. While findings are offered as tentative, improvement in student attitudes is cited as an important side benefit.

MUEHL, LOIS B. INCREMENTAL READING AT COLLEGE LEVEL. 15 4 267

Argues that the term "incremental reading" be used at the college level to avoid the "remedial" label and suggests that reading programs must build on each student's background of experience.

NELSON, HELGE G. OVERCOMING READING DEFICIENCIES AT THE COLLEGE LEVEL. 06 4 238

Describes the development and operation of a remedial reading class.

NETCHINSKY, IRVING. THE READING IMPROVEMENT PROGRAM AT THE STATE UNIVERSITY URBAN CENTER IN BROOKLYN. 11 5 362

Describes a compensatory education program of college and vocational preparation. Factors contributing to success of the reading and study skills program were teacher attitude, classroom atmosphere and limited class size.

PAUK, WALTER J. COLLEGE READING AND STUDY SKILLS CENTER AT CORNELL UNIVERSITY. 03 3 183

Details factors of importance to effective reading and describes methods used in the Cornell University reading and study skills program.

PAUK, WALTER. SCHOLARLY SKILLS OR GADGETS. 08 4 234

Argues against the use of mechanical devices and the teaching of speed reading. Describes a study skills course for college students.

PECK, RICHARD E., ROY BRINKLEY. COLLEGE READING SERVICES FOR THE MARGINAL ENTRANT. 14 1 19

Describes the English Language Enrichment Center at Temple University (ELECT) which provides a multi-faceted language program for students who are jeopardized because of lack of language or study skills.
PRICE, UBERTO. DEVELOPMENTAL READING FOR ALL COLLEGE FRESHMEN. 09 5 333
Describes a required reading course for all freshmen at Appalachian State Teachers College in Boone, North Carolina.

RANKIN, EARL F., JR. SEQUENTIAL EMPHASIS UPON SPEED AND COMPREHENSION IN A COLLEGE READING IMPROVEMENT PROGRAM. 07 1 46
Investigates the effects of emphasizing speed versus emphasizing comprehension skills among students with poor comprehension who were enrolled in a college reading program.

RAY, DARREL D., BERNARD B. BELDEN. AN EXAMINATION OF IMMEDIATE GAINS IN A COLLEGE READING IMPROVEMENT PROGRAM. 08 3 201
Reports significant gains in vocabulary, comprehension, rate and total reading performance over the period of instruction by students in a college reading program.

RITTER, JOYCE H. UNIVERSITY STUDY SKILLS PROGRAM. 14 6 377
Lists the five lessons which make up a reading clinic course at the University of Manitoba in Winnipeg.

ROBERTSON, MALCOLM H. AN EVALUATION OF READING IMPROVEMENT. 02 1 60
Reports on research designed to determine whether a special study course incorporating some remedial reading produces significant improvements in reading achievement.

ROSE, HARRIET A. REPORT OF THREE SEMESTERS OF VOLUNTARY READING IMPROVEMENT COURSES AT THE UNIVERSITY OF KENTUCKY. 08 2 126
Evaluates reading improvement courses in which a Science Research Associates reading laboratory was used. Reports significant improvements in speed and comprehension.

ROSS, Elinor P., Betty D. ROE. COLLEGIANS CONTRACT FOR READING. 17 1 46
Describes a self-directed individualized reading program at Tennessee Tech which provides both developmental and remedial instruction.

SANDBERG, EDWIN T. READING PROGRAM AT WARTBURG COLLEGE. 02 2 60
Reports on results achieved at Wartburg College with a limited reading program using Purdue Reading Films.

SANTEUSANIO, RICHARD. RAMA: A SUPPLEMENT TO THE TRADITIONAL COLLEGE READING PROGRAM. 11 2 133
Discusses a college reading program which combines a typical reading skills course with RAMA: Read And Meet the Author. Attributes the success of the program to human relationships among students, teachers and authors.

SAWYER, JAMES M. COMMUNITY/JUNIOR COLLEGES: TRADITION IN THE FUTURE SENSE. 15 1 36
Investigates attempts to explore and identify problems facing the two-year college and looks at possible solutions.

SCOTT, FRANCES DEANE. EVOLUTION OF A COLLEGE READING PROGRAM, 1952-56. 02 1 33
Describes the inception of a college reading program and chronicles the changes made in successive classes to meet the specific needs of each group of students.

SMITH, DONALD E. P. SLOW-STARTING STUDENTS: WHOSE RESPONSIBILITY? 05 1 61
Discusses learning problems among college freshmen and describes a learning assistance program in which individual and group instruction is given by graduate students in educational psychology.
SMITH, DONALD E.P. UNIVERSITY OF MICHIGAN READING IMPROVEMENT SERVICE. 02 4 42
Names the primary functions of the University Reading Service: offering non-credit courses, tutoring individual students, providing diagnostic services, conducting research and training staff.

SNAVELY, A. ELOISE. THE READING PROGRAM AT THE STATE UNIVERSITY OF IOWA. 03 3 181
Describes the objectives and functions of the college reading program at the State University of Iowa.

SPACHE, GEORGE D. THE COLLEGE-LEVEL PROGRAM AT THE UNIVERSITY OF FLORIDA. 02 4 35
Describes an individualized approach to college reading improvement through use of counselors and independent work on the part of students.

SPACHE, GEORGE, LLOYD STANDLEE, DONALD NEVILLE. RESULTS OF THREE COLLEGE LEVEL REMEDIAL READING PROCEDURES. 04 1 12
Compares individualized, workbook-centered, and audio-visual centered, self-improvement college remedial classes. Reports no significant differences in rate, vocabulary or comprehension; but the individualized approach was more effective in terms of habits and attitudes.

STRANG, RUTH, AMELIA MELNICK. NEW READING PROGRAM AT THE UNIVERSITY OF ARIZONA. 04 4 266
Describes two programs in secondary reading: one for teachers and administrators, the other for consultants.

TREMONTI, JOSEPH B. DEVELOPMENTAL READING PROGRAM AT DALLAS. 07 1 69
Describes a reading techniques course for junior high school students, an acceleration program for high school students and a college skills course.

TUCKER, JOHN S. SEVEN YEARS OF ACCELERATION. 03 4 221
Describes methods and techniques the author has found helpful in teaching developmental reading at the Purdue University Calumet Center.

WEDDEEN, SHIRLEY ULLMAN. A COLLEGE BASIC SKILLS CENTER. 07 2 138
Investigates the effects of training in reading and writing skills on reading and writing ability.

WEEKS, LEWIS E., JR. SPEEDING UP READING: A SELF-Help PROGRAM FOR COLLEGE FRESHMEN. 03 1 35
Details results of a self-help program in reading for college freshmen. Subjects were agricultural students and are characterized as particularly ill prepared in reading and writing.

WOZENCRAFT, MARIAN. SHOULD THE COLLEGE TEACH JOHNNY TO READ? 03 3 165
Justifies the need for reading instruction in college by reference to students' backgrounds and personal characteristics.

WRIGHT, JOHN C. HIGH SCHOOL STUDENTS IN A COLLEGE READING CLASS. 09 4 238
Compares progress of high school versus college students enrolled in a non-credit college reading course using subjective judgment of the instructor and a standardized reading test.

YUTHAS, LADESSA JOHNSON. STUDENT TUTORS IN A COLLEGE REMEDIAL PROGRAM. 14 4 231
Indicates the value of a Reading-English remedial program for College Freshmen in preventing dropouts and concludes that student supervisors were equally effective as faculty supervisors.
BADER, LOIS A. COMBINING SECONDARY AND ADULT EDUCATION. 18 8 591
Examines the potential for a union between secondary and adult education thus creating a more individualized and flexible educational form with financial savings for both.

BAIN, JUNE W. READING ACHIEVEMENT GAINS OF ADULTS IN AIR FORCE PROGRAM. 14 7 467
Reports that concentrated reading courses can result in large gains in reading achievement.

BOCHTLER, STANLEY E. READING GOES TO JAIL - AND SENDS A WORD TO ALL. 17 7 527
Describes an individualized reading program at a local county jail in Indiana which meets inmates' current needs and interests through the use of varied materials.

BYRNE, J.A. READING TRAINING FOR ADULTS AT MARQUETTE UNIVERSITY. 03 3 179
Describes briefly the reading program for adults offered by Marquette University.

CORTWRIGHT, RICHARD W. INMATE ILLITERACY. 08 3 163
Cites the need to increase the reading skills of adults in correctional education programs in prisons. Suggests that improvement in reading ability can lead to a reduction in recidivism.

GLUCK, SUZY. READING: BASIC FOR ADULTS. 12 1 33
Describes a pilot program for the "functionally illiterate" adult offered at the University of Southern California Reading Center.

HEITZMAN, ANDREW J., MARY J. PUTNAM. TOKEN REINFORCEMENT AND ADULT BASIC EDUCATION. 15 5 330
Reports the decidedly positive improvement in basic learning skills of thirteen reading disabled adults through a carefully controlled token reinforcement system.

LOPES-CORREA, ARLINDO. MOBRAL: PARTICIPATION-READING IN BRAZIL. 19 7 534
Outlines basic procedures of the participation-reading method used in the Brazilian Literacy Movement's program. Aims at making the adult illiterate permanently literate by developing an interest in continued self-learning through reading.

MARANI, S. DONALD, MARTHA MAXWELL. A READING AND STUDY SKILLS PROGRAM FOR MEDICAL LABORATORY ASSISTANTS. 11 8 615
Describes the organization and evaluation of a reading-study skills course. Students were graded on the extent of their improvement.

MEYER, SISTER JEAN. READING IMPROVEMENT FOR URBAN-AREA ADULTS. 14 3 183
Indicates the value of short, intensive courses in reading improvement for urban-area adults.

O’DONNELL, MICHAEL P. READING FOR THE UNTAUGHT - WORKING WITH ADULT ILLITERATES. 17 1 32
Describes programs for the functionally illiterate provided by the Maine State Department of Education over the past decade including a 1972 Right to Read project directed from the University of Maine at Portland-Gorham.
POPE, LILLIE. A READING PROGRAM FOR SCHOOL DROPOUTS. 09 6 367
Discusses a remedial education program incorporated into the New York City Job Orientation in Neighborhoods program for the rehabilitation of school dropouts in economically disadvantaged areas.

ROSNER, STANLEY L., GERALD SCHATZ. A PROGRAM FOR ADULT NONREADERS. 09 4 223
Describes a program of small group and individual instruction for adult illiterates at the Temple University Reading Clinic.

SCHIAVONE, JAMES. DEVELOPING A TOTAL READING PROGRAM FOR ADULTS. 06 1 51
Describes an adult reading program which groups students according to their reading grade level.

STEVENS, GEORGE L. TEACHING READING IMPROVEMENT TO PROFESSIONAL ADULTS. 04 3 205
Describes a reading improvement program for adults employed by the United States Department of Agriculture.

WHITT, BERT A., JANET L. CYZYK. ADULT BASIC EDUCATION - AN OUTLINE OF OPERATION IN BALTIMORE COUNTY. 18 8 584
Describes a successful program which used a full-time Adult Basic Education reading specialist to provide inservice training and consultative services.

GLIESSMAN, DAVID, ROBERT D. HODELL. THE VALUE OF IMPROVED READING SKILLS TO BUSINESS MEN. 01 1 30
Describes an in-plant reading program conducted at a General Electric plant and provides results of student evaluation of the value they derived.

HASTINGS, WILLIAM H. IMPROVING READING OF INDUSTRIAL WORKERS, DEVELOPMENTAL READING FOR UNITED AUTOMOBILE WORKERS. 09 4 253
Describes an intensive developmental reading course given to a selected group of United Automotive Workers at Purdue University.

HOLLINGSWORTH, PAUL M. READING IMPROVEMENT FOR WOMEN AND MEN IN INDUSTRY. 09 4 254
Reports a successful in-plant program for improving the reading skills of industrial personnel.

KENWORTHY, C.W. AN EVALUATION OF THE RESULTS OF INSTRUCTION AND PRACTICE IN THE TECHNIQUES OF BETTER READING. 02 4 11
Evaluates the results of an eighteen-hour program of reading instruction and practice presented in a DuPont Company plant by means of tests administered at the beginning and end of the course and one year later.

MC CONIHE, ESTHER J. SOMETHING NEW IN READING INSTRUCTION? IMPOSSIBLE. 01 4 9
Postulates the aim of improving the reading of an adult who is functioning well in his job to be one of changing the reader's intent to learn and describes a program designed to bring about a change in attitude.
MURDICK, R.G. PROBLEMS IN DEVELOPING A PROFITABLE READING IMPROVEMENT COURSE FOR EXECUTIVES. 02 3 22

Assesses the long-term effects of a reading improvement program for executives and suggests that similar assessments are needed to determine how much of a reading gain students retain over a period of time.

PORTMAN, LISA. A READING COURSE FOR LABOR UNIONS. 10 1 29

Describes a labor education program providing three week residential seminars in economics, legislative issues, psychology and reading efficiency.

SULLIVAN, EUGENE A., JR. SOME EXPERIENCES WITH READING IMPROVEMENT IN GENERAL MOTORS. 02 2 12

Assesses some of the aspects of a reading improvement program for management offered by General Motors.

TAYLOR, EARL A. INCREASED BUSINESS EFFICIENCY THROUGH READING IMPROVEMENT. 02 3 62

Presents a questionnaire designed to select persons who can respond satisfactorily to the usual reading improvement course.

WEED, EARL D., JR. A READING IMPROVEMENT PROGRAM IN INDUSTRY. 01 2 27

Describes the initiation and development of a reading improvement program at Temco Aircraft Corporation.

WILLIAMS, RALPH M. SOME MISCONCEPTIONS ABOUT TEACHING READING IMPROVEMENT TO BUSINESS MEN. 01 3 3

Points out that misconceptions on the part of both teacher and student may lessen effectiveness of a course or increase attrition rate. Overemphasis on speed and false expectations of students are stressed as prime misconceptions.

ANDERSON, JONATHAN, BERRY H. DURSTON, CECILY N. KATZ, MILICENT E. POOLE. STUDENT EVALUATION OF A STUDY SKILLS COURSE. 12 3 219

Evaluates a study skills course at the University of New England from the point of view of students who volunteered for the course.

BLOOMER, RICHARD H. THE EFFECTS OF A COLLEGE READING PROGRAM ON A RANDOM SAMPLE OF EDUCATION FRESHMEN. 05 2 110

Reports that the effectiveness of a college reading program will be greatest when students make low initial scores on their reading tests and their percentile intelligence scores are not greatly higher than their percentile reading scores.

BURSESS, BARBARA, A. GARR CRANNEY, JANET J. LARSEN. EFFECT ON ACADEMIC ACHIEVEMENT OF A VOLUNTARY UNIVERSITY READING PROGRAM. 19 8 644

Investigates short and long term effects on GPA of participation in a free, voluntary, noncredit university reading program using data on 46 experimental students and 3000 controls. Significant differences appeared in favor of the experimental group.

CAWLEY, JOHN F., JERRY CHAFFIN, HERBERT BRUNNING. AN EVALUATION OF A JUNIOR HIGH SCHOOL READING IMPROVEMENT PROGRAM. 09 1 26

Concludes that a reading improvement program adjusted to the needs of the students can yield significant improvement.

COLVIN, CHARLES R. A READING PROGRAM THAT FAILED - OR DID IT? 12 2 142

Recounts an investigation which failed to avoid contamination of both experimental and control subjects by the "Hawthorne" effect.
DALTON, PATRICK, DAVID GLIESMAN, HARRIET GUTHRIE, GILBERT REES. THE EFFECT OF READING IMPROVEMENT ON ACADEMIC ACHIEVEMENT. 09 4 242
Finds completion of a reading improvement course in the first semester of freshman year enhances GPA.

DENBERG, ROBERT, CHARLES JONES. CRITICAL READING IN A DEVELOPMENTAL READING COURSE. 10 6 399
Examines the effect of improving and extending the structures of logical and critical thinking on critical and integrative reading ability.

EVANS, HOWARD M. REMEDIAL READING IN SECONDARY SCHOOLS - STILL A MATTER OF FAITH. 16 2 111
Questions the ability of remedial reading classes to improve reading over the long term. Recommends that preventative measures be sought and that instructional methods and evaluation of remedial programs be improved.

FIEDLER, MARGARET. DID THE CLINIC HELP? 16 1 25
Reports immediate and long-term results of twenty students who attended a reading clinic in reading abilities and attitudes toward reading and school.

HALL, NASON E., GORDON P. WALDO. REMEDIAL READING FOR THE DISADVANTAGED. 11 2 81
Examines the effectiveness of a remedial reading program for delinquency-prone seventh-grade boys. Advocates the program on the basis of improved reading achievement of the participants, as well as on the economic advantages (i.e., specialists not required).

HINTON, EVELYN A. DROPOUT RATE AND ACADEMIC PROGRESS OF TWO GROUPS OF STUDENTS ENROLLED AT THE UNIVERSITY OF WICHITA. 04 4 272
Reviews the progress of 71 students in six sections of Psychology 60 and 24 honors section students enrolled at the University of Wichita to determine whether or not there are benefits accruing to students who have availed themselves of reading improvement training at the university level.

KENWORTHY, C.W. AN EVALUATION OF THE RESULTS OF INSTRUCTION AND PRACTICE IN THE TECHNIQUES OF BETTER READING. 02 4 11
Evaluates the results of an eighteen-hour program of reading instruction and practice presented in a DuPont Company plant by means of tests administered at the beginning and end of the course and one year later.

LEF, MAURICE A. RESULTS OF A COLLEGE ALL-FRESHMAN READING IMPROVEMENT PROGRAM. 02 1 20
Details the aims, organization, gains, retention and critical reactions of students to a required reading improvement program for freshmen.

MAGINNIS, GEORGE H. EVALUATING REMEDIAL READING GAINS. 13 7 523
Suggests that gains should be measured in terms of the specific objectives of the particular reading program, such as general reading ability, specific skills or attitudes and behavior.

MAXWELL, MARTHA J. EVALUATING COLLEGE READING AND STUDY SKILLS PROGRAMS. 15 3 214
Emphasizes the need for clearly defined goals and specific criterion tasks in evaluating programs.

MC CONIHE, ESTHER J., ERICH P. PRIEN, BYRON L. SVETLIK. AN EVALUATION OF A PREPARATION-FOR-COLLEGE PROGRAM. 07 3 159
Gives an evaluation of a non-credit preparation-for-college program in terms of reading skills, work habits and the effectiveness of expression.

MC CORMICK, IDA, BARBARA O'RAND, LAWRENCE CARRILLO. IMPROVING THE READING ACHIEVEMENT LEVEL IN A JUNIOR HIGH SCHOOL. 12 8 627
Describes a reading program developed to improve reading achievement of seventh graders over one school year.
MC DONALD, ARTHUR S. ASSESSING THE EFFECTS OF READING PROGRAMS. 08 6 417
Identifies the problems in the assessment of reading programs as the weaknesses of standardized tests, a lack of good test validity in relation to instructional objectives and weaknesses in research design.

MELTON, HOWARD B. READING RETENTION OF ELEVENTH-GRADE STUDENTS. 02 4 26
Examines the results of a developmental reading program and students' retention or loss of reading skills one year after participation.

NIKAS, GEORGE BILL. A STUDY OF TEACHER-ORIENTED VERSUS MACHINE-ORIENTED DEVELOPMENTAL READING CLASSES AT THE COLLEGE LEVEL. 08 3 214
Compares a teacher-oriented and a machine-oriented reading class and concludes there were no significant differences in reading improvement between the two classes.

NORTH, MARIE. MEASURABLE GAINS MADE BY HIGH SCHOOL STUDENTS IN A DEVELOPMENTAL READING COURSE. 05 3 208
Describes a study of the reading improvement of second year high school students in a developmental reading course. Reports significant gains in rate and comprehension.

OLSON, ARTHUR V., ALPHEUS SANFORD, FRED JOHNMACHT. EFFECTIVENESS OF A FRESHMAN READING PROGRAM. 08 2 75
Evaluates the effectiveness of reading and study skills training as part of a freshman orientation program. Reports significant gains for experimental students in all sub-tests of the Nelson-Denny test except vocabulary.

RANKIN, EARL F., JR., RENNY GREENHUN, ROBERT J. TRACY. FACTORS RELATED TO STUDENT EVALUATIONS OF A COLLEGE READING COURSE. 09 1 10
Investigates the relationships of subjective reactions of students with teacher evaluations and reading improvement using 479 students in 21 classes.

RAY, DARREL D., MAVIS D. MARTIN. GAINS IN READING ACHIEVEMENT. 10 4 238
Examines groups with differing initial performance to determine relative gains derived from a college reading improvement program.

ROBERTSON, MALCOLM H. AN EVALUATION OF READING IMPROVEMENT. 02 1 60
Reports on research designed to determine whether a special study course incorporating some remedial reading produces significant improvements in reading achievement.

ROSE, HARRIET A. REPORT OF THREE SEMESTERS OF VOLUNTARY READING IMPROVEMENT COURSES AT THE UNIVERSITY OF KENTUCKY. 08 2 126
Evaluates reading improvement courses in which a Science Research Associates reading laboratory was used. Reports significant improvements in speed and comprehension.

SCHIAVONE, JAMES, E. OLIVER CAMACHO. A READING PERSPECTIVE. 04 2 77
Describes, and discusses problems encountered in, an adult reading program presented on educational television.

SCHIRMER, GENE, GARY B. NAVARRE. EVALUATING A SUMMER SEMINAR. 12 3 234
Evaluates the effects of a remedial reading seminar for ten secondary teachers and 26 disabled readers noting an improvement in skills if not in attitudes.
SPACHE, GEORGE, LLOYD STANDLEE, DONALD NEVILLE. RESULTS OF THREE COLLEGE LEVEL REMEDIAL READING PROCEDURES. 04 1 12

Compares individualized, workbook-centered, and audio-visual centered self-improvement college remedial classes. Reports no significant differences in rate, vocabulary or comprehension; but the individualized approach was more effective in terms of habits and attitudes.

STEBENS, L. DUANE, BERNARD R. BELDEN. RETENTION OF GAINS IN READING AFTER FIVE SEMESTERS. 13 5 339

Reports gains made and retained by a college-level, experimental group in vocabulary, total score and reading rate after a reading training program.

STEPHENS, ELAINE C. GUIDELINES FOR EVALUATION: AN INSTRUCTIONAL READING SYSTEM. 16 7 528

Provides an organized logical basis for evaluation of reading programs which are based upon the systems concepts.

TORMEY, MARY K., WALTER G. PATTERSON. DEVELOPMENTAL READING AND STUDENT EVALUATION. 02 2 30

Describes the development of a high school reading course and provides details of extensive student evaluation thereof.

TURNER, CAROLINE S., EDITH ZAIS, LEN TROTTER GATEWOOD. THE EFFECT OF A DEVELOPMENTAL PROGRAM ON UNIVERSITY GRADES. 17 7 531

Examines data from a study of a voluntary Learning Development Program for students experiencing difficulty at Kent State University and concludes that participation in such a program is beneficial in raising college grades.

URBAS, RAYMOND, MARJORIE DUMMETT. READING AND RESEARCH IN RETROSPECT. 07 3 213

Reports on the evaluation of a high school reading program and concludes that on the basis of the Triggs Diagnostic Reading Test and student evaluations, it was successful.

WEDEEN, SHIRLEY ULLMAN. A TWO-YEAR BASIC SKILLS STUDY. 10 4 231

Attempts to evaluate magnitude and duration of gains in reading and writing skills following a six-week program in a Basic Skills Center.

WEEKS, LEWIS E., JR. SPEEDING UP READING: A SELF-HELP PROGRAM FOR COLLEGE FRESHMEN. 03 1 35

Details results of a self-help program in reading for college freshmen. Subjects were agricultural students and are characterized as particularly ill prepared in reading and writing.

WOOD, PHYLIS ANDERSON. JUDGING THE VALUE OF A READING PROGRAM. 19 8 618

Provides guidelines to help teachers and observers expose the inherent priorities and values of a reading program or laboratory.

WOOD, ROGER L. ATTRITION AS A CRITERION FOR EVALUATING NON-CREDIT COLLEGE READING PROGRAMS. 05 1 27

Presents evidence to suggest that student attrition is related to the effectiveness of non-credit college reading programs.

WRIGHT, JOHN C., MARGARET L. LAZARATON. AN INVESTIGATION OF ATTRITION IN A COLLEGE READING CLASS. 07 1 40

Ascertains that differences exist between students who dropped out of an eight-week reading improvement course and those who completed the program.
05 READING PERSONNEL

05.1 GENERAL

BADER, LOIS A. CERTIFICATION REQUIREMENTS IN READING: A TREND. 19 3 237
Provides data from a 1975 study of state certification requirements which indicates that 18 of the 51 certifying boards require secondary reading preparation for either permanent or temporary certification, representing a 100 percent increase over a similar 1973 study.

BURGETT, RUSSELL EDWARD, ROGER W. DODGE. IS THERE A DIFFERENCE BETWEEN LEARNING DISABILITY AND READING PERSONNEL? 19 7 540
Presents survey results from a random sampling of twenty Wisconsin school districts which indicate that learning disabilities and reading personnel are meeting the same responsibilities although differences exist in preparation and philosophical approaches.

CLINE, RUTH K.J. READING ABILITY AND SELECTION FOR TEACHER EDUCATION PROGRAMS. 12 8 634
Examines the usefulness of the Nelson Denny Reading Test as a selection criteria for teacher education programs and, using data from a University of Colorado sample, concludes the measure is a valid predictor.

KOLEDIN, LADONNA. RESPONSIBILITY FOR THE READING PROGRAM. 03 3 202
Comments on the need for reading instruction in content areas, making it a shared responsibility of all teachers with English and Language Arts carrying the greater share.

LETSON, CHARLES T. PROFESSIONAL STANDARDS IN READING. 05 2 130
Discusses the Code of Ethics and minimum standards for the professional training of reading specialists set up by the Professional Standards Committee of the International Reading Association.

SCHOTTENFELD, LORRAINE, FLORENCE MAGGIE LANG. READING RESOURCE CENTER: PROGRAMS AND PERSONNEL IN MODULAR SCHEDULING. 17 2 104
Describes the Reading Resource Center in a New York high school which utilizes modular scheduling and provides a fourfold, non-graded program.

05.2 ADMINISTRATORS

CLELAND, DONALD L. READING AND THE HIGH SCHOOL PRINCIPAL. 09 3 157
Explores the role of the principal in the reading program.

RAUCH, SIDNEY J. ADMINISTRATORS' GUIDELINES FOR MORE EFFECTIVE READING PROGRAMS. 17 4 297
Emphasizes the significance of the administrators' role and offers suggestions for achieving administrative competence in providing leadership.

SANACORE, JOSEPH. ENHANCING THE READING PROGRAM: ADMINISTRATIVE CONSIDERATIONS. 18 2 114
Suggests ways in which the principal can enhance the reading program in the areas of obtaining qualified personnel, inservice education, staff guidance, evaluation and informing and involving the community.
SANDERS, PETER L. IMPETUS, PARTICIPANT, FACILITATOR - A DEFINITION OF THE ADMINISTRATOR'S ROLE. 148 547

Emphasizes the role of the administrator in reading programs.

TREMONTI, JOSEPH B. ADMINISTRATORS MUST IMPROVE READING PROGRAM. 094 232

Examines the role of administrators in the reading program, discusses challenges which must be met, and offers solutions to common problems.

05.3 SUPERVISORS/CONSULTANTS/SPECIALISTS

AHERN, PATRICIA RUSSELL, DARYL E. WHITE. A STATE READING CONSULTANT? WHAT DO YOU DO? 175 344

Discusses results of a JOURNAL OF READING questionnaire mailed to reading consultants including job responsibilities, experience and training, and problems and needs in reading.

BURGY, DIANNE R. SUPERVISORY STRATEGY IN READING. 182 119

Outlines a conceptual model and time allocation schematic evolved from a reading coordinators experience throughout a school year.

BURMEISTER, LOU E. OBJECTIVES AND SOURCES IN TRAINING READING SPECIALISTS. 151 54


FREDERICK, E. COSTON. A MONSTER IN OUR MIDST. 161 10

Argues that the high school reading teacher should be concerned with developing reading as a pleasurable experience and with encouraging content area teachers to see reading as an essential skill for their students.

HALL, JOSEPH C. ROLE AND RESPONSIBILITY OF THE BLACK READING SPECIALIST. 163 207

Attempts to ascribe a unique role to the Black reading specialist including involvement in professional associations, research, recruiting and training more Black specialists, working with the community and serving as consultants.

HARKER, W. JOHN. GET YOUR MONEY'S WORTH FROM A READING CONSULTANT. 171 29

Presents a model for the role of a consultant in facilitating change in a reading program and indicates that the success of the consultant depends upon the extent to which he answers the conscious needs of teachers and administrators for specific information and responds to their needs for moral support.

HEITZMAN, ANDREW J., RICHARD H. BLOOMER. THE NEED FOR SPECIAL REMEDIAL TEACHERS. 091 30

Presents data from questionnaire responses of a random sample of New York State school superintendents regarding current staffing and projected needs for remedial reading teachers.

HESSE, KARL D., RICHARD J. SMITH, AILEEN NETTLETON. CONTENT TEACHERS CONSIDER THE ROLE OF THE READING CONSULTANT. 173 210

Analyzes results of an instrument to determine preferences for reading consultant responsibilities which was administered to administrative staff, content area teachers and the reading consultant of a Madison, Wisconsin senior high school.
PRESENTS DATA BASED ON SURVEY RESPONSES OF STATE EDUCATION CERTIFICATION OFFICERS WHICH INDICATES A LACK OF ADEQUATE REQUIREMENTS FOR CERTIFICATION OF READING TEACHERS, SPECIALISTS, CONSULTANTS AND SUPERVISORS.

Details objectives and procedures of a summer course that could be adapted to inservice.

Describes the four levels of accommodation made by content teachers and suggests appropriate responses by reading consultants.

Discusses the role of the reading specialist in relation to school organizational patterns and suggests the roles are: a reading teacher in a classroom, a reading specialist in a reading laboratory and a reading specialist advising regular classroom teachers.

Lists ten strategies which have proven successful to foster legislative involvement of IRA state councils.

Attempts to acquaint teachers with certain copyright cases and portions of judicial reasoning which have resulted in certain acts of copying being judged illegal. Includes the instrument THE TEACHER AND THE COPYRIGHT: TEST with correct answers and explanations.

Description of the role of college instructors teaching freshman students and suggests three basic teaching devices to improve their students' reading.

Finds that five grade six teachers could not make accurate subjective judgments about their students' reading levels.

URGES ADOPTION OF COMPETENCY BASED TEACHER EDUCATION CONTAINING MULTIPLE LEVELS OF OBJECTIVES AS A REALISTIC METHOD OF IMPROVING TEACHER CERTIFICATION PROGRAMS.
BADER, LOIS A. PREPARING FUTURE SECONDARY TEACHERS IN READING. 15 7 492

Describes a preservice program of clinical consulting, field service and course work in reading which develops content teachers who see reading instruction not as a burden but as an aid to effective teaching.

BIRKLEY, MARILYN. EFFECTING READING IMPROVEMENT IN THE CLASSROOM THROUGH TEACHER SELF-IMPROVEMENT PROGRAMS. 14 2 94

Presents the definition of reading and notes the five stages of reading development used in developing a graduate reading course.

BOEHNLEIN, MARY MAHER, THOMAS G. GANS. COMPETENCY IN TEACHING READING OF FIELD BASED AND ON-CAMPUS UNIVERSITY STUDENTS. 19 2 112

Compares posttest scores on the Harp and Wallen Competency in Reading Test for 46 students enrolled in reading methods courses during the summer semester at Cleveland State University with those for 36 students who had participated in a field based program during the entire junior year. Analyses of variance and planned comparisons indicated a significant difference in favor of the field based group with no difference attributable to teaching experience.

BURNETT, RICHARD W., THOMAS R. SCHNELL. CBTE AND SECONDARY READING: A PHILOSOPHY AND RATIONALE. 18 7 544

Analyzes features of the Competency Based Teacher Education instructional movement, outlining implications for the education of secondary reading teachers.

COME, THOMAS V. GRADUATE COURSE: STATISTICS FOR ANYONE. 15 1 30

Comments on a statistical methods course, designed for persons with little mathematical skill, which emphasizes interpretation of computer output.

DAUZAT, SAM V. TEACHER PREPARATION AT THE GRADUATE LEVEL. 15 2 103

Offers a plea for change in teacher preparation including a performance-based program, learning modules and field-based experiences.

FLIGHT, DAVID. A REVIEW OF MODULAR PREPARATION FOR TEACHING READING. 18 2 153

Perceives the model presented for "A Professional Program for Preservice and Continuing Education" in MODULAR PREPARATION FOR TEACHING READING (IRA) as a strong adaptable framework within which a significant contribution to "training" reading teachers can be made.

GOODEY, CHARLES E. PRESERVICE READING INSTRUCTION AT THE SECONDARY LEVEL: A PROGRAM OF INVOLVEMENT. 13 6 453

Describes a course developed to relate directly to students' needs by involving them in an actual classroom directed reading activity.

GRAY, MARY JANE. WHY NOT A PRE-IN-SERVICE READING PROGRAM? 10 1 33

Advocates showing student teachers in content areas how a school reading program works and how special reading personnel can help them.

GROFF, PATRICK J. SELF-ESTIMATES OF ABILITY TO TEACH READING. 08 1 70

Discusses a survey which indicated that student teachers felt they were better prepared to teach reading than any other subject.

GUSZAK, FRANK J. PRESERVICE PROGRAM IN THE CLASSROOM. 15 3 199

Recommends a tutoring program for student teachers that builds on their enthusiasm for practice teaching.
GUSZAK, FRANK J., WALLACE R. MILLS. PREPARATION OF A READING TEACHER: A PROGRAM METAMORPHOSIS. 16 6 444

Describes the five-year evolution of a reading methods course which involves practical work with children, and includes tutoring, communication skills and makes use of a communication center.

HARRIS, ALBERT J. HORSE-AND-BUGGY READING INSTRUCTION. 15 1 7

Suggests that we need to identify successful teachers at every level in order to analyze teaching techniques and to build models. Teaching methods should make use of tape recordings, film presentations, microteaching, and TV recordings to provide feedback for either new or experienced teachers.

KENNEDY, LARRY D., HOWARD G. GETZ. A COMPETENCY-BASED PRESERVICE SECONDARY READING PROGRAM. 16 1 15

Details the units of instruction, behavioral objectives and methods of instruction of a new competency-based program at Illinois State University.

MASON, GEORGE E., ROBERT A. PALMATIER. PREPARATION OF PROFESSIONALS IN READING. 16 8 637

Reports a shift in emphasis from remedial reading specialists to the reading consultants who could help the classroom teacher and suggests that training practices should be reviewed in the light of this shift.

MAXWELL, MARTHA J. TRAINING COLLEGE READING SPECIALISTS. 10 3 147

Outlines a special graduate course, "Internship in College Reading and Educational Skills" for doctoral students majoring in college student personnel.

MC KEE, CATHERINE. A FABLE FOR STATE BOARDS OF TEACHER CERTIFICATION. 07 2 69

Comments satirically on the skills emphasis of the post-sputnik era.

MOUR, STANLEY I. A NEW APPROACH TO AN OLD COURSE. 08 2 135

Reports the success of a course in the causes and correction of reading disability which used guest lecturers from related disciplines.

OSWALT, WILLIAM W. OUT OF THE DILEMMA. 01 4 16

Contends that reading courses must be included in every secondary teacher education program in order to prepare new teachers to do their share in improving developmental reading programs.

ROEDER, HAROLD H., MARCIA A. ROEDER. ONE MILLION REASONS FOR IMPROVING PREPARATION OF SECONDARY TEACHERS. 17 8 604

Submits results of a nationwide survey of accredited colleges and universities to indicate the number which required prospective secondary and junior high teachers to complete a course in the teaching of reading before being granted certification.

SMITH, RICHARD J., M. BERNICE BRAGSTAD. PROVIDING FIELD EXPERIENCES FOR PROSPECTIVE CONSULTANTS. 14 3 163

Lists ten activities provided by a field experience course for prospective high school reading consultants.

STRANG, RUTH. PREPARATION FOR THE TEACHERS OF READING. 04 1 53

Surveys college and university courses on the teaching of secondary and college reading and concludes there are two major types of programs: one for high school and college teachers, the other for remedial reading teachers, consultants and clinicians.
SUMMERS, EDWARD G. A SUGGESTED INTEGRATED READING OUTLINE. 09 2 93

Presents an outline of readings developed to provide integrated readings on various topics as a broad introduction to the field of secondary reading.

VIOX, RUTH G. SUCCESSFUL PRACTICES IN A JUNIOR HIGH SCHOOL SUMMER READING PROGRAM. 11 4 285

Provides details of a summer program and successful follow-up. Elements were: Setting Goals, Diagnosing Pupils, Organizing Classes, Using Commercial Materials, Employing Successful Teaching Techniques, Reporting to Parents and Evaluation of Program.

YARINGTON, DAVID J. A PERFORMANCE CURRICULUM FOR TRAINING READING TEACHERS. 13 1 21

Outlines behavioral objectives, performance criteria, instructional routes and credits for an ideal training course for reading teachers.

YARINGTON, DAVID J., BARNES BOFFEY. REPORT ON A PERFORMANCE CURRICULUM FOR TEACHER TRAINING. 15 2 115

Supports the idea that a greater level of choice in the teacher training program has resulted in a more individualized program thus allowing for greater flexibility.

ZAESKE, ARNOLD. TEACHER EDUCATION IN SECONDARY SCHOOL READING. 02 3 31

Contends that it is of prime importance for English majors to develop professional competence in teaching reading and lists some of the methods and equipment used in the teacher education program at St. Cloud State College.
DULIN, KENNETH L. SKILL TRAINING FOR ALL SECONDARY TEACHERS. 15 2 109

Suggests that reading courses for secondary teachers should be tool-courses that enable the teacher to reach teaching goals.

ELKINS, DEBORAH, ELI SEIFMAN. TEACHERS SOLVE JUNIOR HIGH SCHOOL READING PROBLEMS IN A SUMMER WORKSHOP. 08 4 245

Describes a workshop that consisted of three integrated experiences: planning a curriculum and observing the plan in operation in a class, working with an individual student, and taking part in a daily seminar.

ESTES, THOMAS H., RALPH C. STAIGER. IRA PROJECT CONPASS: AN OVERVIEW. 16 7 520

Lists the goals, methods and achievements of the four CONPASS teams.

HERBER, HAROLD L. IN-SERVICE: ON WHOSE TIME? 12 2 109

Examines a "released-time" for inservice program concluding that full-day seminars with follow-up dissemination are more effective in initiating change than any "after school" program.

HERBER, HAROLD L. READING IN CONTENT AREAS: A DISTRICT DEVELOPS ITS OWN PERSONNEL. 13 6 587

Describes a program which trained content area teachers so they could serve as resource personnel for other teachers in the same discipline.

JAMES, SHIRLEY M. MAKING TEACHER RENEWAL RELEVANT. 19 4 320

Contends that graduate and inservice programs must be restructured in terms of realistic classroom situations and offers a number of suggested changes.

MC CRACKEN, ROBERT A. SUPERVISION OF READING INSTRUCTION IN THE JUNIOR HIGH SCHOOL. 11 4 276

Details a long-term continuing education program aimed at improving reading instruction. Extensive evaluation was conducted and guidelines for similar programs are included.

MILLER, LYLE L. TEACHERS, TOO, CAN IMPROVE THEIR READING. 01 4 70

Describes briefly a summer credit course in Methods of Increasing Reading Efficiency offered by the University of Wyoming.

NAGLE, JOHN E. STAFF DEVELOPMENT: DO IT RIGHT. 16 2 124

Enumerates the common errors and suggests ways of planning and evaluating inservice programs.

OSBURN, BESS. SHOCK TREATMENT INSERVICE PROGRAM ADDS NEW LIFE TO READING PROGRAM. 18 2 122

Advocates directing the attention of content teachers to their own reading processes in order to develop an awareness of the dynamics involved in reading.

SAWYER, RITA, LUCILLE B. TAYLOR. EVALUATING TEACHER EFFECTIVENESS IN READING INSTRUCTION. 11 6 415

Describes a long-term inservice project in reading which culminates in the evaluation of teaching practice and degree of change. Characteristics of the program were: self evaluation, leadership training, learning on-site, follow-up and consultation.

SCHIRMER, GENE, GARY B. NAVARRE. EVALUATING A SUMMER SEMINAR. 12 3 234

Evaluates the effects of a remedial reading seminar for ten secondary teachers and 26 disabled readers noting an improvement in skills if not in attitudes.
SCHLEICH, MIRIAM. GROUNDWORK FOR BETTER READING IN CONTENT AREAS. 15 2 119

Describes two specific programs to improve the teaching of reading and makes five recommendations that would lead to better secondary reading programs.

SHEPHERD, DAVID L. HELPING SECONDARY SCHOOL TEACHERS GAIN COMPETENCE IN TEACHING READING. 01 2 33

Describes the approach used for in-service training for high-school teachers by the Reading Center in Charlotte, North Carolina, as demonstrations, coordination of classroom work with remedial techniques and workshops. Includes an extensive bibliography.

SMITH, RICHARD J., BERNICE BRAGSTAD, KARL D. HESSE. TEACHING READING IN THE CONTENT AREAS - AN INSERVICE MODEL. 13 6 421

Suggests an inservice program to explain the total-school approach to developmental reading.

SMITH, RICHARD J., WAYNE OTTO. CHANGING TEACHER ATTITUDES TOWARD TEACHING READING IN THE CONTENT AREAS. 12 4 299

Examines the effects of a personal reading improvement course in five two-hour sessions for twenty volunteer high school teachers. Results were inconclusive.

STANCHFIELD, JO M., MEL WISEMAN. COGNITIVE SKILLS DEVELOPMENT FOR SECONDARY ENGLISH TEACHERS. 18 1 34

Describes the development and implementation of a skills instructional program to give a group of English teachers specific direction for teaching reading skills. Evaluative data is included.

STILES, HELEN L. IN-SERVICE TRAINING FOR THE SQ3R READING-STUDY METHOD. 06 2 126

Describes an in-service training course which consisted of five hours of direct instruction in the SQ3R study skills method as applied to the various content areas.

TUCKER, JOSEPH, IRVING TUMARKIN. REMEDIAL READING AND INSTRUCTOR TRAINING PROGRAM FOR THE SEAFORD COMMUNITY. 11 6 419

Describes a program established to draw on a variety of educational specialists and to offer an inservice training program for reading teachers. Positive results accrued for pupils and teachers.

WIGGINS, PHYLLIS WYNN. THE READING TEACHER: HEART OF THE CURRICULUM. 15 7 462

Describes a successful program which places the reading teacher in the center of curriculum planning so that students develop reading and learning skills in all subject areas.

05.7 TEACHERS: ATTITUDES/ROLE/QUALIFICATIONS

ATKINSON, LINDA B. BLACK COLLEGE READING TEACHERS’ DUAL ROLE. 16 6 612

Sees the dual role as relating to Black students and teaching the skills needed to succeed in college. Suggests solutions to a variety of problems.

BACHNER, SAUL. TEACHING READING AND LITERATURE TO THE DISADVANTAGED PART III - PRACTICE: THE TEACHER. 18 2 136

Synthesizes literature calling for strengths, sensitivity and literary qualities in teachers of the disadvantaged.
BRAAM, LEONARD S., JAMES E. WALKER. SUBJECT TEACHERS' AWARENESS OF READING SKILLS. 16 8 608

Demonstrates through a questionnaire the wide differences between content area teachers, administrators, and reading teachers in their perception and knowledge of reading skills.

BRAAM, LEONARD S., MARILYN A. ROEHM. SUBJECT-AREA TEACHERS' FAMILIARITY WITH READING SKILLS. 07 3 188

Presents results of a survey which indicates a considerable discrepancy between subject-area teachers' knowledge of reading skills and that of reading experts. Concludes that communication between the two is not effective.

BROWN, FLORA MORRIS. BECOMING A READING TEACHER ON SHORT NOTICE. 15 4 286

Provides nine concrete suggestions for unprepared teachers thrust into the reading teacher role.

CHEEK, MARTHA. FLORIDA LEGISLATION SUCCESS STORY. 18 2 143

Summarizes experiences in Florida following only one year of real legislative activity related to reading and includes specific suggestions for gaining support for proposed legislation and steps to be followed in lobbying.

EARLY, MARGARET J. THE MEANING OF READING INSTRUCTION IN SECONDARY SCHOOLS. 08 1 25

Explains that secondary reading instruction involves the integration of direct reading instruction and the application of reading skills in content areas. Insists that reading teachers, consultants and subject specialists are all needed to make such a program work.

ESTES, THOMAS H., DOROTHY PIERCEY. SECONDARY READING REQUIREMENTS: REPORT ON THE STATES. 17 1 20

Presents data from a national survey which reports that only four states require training in reading education for certification of all secondary teachers and suggests that teacher preparation courses and guided independent study could equip content area teachers to cope with reading problems in their classrooms. A model content area reading lesson is included.

FRY, EDWARD B., LILLIAN R. PUTNAM. SHOULD ALL TEACHERS TAKE MORE READING COURSES? 19 8 614

Presents a letter from the Certification Committee of the New Jersey Reading Teachers' Association to the state board of education in New Jersey regarding a proposal for a six credit reading certification requirement for all teachers.

GARRY, V.V. COMPETENCIES THAT COUNT AMONG READING SPECIALISTS. 17 8 608

Compares the perceptions of specialized reading personnel regarding the relative importance of fifty task competencies with the adequacy of their graduate preparatory programs in developing these competencies.

JOHNSON, DALE D. LINGUISTICS AND READING: WHAT'S HAPPENING? 16 2 133

Argues that linguistic preparation for teachers of reading is needed.

KLAUSNER, DOROTHY CHENOWETH. SCREENING AND DEVELOPMENT OF THE REMEDIAL READING TEACHER. 10 6 552

Views the role of personality attributes of the remedial reading teacher and offers suggestions for inservice training.
KOENKE, KARL. WHAT DO THEY MEAN BY SAYING "WE WANT A READING SPECIALIST"? 18 8 606

Examines comments accompanying questionnaire responses of English department chairmen in 664 Illinois secondary schools to determine what needs they see a reading specialist as fulfilling.

MARANI, S. DONALD. THE READING WHO? 13 7 519

Indicates how a reading teacher moved out of isolation and into regular classrooms.

MUELLER, DORIS L. TEACHER ATTITUDES TOWARD READING. 17 3 202

Reports results of a questionnaire concerning leisure time activities administered to two reading methods classes involving twenty graduate and twenty undergraduate students. Subjects appeared to mildly value reading in their lives.

PAINTER, HELEN W. THE TEACHER'S ROLE IN THE DEVELOPMENT OF LIFETIME READING HABITS OF SECONDARY SCHOOL STUDENTS. 08 4 240

Explains that the key to the building of lifetime reading habits lies with an interested, perceptive teacher who helps students with basic reading skills. Describes the qualities and activities of such a teacher.

PATTERSON, WALTER G. THE ROLE OF THE CLASSROOM TEACHER IN HELPING STUDENTS IMPROVE IN READING. 01 4 31

Surveys the reactions of classroom teachers to twelve generalizations related to their participation in supplementing the formal reading program and to 23 practical suggestions designed to be used in helping students improve their reading.

RUSSELL, SHELDON N. A CRUCIAL PROBLEM FACING SECONDARY EDUCATION. 17 8 600

Contends that support for the secondary reading specialist and development of a competent reading staff is essential to deal with the problems of secondary students reading at the elementary level.

SCHNELL, THOMAS R. THE COMMUNITY COLLEGE READING TEACHER: A PROFILE. 18 1 8

Presents data from a mail survey of members of the International Reading Association Special Interest Group for Two-Year Colleges which reveals that the composite person working in this type of position is a female, 45 or older, highly educated and experienced in teaching, who feels that her experience has been more valuable than formal course work. Includes suggestions from recipients for additional courses to improve training.

SHAW, DARLA H. SERVING THE ENTIRE STUDENT BODY IN READING. 18 3 203

Lists twenty services in addition to the traditional remedial, testing and supervision, which as a key resource person, the high school reading teacher can provide.

TILLSON, WILLIAM. A BACKWARD GLANCE. 03 4 273

Reminiscences about the experiences of learning to read and of teaching that skill to college students. Describes the trauma of reading and editing journal reviews.

WIGGINS, PHYLLIS WYNN. THE READING TEACHER: HEART OF THE CURRICULUM. 15 7 482

Describes a successful program which places the reading teacher in the center of curriculum planning so that students develop reading and learning skills in all subject areas.
ZIEBEL, BEBE. THE READING TEACHER AS GUIDANCE COUNSELOR. 18 1 44

Asserts that training in counseling techniques is desirable in the preparation of reading teachers so that in working with the adolescent disabled reader, the use of self-defeating behaviors can be minimized leaving the student more open and able to improve his reading skills.

BEAN, RITA, CATHERINE LUKE. AS A TEACHER I'VE BEEN LEARNING. 16 2 128

Describes details of a tutoring program and reports and categorizes students' responses.

COHN, MAXINE D. PAIRING OF REMEDIAL STUDENTS. 14 2 109

Claims several values of shared-learning situations for remedial students.

CRISCUOLO, NICHOLAS P. REACHING UNREACHABLE PARENTS. 17 4 285

Offers five suggestions which have been successful in New Haven to involve innercity parents in the reading program.

HANTLA, JOHN CARTER. HAPPINESS IS. 14 4 244

States that improved reading ability, better attitudes to themselves and school, and general improvement in other classes were benefits gained by freshmen tutored by senior students in a one-to-three relationship. The method also describes benefits derived by the tutors and the developmental reading teacher.

MC CORD, HALLACK. IMPROVING READING ABILITY THROUGH COMBINED TUTORING AND HYPNOTHERAPY. 07 2 142

Employs a case study approach to examine the use of hypnosis in a tutoring situation.

MC WHORTER, KATHLEEN T., JEAN LEVY. THE INFLUENCE OF A TUTORIAL PROGRAM UPON TUTORS. 14 4 221

Investigates the effect of tutoring on college student tutors and reveals that tutors' reading improved as much or more than that of the first grade tutees.

MORAN, PATRICK J. COMMONSENSE GUIDELINES FOR TUTORING. 19 5 370

Provides guidelines for teachers and coordinators working with tutors, stating that tutoring is valuable whenever an individual approach seems appropriate although several restrictions must be considered.

NEWMAN, HAROLD. JOB COUNSELING AND READING. 09 2 106

Describes a program to assist college tutors initially not equipped for working with dropouts, to improve reading skills of youths in a Job Counseling Center.

NEWTON, EUNICE SHAED. TRAINING THE VOLUNTEER READING TUTOR. 08 3 169

Presents a rudimentary syllabus for training volunteer tutors in a developmental-instructional rather than a remedial-clinical approach.

RENFRO, MARYLON J. HIGH SCHOOL STUDENTS HELP CHILDREN IN SPECIAL COURSE. 19 3 241

Describes a student service program (SSP) in Quitman, Georgia, where selected high school seniors and juniors earn credits working in primary grade classrooms under the guidance of regular classroom teachers.
RIST, RAY C. BLACK STUDIES AND PARAPROFESSIONALS - A PRESCRIPTION FOR AILING READING PROGRAMS IN URBAN BLACK SCHOOLS. 14 8 525

Reports significant improvement among black students offered a course in Black Studies utilizing black paraprofessionals.

ROSSMAN, JEAN F. REMEDIAL READERS: DID PARENTS READ TO THEM AT HOME? 17 8 622

Explores correlations between reading and other aspects of a student’s experience and imagination using data from a questionnaire administered to 261 students with reading deficiencies in New Haven, Connecticut.

SEIGLER, HAZEL G., MALCOLM D. GYNTHER. READING ABILITY OF CHILDREN AND FAMILY HARMONY. 04 1 17

Uses Leary’s Interpersonal Check List, to compare parents of children with reading difficulties and parents of children without reading difficulties with respect to self-descriptions, attitude toward one another, and attitudes toward children.

THAYER, J.A. JOHNNY COULD READ -WHAT HAPPENED? 13 7 501

Tests hypotheses that poor reading scores can be a result of difficulties in the home and would be improved through group counseling with the students and their mothers. Results suggest that reading may be a symptom of other problems which need separate treatment.

YUTHAS, LADESSA JOHNSON. STUDENT TUTORS IN A COLLEGE REMEDIAL PROGRAM. 14 4 231

Indicates the value of a Reading-English remedial program for College Freshmen in preventing drop outs and concludes that student supervisors were equally effective as faculty supervisors.

ARTLEY, A. STERL, R.L. BURTON, DAWN COOK. PERCEIVED VERSUS MEASURED READING SKILLS. 16 4 318

Reports on a study of self-perception in reading among college freshmen and shows that perception correlates with standardized reading scores.

CHERIS, BARBARA H., HENRY R. AUSTIN. SILENT READING AIDS ORAL READING. 06 4 243

Reports improvements in speed and accuracy of oral reading by students enrolled in a radio and television speaking course after they had completed a reading improvement course.

DILLNER, MARTHA H. AFFECTIVE OBJECTIVES IN READING. 17 8 626

Elaborates selected components of the affective domain considered particularly important: (1) attending behavior, (2) receiving behavior, (3) valuing behavior and (4) evaluating behavior.

EARLY, MARGARET J. THE MEANING OF READING INSTRUCTION IN SECONDARY SCHOOLS. 08 1 25

Explains that secondary reading instruction involves the integration of direct reading instruction and the application of reading skills in content areas. Insists that reading teachers, consultants and subject specialists are all needed to make such a program work.
FRANKEL, JILL CATHERINE. READING SKILLS THROUGH SOCIAL STUDIES CONTENT AND STUDENT INVOLVEMENT. 18 1 23

Relates experiences teaching seventh grade social studies where content was combined with critical reading and communication skills by using flexible multilevel lessons incorporating involvement and success.

HALFTER, IRMA T., FRANCES M. DOUGLAS. "INADEQUATE" COLLEGE READERS. 01 4 42

Defines college reading as a thinking skill rather than a comprehension skill and contends that while training should be closely linked to content areas, it should not be turned over to content instructors but remain the province of the reading specialist.

HARRIS, ALBERT J. RESEARCH ON SOME ASPECTS OF COMPREHENSION: RATE, FLEXIBILITY, AND STUDY SKILLS. 12 3 205

Reviews some significant research involving the relationship between comprehension and selected skills.

JOHNSON, LAURA S. THE NEWSPAPER: A NEW TEXTBOOK EVERY DAY - PART II. 13 3 203

Describes games and plays used to motivate students in a remedial reading program.

LARSEN, JANET J., CHESTER E. TILLMAN, A. GARR CRANNEY. TRENDS IN COLLEGE FRESHMAN READING ABILITY. 19 5 367

Examines results of the Diagnostic Reading Test, administered to each entering freshman class from 1960 to 1970 at the University of Florida using the One Sample Runs Test to determine significant systematic changes. Concludes that reading ability was highly stable over the eleven-year period.

LEVINE, ISIDORE. THE LIMITS OF INDIVIDUAL READING. 10 3 156

Urges that each subject teacher, rather than a reading specialist, be responsible for developing adolescents' reading skills.

MALLQUIST, EVE. AN INTERNATIONAL OVERVIEW OF PRIMARY READING PRACTICES. 18 8 615

Outlines some major developments in reading research and practices in Europe and Asia.

MARTENS, MARY. THE ROLE OF A PACER IN IMPROVING COMPREHENSION. 04 2 135

Uses two matched groups of 24 grade seven, eight or nine students to investigate the effects of pacer training on comprehension. Results of analyses of variance and covariance indicated no significant differences between the two groups.

OLSON, ARTHUR V. PHONICS AND SUCCESS IN BEGINNING READING. 06 4 256

Presents experimental evidence of the relationship between success in first-grade reading and early teaching of sounds and letter names.

RAMSEY, WALLACE. A STUDY OF SALIENT CHARACTERISTICS OF PUPILS OF HIGH AND LOW READING ABILITY. 05 2 87

Investigates differences between good and poor readers in grades four, five and six in the areas of reading interest, fondness for reading, awareness of reading weaknesses and needs, and liking for subjects requiring reading.

SCHWARTZ, ELIZABETH. SLOW READERS CAN ENJOY ORAL READING. 12 2 139

Describes success with a program in which remedial reading students in junior high school working with resource teachers made tapes for elementary "listen-and-read" programs.
TREMONTI, JOSEPH B. RESPONSIBILITIES OF THE SECONDARY SCHOOL TEACHER IN THE READING PROGRAM. 07 4 290

Synthesizes recent literature on the role of content teachers in the reading program.

WOZENCERAFT, MARIAN. READING PROBLEMS: YESTERDAY AND TODAY. 05 4 227

Compares modern and late nineteenth century viewpoints on vocabulary control in beginning reading and in textbooks and reference reading in the content areas.

06.2 WORD SKILLS

BETTS, EMMETT ALBERT. WANTED: REFORM IN ORTHOGRAPHIES. 17 2 136

Stresses an urgent need for an interdisciplinary approach to the experimental evaluation of orthographic symbols for both stressed and unstressed syllables and summarizes principles, premises and opinions which require empirical assessment.

BRULAND, RICHARD A. LEARNING WORDS: EVALUATING VOCABULARY DEVELOPMENT EFFORTS. 18 3 212

Discusses the importance of learning factors, method and responsibility in evaluating the vocabulary development process.

BURMEISTER, LOU E. VOCABULARY DEVELOPMENT IN CONTENT AREAS THROUGH THE USE OF MORPHEMES. 19 6 481

Supports morphology as a means of vocabulary development in content areas and suggests a number of activities which one might utilize.

CHANCE, LARRY L. USING A LEARNING STATIONS APPROACH TO VOCABULARY PRACTICE. 18 3 244

Advocates the use of learning stations for vocabulary development and describes eight possibilities.

COLLIER, EUGENIA W. WORD CHALLENGE, A VOCABULARY GAME. 01 3 65

Describes the purpose, rules of play and benefits of a game played with vocabulary cards.

CRIST, BARBARA I. ONE CAPSULE A WEEK - A PAINLESS REMEDY FOR VOCABULARY ILLS. 19 2 147

Describes a ten-week voluntary non-credit vocabulary course for disadvantaged college freshmen with words presented in ten groups representing the most frequently mentioned topics of conversation: food, sex, sleep, entertainment, money, personality, family, study and politics. Includes word lists.

DOWNES, MILDRED SIGNOUX. LOGOPHOBIA, ITS SYMPTOMS AND TREATMENT. 01 3 13

Defines logophobia as hatred of words, provides examples of typical reactions of logophobes, and suggests making "doing" an organic part of reading as a remedy for logophobia.

FIEHLER, RUDOLPH. A QUESTION OF STRUCTURE IN THE SPELLING OF CERTAIN SUFFIXES. 03 3 205

Examines the concept of language structure as an aid to developmental reading.

FIEHLER, RUDOLPH. ANALYSIS OF VOWEL SPELLINGS IN THE 500 MOST-USED WORDS. 02 1 14

Classifies 500 words from the original Thorndike Word List into 24 consistent patterns for the vowels.
FRY, EDWARD. DO-IT-YOURSELF TERMINOLOGY GENERATOR. 11 6 428
Comments humorously on the proliferation of terminology used to categorize learning disabilities.

GOODMAN, KENNETH S. DECODING - FROM CODE TO WHAT? 14 7 455
Reexamines the concept of decoding with concern for meaning.

HEAVEY, REGINA. VOCABULARY DEVELOPMENT FOR THE COLLEGE BOUND. 06 4 281
Discusses the vocabulary development of high school students with an emphasis on independent learning.

HEYS, FRANK, JR. MEANS OF VOCABULARY DEVELOPMENT. 06 2 140
Argues the importance of insuring that a student uses words correctly and increases the number of words in his vocabulary. Asserts that the context and connotation of the words are important factors.

JACKSON, JEANNE R., HENRY DIZNEY. INTENSIVE VOCABULARY TRAINING. 06 4 221
Reports an experimental study to evaluate the effects of an intensive vocabulary program upon reading achievement of twelfth grade college-preparatory English students.

JOHNSON, HARRY W. A SINGLE PROCEDURE FOR THE DEVELOPMENT OF MEANING VOCABULARY, SIGHT VOCABULARY, OR FOREIGN VOCABULARY. 04 3 174
Describes a four-phase word attack technique which students confronted by new words will find useful.

JOHNSON, J. HOWARD, EDWARD PARADIS. THE LONGEST TOME BEGINS WITH A SINGLE PHONEME. 10 5 376
Urges the involvement of content area teachers in developing word recognition skills. Includes suggestions for material preparation and use.

KINGSTON, ALBERT J. VOCABULARY DEVELOPMENT. 08 4 265
Summarizes research on vocabulary development. Concludes that instruction in vocabulary should move from the concrete toward the abstract and from the simple to the more complex. Includes eight specific instructional suggestions.

KNIGHT, DAVID W., PAUL BETHUNE. SCIENCE WORDS STUDENTS KNOW. 15 7 504
Offers a list of science words recognized at various grade levels and gives four suggestions for its use.

LA PRAY, MARGARET, RAMON ROSS. THE GRADED WORD LIST: QUICK GUAGE OF READING ABILITY. 12 4 305
Presents the San Diego Quick Assessment graded word list and outlines its use as a measure of reading ability for high school and adult students with poor decoding skills.

LANGER, JOHN H. VOCABULARY AND CONCEPT DEVELOPMENT. 10 7 448
Reviews relevant literature and delineates the relationship of vocabulary to concepts and the conceptual process.

LIVINGSTON, HOWARD. MYTHS WE TEACH BY. 10 2 123
Provides a model for the teaching of vocabulary which takes into account that the dictionary cannot supply for a word the meaning of that word in any specific sentence.
LOVE, HAROLD D. AN EXPERIMENTAL PHONICS PROGRAM VERSUS A CONTROLLED INTEGRAL READING PROGRAM. 04 4 280

Found that a workbook and special drill approach to phonics used with an experimental group was no more effective than the whole method used with a control group. Concludes that many phonics facts are better learned through experience and observation and that while phonics is an important skill, it should be integrated into the whole reading program and never be used as an end in itself.

MANZO, A.V. CAT - A GAME FOR EXTENDING VOCABULARY AND KNOWLEDGE OF ALLUSIONS. 13 5 367

Gives instructions for playing Cultural Academic Trivia.

MARZANO, ROBERT J., NORMA CASE, ANNA DEBOOY, KATHY PROCHORUK. ARE SYLLABICATION AND READING ABILITY RELATED? 19 7 545

Correlates syllabication and comprehension gain scores of the STANFORD DIAGNOSTIC READING TEST, Level II, Forms W and X for 275 corrective and developmental reading students in Colorado middle schools finding only a slight relationship.

MAXWELL, MARTHA J. A SELF-HELP APPROACH TO BETTER SPELLING. 06 2 134

Reports on an individualized college spelling improvement program where the responsibility for improvement, rate of progress and nature of the work accomplished is placed on the student.

REILLEY, ROBERT R. SOME THOUGHTS ON VOCABULARY DEVELOPMENT. 02 4 64

Advocates a "multi-dimensional" approach to vocabulary development based on ten suggested features.

RODGERS, DENIS. WHICH CONNECTIVES? SIGNALS TO ENHANCE COMPREHENSION. 17 6 462

Reports a random sampling of frequency and types of connectives used in content area textbooks and suggests that a knowledge of connectives enhances comprehension.

RONAN, EILEEN FITZPATRICK. WORDS, THE MEASURE OF A MAN. 09 1 34

Emphasizes the role of vocabulary in college success.

SCHUBERT, DELWYN G. TEACHERS AND WORD ANALYSIS SKILLS. 02 4 62

Reports the results of a study which reveal that a substantial number of primary and secondary teachers do not possess knowledge of certain basic principles of word analysis.

THOMPSON, ERNEST. THE "MASTER WORD" APPROACH TO VOCABULARY TRAINING. 02 1 62

Presents a list of fourteen key words having Latin or Greek roots, suffixes, and prefixes and describes its use in aiding adult students to expand their vocabulary.

THOMPSON, RUBY L. WORD POWER: HOW TO USE WHAT THEY LIKE TO GIVE THEM WHAT THEY NEED. 15 1 13

Recommends, as a vocabulary building technique, an entry to areas of concern and an approach to other methods of word study, having students introduce and defend new vocabulary items for a class word list.

VON HORN, ARLENE, EDITH JANES. A CITY-WIDE VOCABULARY PROJECT FOR NINTH-GRADE STUDENTS. 10 7 476

Describes a pilot study in vocabulary development instituted in grade nine English classes.
WALSH, EDWINA. LETTERMAN: A PHONICS GAME. 14 4 241
Explains procedures for and benefits of a phonics game for
use in elementary or junior high school grades.

WARNER, JOHN R. THE INADEQUACIES OF VOCABULARY
WORKBOOKS. 02 2 54
Identifies specific inadequacies in vocabulary workbooks and
offers an alternate approach to building vocabulary.

WARNER, TIMOTHY P. VOCABULARY: MAKE IT A STIMULANT, NOT A
DEPRESSANT. 15 8 590
Recommends the study of word origins (etymology) to make
vocabulary development exciting and interesting.

WOLF, HELEN S. A STRUCTURE APPROACH TO PRONOUNCING
UNFAMILIAR WORDS. 17 5 356
Presents a structural approach consisting of six guides which
do not require distortion of the word's appearance. The
reader is able to come close enough to a word's pronunciation
to match it with words in his listening vocabulary and obtain
the meaning quickly from context.

ZAESKE, ARNOLD. WORKING WITH SUFFIXES. 08 3 211
Presents a list of suffixes organized as to their grammatical
and meaning functions. Explains the usefulness of the list in
instruction, and gives sample exercises.

06.3 COMPREHENSION SKILLS

ALEXANDER, CLARA FRANKLIN. STRATEGIES FOR FINDING THE MAIN
IDEA. 19 4 299
Provides a set of strategies derived from experience in a
reading program for open admissions college students.

AMES, WILBUR S. THE USE OF CLASSIFICATION SCHEMES IN
TEACHING THE USE OF CONTEXTUAL AIDS. 14 1 5
Reviews briefly the literature on contextual aids, recommends
new areas for research, and suggests teaching strategies
which de-emphasize classification schemes in favor of
informal discussions.

ATHWATER, JOAN. TOWARD MEANINGFUL MEASUREMENT. 11 6 429
Investigates informally, eleven reading improvement workbooks
in order to clarify reading comprehension. Suggests a working
definition of comprehension, and an adequate method of testing
more significant levels of comprehension, are needed.

AXELROD, JEROME. GETTING THE MAIN IDEA IS STILL THE MAIN
IDEA. 10 5 383
Presents some new views on the improvement of teaching main
idea by offering multiple choice exercises.

BEACH, RICHARD. CONCEIVING OF CHARACTERS . 17 7 546
Advocates that literature instruction for average or above
average high school students should deal directly with
various strategies and methods of conceiving of characters,
emphasizing a number of essential comprehension skills.

BERG, PAUL C., VICTOR M. RENTEL. GUIDES TO CREATIVITY IN
READING. 10 4 219
Considers the relationship of creativity to such variables as
intelligence, personality and other aptitudes as a background
to its possible relationship to reading.

BLOOMER, RICHARD H. THE CLOZE PROCEDURE AS A REMEDIAL
READING EXERCISE. 05 3 173
Describes an experimental investigation of the use of the
Cloze procedure as a remedial reading teaching technique for
college students. Reports greater gains in comprehension
among students instructed by the Cloze technique.
BORMUTH, JOHN R.  COMPARABLE CLOZE AND MULTIPLE-CHOICE COMPREHENSION TEST SCORES. 10 5 291

Provides a frame of reference within which the size of a cloze score may be interpreted by determining comparable scores on cloze and multiple choice tests.

BRAAM, LEONARD S., ALLEN BERGER. EFFECTIVENESS OF FOUR METHODS OF INCREASING READING RATE, COMPREHENSION, AND FLEXIBILITY. 11 5 346

Finds that paperback scanning is consistently superior to using a tachistoscope, a controlled reader, or controlled pacing for increasing reading rate and flexibility.

CAMERON, JACK R. READ CRITICALLY - OR JOIN THE MOB. 12 1 24

Advocates the emphasis of critical reading skills and the differentiation between informational and imaginative reading.

CARPENTER, TERYLE W., YVONNE JONES. IMPROVING COMPREHENSION AND RATE GAIN AT THE COLLEGE LEVEL. 19 3 223

Assesses comprehension and rate gains of students enrolled in Clemson University reading improvement courses. Analyses of variance of gain score data for 109 students indicated significant gains in reading skills and support for the sequential, individualized approach followed.

CINN, JACQUELINE. DOGGEDLY DETERMINED TO TEACH READING. 18 8 599

Points out that college students with reading deficiencies can more easily be led to understand that reading is a complex process worthy of their best efforts if the introduction involves something uncomplicated.

Cramer, Ronald L. SETTING PURPOSES AND MAKING PREDICTIONS: ESSENTIAL TO CRITICAL READING. 13 4 259

Recommends that students (in order to promote growth in critical reading and critical thinking) be required to set logical purposes for reading nonfiction and to make predictions when reading fiction.

DENBERG, ROBERT, CHARLES JONES. CRITICAL READING IN A DEVELOPMENTAL READING COURSE. 10 6 399

Examines the effect of improving and extending the structures of logical and critical thinking on critical and integrative reading ability.

DUBOIS, RONALD L. IMPROVEMENT OF TEXTBOOK COMPREHENSION IN COLLEGE READING CLASSES. 13 2 113

Investigates the effectiveness of reading instruction through subject matter materials and general reading materials. Results indicate no significant differences.

DULIN, KENNETH L. NEW RESEARCH ON CONTEXT CLUES. 13 1 33

Reviews critically the designs, statistical treatments, results and conclusions of recent research on the use of context clues.

DURRELL, DONALD D. LISTENING COMPREHENSION VERSUS READING COMPREHENSION. 12 6 455

Details the development of equated forms of reading and listening tests for grades one to eight.

ELLER, WILLIAM, JUDITH GOLDMAN WOLF. DEVELOPING CRITICAL READING ABILITIES. 10 3 192

Defines critical reading as the cluster of skills involved in evaluation of the validity, accuracy, or intellectual worthwhileness of a unit of printed matter and reviews the literature in this area. Includes five suggestions for teachers who seek to develop critical reading power among students.
FINDER, MORRIS. COMPREHENSION: AN ANALYSIS OF THE TASK. 13 3 199

Offers a task analysis of "comprehension" to indicate what good readers and teachers know and do.

FINDER, MORRIS. TEACHING TO COMPREHEND. 13 8 581

Suggests ten tasks of comprehension and ways to teach these specific skills.

FREDMAN, NORMAN. OUT OF THE WOODS. 19 1 51

Presents a poem for English students.

GAINSBUG, JOSEPH C. DOES APPRECIATION REQUIRE DEVELOPMENTAL TEACHING? 02 2 17

Examines and refutes the assumption that appreciation of reading is emotional and instinctive, hence not subject to normal principles of learning.

GOLDFIELD, BEN. SEMANTICS: AN AID TO COMPREHENSION. 16 4 310

Suggests that students who are trained in semantic principles will recognize that meaning is not only in words but in the producer of those words.

GREEN, RICHARD T. TEN INFORMATION SOURCES ON COMPREHENSION IN READING. 16 1 55

Selects ten best accessible sources on several areas related to comprehension.

HAFNER, LAWRENCE E. CLOZE PROCEDURE. 09 6 415

Reviews the literature on cloze procedure under the headings reading comprehension, writing and readability; cognitive abilities; diagnosis in reading; and teaching.

HAFNER, LAWRENCE E. USING CONTEXT TO DETERMINE MEANINGS IN HIGH SCHOOL AND COLLEGE. 10 7 491

Finds that context has been shown to be of value in determining meanings in reading and the ability to use it well undergirds mature reading. Includes a review of the literature on types of context and context aids, ability to use context, correlates of the ability to use context, what using context involves and teaching the use of context.

HARKER, W. JOHN. TEACHING COMPREHENSION: A TASK ANALYSIS APPROACH. 16 5 379

Recommends teaching students how to analyze the comprehension task in order to determine the thinking processes needed for its solution.

HEITZMAN, ANDREW J., RICHARD H. BLOOMER. THE EFFECT OF NON-OVERT REINFORCED CLOZE PROCEDURE UPON READING COMPREHENSION. 11 3 213

Deals with cloze as a teaching tool, concluding that the use of non-overt reinforced cloze procedure is not effective for producing an increase in reading comprehension.

HILL, WALTER R. FACTORS ASSOCIATED WITH COMPREHENSION DEFICIENCY OF COLLEGE READERS. 03 2 84

Assesses the extent to which selected measures of reading skills, verbal and non-verbal intelligence, personality, experiential background, and academic status would discriminate between university freshmen with adequate reading comprehension and those with deficient reading comprehension.

KLEIN, MARV. A STAB AT TEACHING COMPREHENSION OF THE CONDITIONAL. 19 2 154

Suggests the possibility of incorporating selected concepts and principles from modern logic into instructional programs in the middle and secondary grades. Provides three basic practice groups for mastery of conditional and cause-related concepts in: (1) symbolizing the language of assertion, (2) sufficient and necessary conditionals and (3) equivalency forms.
LACKEY, GEORGE H., JR., DORIS ROLLINS. HISTORY AND CURRENT EVENTS: A TIME AND PLACE FOR CRITICAL READING. 08 6 373

Describes a program which combines the teaching of current events and critical reading skills. Comments that the two areas were found to be highly complementary.

LAZARUS, ARNOLD. NEGLECTED STEPS IN THE TEACHING OF READING. 07 3 215

Discusses the importance of "reading for understanding" and the related, but often neglected, skills upon which such comprehension hinges.

MANZO, ANTHONY V. THE RE-QUEST PROCEDURE. 13 2 123

Introduces a method to train students to ask questions about textual material and to set their own purposes for reading.

MC CALLISTER, JAMES M. USING PARAGRAPH CLUES AS AIDS TO UNDERSTANDING. 08 1 11

Discusses the differing internal comprehension clues in paragraphs and the differing roles of paragraphs in patterns of writing. Examples are given.

MC CULLOUGH, BARBARA, GENE TOWERY. YOUR HOROSCOPE PREDICTS: YOU CAN TEACH STUDENTS TO FOLLOW DIRECTIONS. 19 0 653

Contains suggestions designed around the subject of astrology. Six situations are given and after each, there are sample teacher directed activities which may be used to develop the ability to follow directions.

NEWTON, EUNICE SHAED. FIGURATIVE LANGUAGE: AN ACHILLES HEEL IN READING COMPREHENSION. 08 1 65

Discusses problems of non-literal language in grades ten through sixteen and suggests an instructional unit which would include information on figures of speech, old sayings and non-standard usage.

PALMER, WILLIAM S. READING, RHETORIC, AND THE REDUCTION OF UNCERTAINTY. 17 7 552

Explores significant rhetorical factors which influence a reader's information processing abilities.

PUTMAN, LILLIAN R. DON'T TELL THEM TO DO IT ... SHOW THEM HOW. 16 1 41

Illustrates a procedure by which teachers show students how to express main ideas, and how to read and make good study outlines.

PYRCZAK, FRED. PASSAGE-DEPENDENCE OF READING COMPREHENSION QUESTIONS: EXAMPLES. 16 4 308

Presents examples of comprehension items found empirically to possess or lack passage dependence.

PYRCZAK, FRED, JEROME AXELROD. DETERMINING THE PASSAGE DEPENDENCE OF READING COMPREHENSION EXERCISES: A CALL FOR REPlications. 19 4 279

Points out how teachers may undertake small scale studies as a part of their regular instructional program to determine the passage dependence of exercise items using pre and post reading responses to a set of questions. Describes such a study and calls for replications.

RANKIN, EARL F., JR. SEQUENTIAL EMPHASIS UPON SPEED AND COMPREHENSION IN A COLLEGE READING IMPROVEMENT PROGRAM. 07 1 46

Investigates the effects of emphasizing speed versus emphasizing comprehension skills among students with poor comprehension who were enrolled in a college reading program.
RYAN, EUNICE G., E. PAUL TORRANCE. TRAINING IN ELABORATION. 11 1 27
Tests the theory that well-designed exercises in elaboration would lead to reading improvement. With junior high school students, there was some evidence to support the hypothesis since gains in creative thinking were significantly related to gains in comprehension, graph reading, and reference skills.

SCHALE, FLORENCE. VERTICAL METHODS OF INCREASING RATES OF COMPREHENSION. 08 5 296
Discuss skimming, the square span method and the narrow column method as techniques for rapid reading.

SCHELL, LEO M. DISTINGUISHING FACT FROM OPINION. 11 1 5
Examines the premise that there is a difference between fact and opinion, and that this difference can be reliably detected. Concludes that although there are differences between them, in critical reading, it is a difficult and perhaps irrelevant task to differentiate between them.

SCHELL, LEO M. PROMISING POSSIBILITIES FOR IMPROVING COMPREHENSION. 15, 6 415
Suggests that linguistics may make a significant contribution to the improvement of reading comprehension and critically examines eleven of the present approaches to comprehension.

SHAFER, ROBERT E. THE PRACTICAL CRITICISM OF I.A.RICHARDS AND READING COMPREHENSION. 14 2 101
Points out the implications of his work for reading comprehension.

SIMMONS, JOHN S. REASONING THROUGH READING. 06 5 311
Argues the need for teaching critical reading and discusses it in relation to the content areas. Also identifies its common characteristics including cumulative comprehension and explicit and implicit information.

SIMMONS, JOHN S. THE "STANCE" APPROACH IN RESPONDING TO LITERATURE. 12 1 13
Proposes teaching strategies to improve students' response to literature by assisting them to establish purpose through understanding the concepts of voice, tone and attitude.

SMITH, EDWIN H. DEVELOPING CREATIVE READING. 08 4 278
Explains the concepts of divergent and convergent creative reading. Presents twelve specific suggestions for teaching creative reading.

SMITH, WILLIAM L., GEORGE E. MASON. SYNTACTIC CONTROL IN WRITING: BETTER COMPREHENSION. 15 5 355
Argues that level of syntax is as important as vocabulary control in reading materials.

SPRING, KAREN STROM. HOW MUCH DO COMMUNITY COLLEGE STUDENTS LEARN FROM THEIR TEXTBOOKS? 19 2 131
Uses cloze procedure and the Fry readability formula, to examine the ability of 154 Seattle Central Community College students to read various prescribed texts and relates this ability to achievement grades. Notes that cloze scores were not a good predictor of grade success, and that teacher-related contexts rather than texts were the main source of information.

TUINMAN, J. JAAP. ASKING READING-DEPENDENT QUESTIONS. 14 5 289
Emphasizes that questions in teacher designed and standardized tests must be dependent on reading the relevant passage, not just a measure of general knowledge.

WARLICK, R.A., JR. THE COMPREHENSION FACTOR IN COLLEGE SOCIAL STUDIES. 02 3 37
Enumerates the comprehension skills needed by students in social studies and suggests ways of aiding students to improve them.
WHEAT, THOMAS E., ROSE M. EDMOND. THE CONCEPT OF COMPREHENSION: AN ANALYSIS. 18 7 523
Views reading as a language process and explores comprehension from a psycholinguistic perspective.

WILLIAMS, MAURICE, VIRGINIA M.R. STEVENS. UNDERSTANDING PARAGRAPH STRUCTURE. 15 7 513
Describes a study which investigated students' ability to find the main idea or topic sentence in paragraphs and suggests that teachers place more emphasis on the acquisition of this skill.

BERGER, ALLEN. TEN IMPORTANT SOURCES OF INFORMATION ON SPEED READING. 11 5 359
Provides an annotated bibliography of ten sources on reading rate.

BOOTH, WAYNE C. LADY CHATTERLEY'S LOVER AND THE TACHISTOSCOPE. 03 4 232
Attempts to demonstrate fallacies of speed reading.

BROWN, LOUISE, A.R. LAUER. DEVELOPMENT OF READING RATE AND COMPREHENSION. 03 1 59
Examines the concept of the reading efficiency index which combines speed and comprehension as a measure of students' performance.

CARRILLO, LAWRENCE W. DEVELOPING FLEXIBLE READING RATES. 08 5 362
Argues the necessity of teaching flexibility of reading rate in secondary schools in relation to purpose and comprehension.

CARESLELO, CARMEN J., DONALD E. BARTELL. INCREASING RATE OF READING A FOREIGN LANGUAGE. 14 3 171
Reports significant gains in rate of comprehension in both English and Portuguese as a result of a laboratory course emphasizing reading improvement in both languages.

DEBBO, MYRON H., DONALD A. WILSON. A PERFORMANCE CONTRACT IN SPEED READING. 16 8 627
Reviews critically the results from the Reading Foundation of Chicago after a one-year speed reading program. Results, methods, measurements and other questionable practices are itemized.

ENGELHARDT, REATA M. SPEED IS NOT A DIRTY WORD. 08 5 330
Describes a lab-centered developmental reading program in which mechanical devices were used and speed was emphasized.

FIDDLER, JERRY B. CONTEMPLATIVE READING: A NEGLECTED DIMENSION OF FLEXIBILITY. 16 8 622
Introduces the concept of contemplative reading and suggests the encouragement, at least occasionally, of mental digressions, written expressions of far-fetched ideas, stream-of-consciousness oral discussions, role playing which relies on daydreaming and writing papers based on provocative paragraphs.

FRY, EDWARD. READING RATE IN 1908. 13 8 593
Reviews Huey's 1908 article on reading and finds it contemporary, relevant, and worthy of new consideration.

GLASS, GERALD G. RATE OF READING: A CORRELATION AND TREATMENT STUDY. 11 3 168
Reports on an investigation of reading rate and academic, perceptual, and personality attributes in college students. Although certain variables were related to reading rate, implications were that more than one factor is involved in attempts to increase speed of reading.
GROB, JAMES A. FORCING SPEED IN ORAL READING. 11 8 621

Demonstrates that for junior high remedial reading students, immediate reinforcement and improved speed are possible when teachers act as pacers in a one-on-one oral reading situation.

GROB, JAMES A. READING RATE AND STUDY-TIME DEMANDS ON SECONDARY STUDENTS. 13 4 265

Itemizes reading requirements in English and Social Studies and, to raise teacher awareness of the time-loads of their assignments, computes work time needed for various reading rates.

HEFTEL, DANIEL L. GAINS IN READING SPEED COMPARED WITH ACADEMIC APTITUDE AND INITIAL RATE. 04 3 210

Reports on the gains in reading speed among students enrolled in an eight-week reading improvement course, and investigates the relationships between gains in speed, academic aptitude, and initial speed. Concludes that students who show the greatest aptitude are initially the fastest readers and show the greatest gains in rate.

HEILMAN, ARTHUR. RAPID READING: USES AND ABUSES. 05 3 157

Discusses the proliferation of emphasis on speed reading, particularly by manufacturers of mechanical reading devices. Reiterates the need to develop flexibility and to consider the reading process as a whole.

HERCULANE, SISTER M. A SURVEY OF THE FLEXIBILITY OF READING RATES AND TECHNIQUES ACCORDING TO PURPOSE. 04 3 207

Investigates changes in reading rates and techniques according to purpose for reading among grade eight pupils of varying social backgrounds.

HUMPHRY, KENNETH H. AN INVESTIGATION OF AMOUNT-TIME AND TIME-LIMIT METHODS OF MEASURING RATE OF READING. 01 1 41

Studies the relationship of length of time requirements to the reliability of the measures, or of variability in reading rate within individuals throughout a reading test.

LAFITTE, RONDEAU J. ANALYSIS OF INCREASED RATE OF READING OF COLLEGE STUDENTS. 07 3 165

Examines, in a college reading improvement course, the relative efficiency of perceptual training and skimming drills.

LETSON, CHARLES T. SOURCE UNIT ON READING FLEXIBILITY. 04 1 63

Presents a guide to student activities which was designed to improve reading flexibility.

MATTHEWS, JOHN H. SOME SOUR NOTES ON SPEED READING. 09 3 179

Warns that the emphasis on speed reading leads to viewing reading as merely a fact-accumulating experience.

MAXWELL, MARTHA J., ARTHUR C. MUELLER. RELATIVE EFFECTIVENESS OF TECHNIQUES AND PLACEBO CONDITIONS IN CHANGING READING RATES. 11 3 184

Discusses differences between slow and fast readers at the college level and reports that it is possible to effect, using a few simple techniques, significant improvement in reading rate without loss of comprehension.

MC DONALD, ARTHUR S. RATE AND READING FLEXIBILITY. 08 3 187

Summarizes research on rate and flexibility. Includes an extensive bibliography.
MCCracken, Robert A.  Internal versus external flexibility of reading rate. 08 3 208

Stresses the need for flexibility of reading rate within the material, within paragraphs and within sentences. Considers this an important contribution to the external flexibility of reading rate which relates to the whole of the material.

Muehl, Lois B. Further practical uses for speeded reading. 19 6 487

Presents a poem to extol the practical benefits of speed reading.

Quaintance, Aloysius, FSc. Using a slide rule to compute reading speeds. 10 2 121

Gives the procedure for calculating words per minute using a slide rule. Examples are included.

Rauch, Sidney J., Alfred B. Weinstein. A slow look at speed reading. 11 5 353

Discusses speed reading in terms of factors upon which speed depends, four possible speeds, and techniques for increasing speed.

Raygor, Alton L., David M. Wark, Ann Dell Warren. Operant conditioning of reading rate. 09 3 147

Examines the effect of a secondary reinforcer on the rate of reading responses in five related experiments.

Rosen, Carl L. Mechanical devices for increasing speed of reading. 10 8 569

Examines the literature and concludes: there is little definitive scientific data available to justify the random use of machines and devices for improving reading rate with undifferentiated groups of students, research in this area is inadequate in terms of methodology and design, when mechanical devices are used alone results are highly artificial and that reading rate needs to be considered as only part of a total reading program. Concludes that while potential might exist for the use of various devices, caution must be exercised by educators.

Smith, Brenda Golembesky. Speed reading scores in perspective. 19 2 128

Emphasizes that speed reading scores are relative to a number of contributing factors including method of evaluation, readability of material, familiarity and reading sophistication of the reader, comprehension and how closely the timed material matches material normally read. Concludes that the speed achieved for any one test or timed reading is the speed only for that particular situation.

Spache, George D. Reading rate improvement or success for the wrong reasons. 07 1 2

Argues against treating reading rate separately from more fundamental reading skills.

Steinacher, Richard. Reading flexibility: dilemma and solution. 15 2 143

Offers a review of research on reading flexibility and suggests that through better definition of specific tasks results need not be so inconclusive.

Taylor, Earl A. Increased business efficiency through reading improvement. 02 3 62

Presents a questionnaire designed to select persons who can respond satisfactorily to the usual reading improvement course.
WARK, DAVID M., ALTON L. RAYGOR, EDWARD G. SUMMERS. READING RATE INCREASE THROUGH THE MAIL. 10 6 393

Examines growth in reading rate by correspondence students completing a twelve lesson "How to Study" course.

06.5 STUDY SKILLS

AARONSON, SHIRLEY. NOTETAKING IMPROVEMENT: A COMBINED AUDITORY, FUNCTIONAL AND PSYCHOLOGICAL APPROACH. 19 1 8

Presents a two-column method of notetaking which, combined with training in the auditory-cognitive skills, may help students develop the art of listening and understanding ideas. A model is provided.

AHRENDT, KENNETH M., SHIRLEY S. HASELTON. ESSENTIAL READING SKILLS IN BOOKKEEPING. 16 4 314

Applies the general methods of developmental reading to the specific content area of bookkeeping.

ANDERSON, JONATHAN, BERRY H. DURSTON, CECILY N. KATZ, MILLICENT E. POOLE. STUDENT EVALUATION OF A STUDY SKILLS COURSE. 12 3 219

Evaluates a study skills course at the University of New England from the point of view of students who volunteered for the course.

BERG, PAUL C., VICTOR M. RENTEL. IMPROVING STUDY SKILLS. 09 5 343

Concludes from a review of the literature that students who are motivated to improve and voluntarily enroll in a study skills course raise their grade point ratios, students who are similarly motivated but not enrolled do not make the same gains, and format and content do not appear to be as important as motivation and interest.

BERMONT, HUBERT. A BOOKMAN SPEAKS TO STUDENTS. 17 7 524

Offers a number of insights and suggestions to help college students handle the amount of required reading.

BUTCOFSKY, DON. ANY LEARNING SKILLS TAUGHT IN HIGH SCHOOLS? 15 3 195

Reports that an eleven-month analysis of the study habits of 302 freshmen indicates that four out of five are deficient in study skills. Provides a skills check list and suggests that a greater emphasis on teaching these skills in the secondary school must be made.

CRANNEY, A. GARR. SELECTED STUDY-SKILL REFERENCES. 10 3 185

Provides an annotated bibliography of study-skill texts and articles most appropriate for college students and college bound high school students.

CRANNEY, A. GARR. A NOTE ON "ANOTHER STUDY METHOD". 08 5 359

Notes that several studies evaluating SQ3R as an overall study method have cast some doubt on its effectiveness. Suggests these findings raise some interesting questions which should be investigated.

DONALD, SISTER MARY. THE SQ3R METHOD IN GRADE SEVEN. 11 1 33

Reports on a study using SQ3R to increase reading and social studies achievements in grade seven. Results indicated that students benefitted in knowledge of content material and in certain reading skills, although not in general reading ability.
EANET, MARILYN G., ANTHONY V. MANZO. REAP - A STRATEGY FOR IMPROVING READING/Writing/STUDY SKILLS. 19 8 647

Describes a four step strategy—Read, Encode, Annotate, Ponder (REAP)—designed to heighten analytic reading skills and enhance thinking and writing skills.

EDWARDS, PETER. PANORAMA: A STUDY TECHNIQUE. 17 2 132

Offers an organized approach to study which includes several facets of the learning process not emphasized in existing study systems.

FIELDS, IRWIN H. THE CENTINELA VALLEY PLAN: A MANDATORY READING AND STUDY SKILLS PROGRAM FOR NINTH GRADE STUDENTS. 04 4 254

Describes the development of a district-wide program incorporated as a six-week unit in the English curriculum. Reports that success of the program was evidenced by pupil acceptance and parent and teacher approval.

FLEMING, JAMES T. SKIMMING: NEGLECTED IN RESEARCH AND TEACHING. 12 3 211

Calls for an effort to increase one's understanding of the nature of skimming.

FLOCK, MARVIN, JASON MILLMAN. EVALUATION OF A STUDY SKILLS PROGRAM FOR ABOVE-AVERAGE HIGH SCHOOL PUPILS. 07 4 283

Evaluates the immediate and long-term effectiveness of an instructional program in reading, writing, listening, and study skills for above-average readers.

HANF, M. BUCKLEY. MAPPING: A TECHNIQUE FOR TRANSLATING READING INTO THINKING. 14 4 225

Suggests teachers use of mapping (the graphic representation of written or oral material) to develop the thinking process in reading.

JOHNSON, HARRY W. ANOTHER STUDY METHOD. 07 4 269

Describes the Three-Level Outlining Method of Study and indicates the reasoning and experimental evidence upon which it is based. Some comparisons with SQ3R are made.

KAMMAN, RICHARD A. APTITUDE, STUDY HABITS, AND READING IMPROVEMENT. 06 2 77

Investigates relationships between college aptitude, study habits, basic reading skills and reading improvement. Concludes that study habits are not related to aptitude, reading or reading improvement.

KINGSTON, ALBERT J. LOCATING RESEARCH IN HIGH SCHOOL AND COLLEGE READING. 09 3 205

Furnishes a set of guidelines for the teacher searching the published literature.

KOLLARITSCH, JANE. ORGANIZING READING FOR DETAILED LEARNING IN A LIMITED TIME. 13 1 29

Presents a method of notetaking suitable when there is much material to be covered and a shortage of time.

MC CONIHE, ESTHER J. STUDY SKILLS NEED IMPROVING TOO. 01 2 40

Justifies the need for a high-school study skills course, describes its development, and the results achieved.

PALMATIER, ROBERT A. A NOTETAKING SYSTEM FOR LEARNING. 17 1 36

Presents the Notetaking System for Learning which provides a flexible system for collecting and learning course information and is designed for high school and college students.
PALMATIER, ROBERT A. COMPARISON OF FOUR NOTE-TAKING PROCEDURES. 14 4 235

Compares four methods of note taking with respect to ease of learning, efficiency and utility and gives suggestions for further research.

PALMATIER, ROBERT A. J. MICHAEL BENNETT. NOTETAKING HABITS OF COLLEGE STUDENTS. 18 3 215

Surveys a sample of successful students regarding utility of taking lecture and reading notes and urges further research.

PAUK, WALTER J. COLLEGE READING AND STUDY SKILLS CENTER AT CORNELL UNIVERSITY. 03 3 183

Details factors of importance to effective reading and describes methods used in the Cornell University reading and study skills program.

PAUK, WALTER. DOES NOTE-TAKING INTERFERE WITH LISTENING COMPREHENSION? 06 4 276

Reports that note-taking has no significant effect on listening comprehension.

PAUK, WALTER. I GOT MY B.A. BY SHEER LUCK, OR HOW STUDY SKILLS SAVED THE STUDENT. 09 1 37

Recounts the personal discovery of study skills and practices necessary for undergraduate survival.

PAUK, WALTER. SCHOLARLY SKILLS OR GADGETS. 08 4 234

Argues against the use of mechanical devices and the teaching of speed reading. Describes a study skills course for college students.

PAUK, WALTER. THE RESEARCH PAPER: TIME AND TECHNIQUE. 13 1 15

Recounts how one student learned to write a good research paper.

POLICASTRO, MICHAEL. NOTETAKING: THE KEY TO COLLEGE SUCCESS. 18 5 372

Advocates teaching notetaking from three standard models: outlining, SQ3R and summary.

PUTMAN, LILLIAN R. DON'T TELL THEM TO DO IT ...SHOW THEM HOW. 18 1 41

Illustrates a procedure by which teachers show students how to express main ideas, and how to read and make good study outlines.

SANACORE, JOSEPH. LOCATING INFORMATION: THE PROCESS METHOD. 18 3 231

Advocates the process method to teaching the location of information where students are expected to select problems and solve them in a contractual format.

SHERER, PETER A. SKIMMING AND SCANNING: DE-MYTHING THE PROCESS WITH A COLLEGE STUDENT. 19 1 24

Relates Martha Maxwell's six "myths" presented in SKIMMING AND SCANNING IMPROVEMENT to personal experience with a college student.

STILES, HELEN L. IN-SERVICE TRAINING FOR THE SQ3R READING-STUDY METHOD. 06 2 126

Describes an in-service training course which consisted of five hours of direct instruction in the SQ3R study skills method as applied to the various content areas.
STONE, DAVID R. SPEED OF IDEA COLLECTING IN UNIVERSITY STUDY-READING. 05 3 149

Describes a technique which involved speed, general study methods and training in two types of idea collecting. Reports significant gains in speed and efficiency of idea collecting and notes this is of more value than mere increase in reading speed.

STONE, DAVID R. TEACHING THREE FUNCTIONS OF STUDY-READING. 03 2 137

Proposes three functions which a useful study-reading method must perform: identifying, collecting, providing for reconstruction.

TWINING, JAMES E. CONTENT READING SKILLS AND THE COMMUNITY-JUNIOR COLLEGE. 15 5 347

Lists basic concepts which must be recognized by the college content area teacher in order to create an environment that maximizes student achievement.

WALBERG, HERBERT J. READING AND STUDY HABITS OF HIGH SCHOOL PHYSICS STUDENTS. 11 5 327

Employs data from a national sample of students taking a new physics course, to analyze attitudes and behavior toward reading and studying. Results indicated sex differences were highly significant, students need help in improving study habits, teachers should be aware of students' abilities in school work, and little reading is being done.

WITTY, PAUL A. RATE OF READING - A CRUCIAL ISSUE. 13 2 102

Questions current assumptions about the value of speed reading and the relationships between rate and comprehension.

06.6 AFFECTIVE FACTORS/MOTIVATION/INTERESTS

AARON, ROBERT L., LEWIS MILLER, ELIZABETH SMITH. READING HABITS OF BEHAVIORALLY DISORDERED MALES: A STUDY. 19 1 28

Uses interview techniques along with library circulation data, to evaluate some aspects of reading interests of a sample randomly selected from among 450 teen aged delinquents confined to a Georgia Youth Center. Preferred titles, selection methods and success/failure rates for book completion are reported.

ALGRO, CECELIA, JAMES FILLBRANDT. BOOK SELECTION PATTERNS AMONG HIGH SCHOOL STUDENTS. 14 3 157

Examines the paperback book purchases of ninth to eleventh grade students.

BENNIE, FRANCES. PUPIL ATTITUDES TOWARD INDIVIDUALLY PRESCRIBED LAB PROGRAMS. 17 2 108

Outlines a system for continuous assessment of pupil attitudes and problems regarding individually prescribed learning center programs.

DARBY, CHARLES A., JR. REFERRED AND SELF-INITIATED STUDENTS IN READING-STUDY PROGRAM. 09 3 186

Investigates the relationship between referred and self initiated students' groups and a number of cognitive and affective variables.

EBERWEIN, LOWELL. WHAT DO BOOK CHOICES INDICATE? 17 3 186

Presents the Reading Interest Inventory, a checklist of 174 book titles from the JUNIOR HIGH SCHOOL LIBRARY CATALOG, and provides data on a stratified random sample of 150 grade six, seven and eight students which indicates the appropriateness of the instrument.
EMANS, ROBERT, GLORIA PATYK. WHY DO HIGH SCHOOL STUDENTS READ? 10 5 300

Examines expressed motives for reading and the influence of intelligence, social class, sex and age.

ESTES, THOMAS H. A SCALE TO MEASURE ATTITUDES TOWARD READING. 15 2 135

Provides details on the administration and interpretation of a new attitude scale.

FENNIMORE, FLORA. READING AND THE SELF-CONCEPT. 11 6 447

Focuses attention on a college-level reading clinic where students made significant improvement in reading achievement but became less positive in their views of their ideal selves. Also raises questions for further research.

GAINSBURG, JOSEPH C. DOES APPRECIATION REQUIRE DEVELOPMENTAL TEACHING? 02 2 17

Examines and refutes the assumption that appreciation of reading is emotional and instinctive, hence not subject to normal principles of learning.

GALLO, DONALD R. FREE READING AND BOOK REPORTS - AN INFORMAL SURVEY OF GRADE ELEVEN. 11 7 532

Summarizes the results of a questionnaire on behaviors and attitudes related to reading. Suggests peers should be used in group discussions and reading should be guided rather than totally free.

GRISSON, LOREN V. IMPROVING STUDENTS' READING HABITS: A LABORATORY METHOD. 02 1 69

Discuss the implications of students' reading habits for the teaching of English and suggests classroom projects aimed at their improvement.

MOVIOUS, MARILYN. MOTIVATING JUNIOR HIGH READERS. 17 5 373

Emphasizes that a successful reading program must involve considering the students, diagnosing and revising the curriculum and objectively reviewing the role of the teacher.

KINGSTON, ALBERT J., JR. COLLEGE STUDY AND READING MATURITY. 03 3 199

Contends that goals of college reading improvement programs should include growth toward reading maturity, i.e., enhance the level of reading materials read and enjoyed by students.

LANE, PATRICK, CECILIA POLLACK, NORMAN SHER. REMOTIVATION OF DISRUPTIVE ADOLESCENTS. 15 5 351

Reports high reading gains and greatly improved behavior patterns among eight junior high school disruptive students who served as tutors to third and fourth graders with reading problems.

LAZARUS, ARNOLD. AN ANTI-CYCLOTRON OF READING. 07 2 141

Describes a model which uses student interests to motivate a class toward more intensive reading.

MARTIN, MARIAN, KEITH SCHWYHART, RALPH WETZEL. TEACHING MOTIVATION IN A HIGH SCHOOL READING PROGRAM. 11 2 111

Describes a reading program in which students were motivated by the application of concrete reinforcers. Although they made no significant reading gains, classroom behavior generally improved.
MAZURKIEWICZ, ALBERT J. SOCIAL-CULTURAL INFLUENCES AND READING. 03 4 254
Investigates the relationship between a son’s reading ability and his attitude toward reading in terms of its being a mostly masculine or mostly feminine activity, and attempts to determine to what degree a boy’s attitude toward reading is related to his father’s attitude.

MC CORD, HALLACK. IMPROVING READING ABILITY THROUGH COMBINED TUTORING AND HYPNOTHERAPY. 07 2 142
Employs a case study approach to examine the use of hypnosis in a tutoring situation.

NISSMAN, ALBERT. WHETTING LITERARY APPETITE. 01 3 67
Tells how the author stimulated his students’ desire to read a book by generating interest through use of a recording, class discussion and written assignments.

PAUK, WALTER J. HELPING STUDENTS TO APPRECIATE LITERATURE. 06 2 136
Points out techniques for helping students to notice an author’s use of words, use of examples and use of literary devices as methods of finding the intended meaning.

PIERCEY, DOROTHY, MICHAEL OBRENOVICH. IF KIDS DON’T HATE TO READ . . . . 16 4 305
Uses cartoons to illustrate eight ways to make students hate reading and quotes ten reasons given by one student for hating to read.

RANSBURY, MOLLY KAYES. AN ASSESSMENT OF READING ATTITUDE. 17 1 25
Presents results of informal studies of elementary childrens’ reading behavior and gives guidelines for improvement of students’ attitudes toward reading.

REICH, CAROL. A SCALE TO ASSESS READING MATURITY. 17 3 220
Introduces the Novel Maturity Scale, which is based on thematic richness, as a simple, objective measure of the level at which students read.

ROBINSON, H. ALAN. DEVELOPING LIFETIME READERS. 11 4 261
Suggests environment, models, accessibility, displays and oral reading as methods of developing lifetime readers of secondary school students and proposes book reports, homework and an outdated literature program as a means of destroying interest in reading.

ROTH, ROBERT M. A THEORY OF VOLUNTARY REMEDIAL READING PROGRAMS. 04 2 87
Proposes a voluntary reading program based on the relationship of self-concept and achievement.

SCHARF, ANNE G. WHO LIKES WHAT IN HIGH SCHOOL. 16 8 604
Discovers differences in reading interests as related to sex, grade level and intelligence to help teachers guide students to appropriate materials.

SEIGLER, HAZEL G., MALCOLM D. GYNTHER. READING ABILITY OF CHILDREN AND FAMILY HARMONY. 04 1 17
Using Leary’s Interpersonal Check List, compares parents of children with reading difficulties and parents of children without reading difficulties with respect to self-descriptions, attitude toward one another, and attitudes toward children.

SHAFFER, ROBERT E. THE READING OF LITERATURE. 08 5 345
Reviews research on the impact of literature on the individual. General conclusions suggested that many effects are personal and vary with the individual. Problems for further research are suggested.
SHIRLEY, FEHL L. THE INFLUENCE OF READING ON CONCEPTS, ATTITUDES, AND BEHAVIOR. 12 5 369
Reports data obtained by a modified critical incident technique for 420 adolescents concerning the effect of reading on their concepts, attitudes and behavior.

SMITH, EDWIN, MARIE SMITH. ENCOURAGING QUALITY READING. 04 1 61
Expresses the opinion that more emphasis should be placed on teaching students to read quality material. Methods are suggested.

SMITH, RICHARD J., CLINTON R. BARTER. THE EFFECTS OF READING FOR TWO PARTICULAR PURPOSES. 12 2 134
Investigates the effects of writing tasks at the cognitive levels of "Interpretation" and "Synthesis" on attitudes and retention, using 350 tenth graders.

SCARES, ANTHONY T., RAY H. SIMPSON. INTEREST IN RECREATIONAL READING OF JUNIOR HIGH SCHOOL STUDENTS. 11 1 14
Relates junior high school students' preferences for short stories to intelligence, grade and sex. Significant differences in reading interests existed when students were grouped for intelligence. The most significant elements of the stories were isolated.

STANCHFIELD, JO M. THE READING INTERESTS OF EIGHTH-GRADE BOYS. 05 4 256
Investigates the reading interests of eighth-grade boys of differing reading abilities and discusses the implications for classroom instruction.

VAUGHAN, BERYL I. READING INTERESTS OF EIGHTH-GRADE STUDENTS. 06 3 149
Discusses a survey of reading interests of eighth grade students in one high school. Lists preferred topics of boys and girls, and relates preferences to intelligence.

WILLERMAN, MARVIN, BARBARA WILLERMAN. EFFECTS OF MOTIVATIONAL CONFERENCES. 17 3 224
Examines the results of high school student-teacher individual conferences based on motivational principles using 94 ninth grade remedial reading students.

ZAIS, ROBERT S. A SCALE TO MEASURE SOPHISTICATION OF READING INTERESTS. 12 4 273
Reports on construction and validation of the SOPHISTICATION OF READING INTERESTS SCALE, an instrument based on characteristics present in varying degrees in all fiction, which provides an estimate of sophistication of interests without reference to titles reported read.

06.7 LISTENING/COMMUNICATION/Writing SKILLS

CASTALLO, RICHARD. LISTENING GUIDE - A FIRST STEP TOWARD NOTETAKING AND LISTENING SKILLS. 19 4 269
Provides a listening guide as a first step in teaching students the skill of notetaking.

EARLE, NANCY. LITTLE RED RIDING HOOD. 18 2 106
Provides an exercise in visual literacy with a wordless version of an old fairy tale.
LANE, PATRICIA K., MARGERY STAMAN MILLER. LISTENING: LEARNING FOR UNDERACHIEVING ADOLESCENTS. 15 7 488
Illustrates how training in listening improved critical reading, enjoyment and appreciation among underachieving students.

NEWMAN, ARTHUR J. ONLY HALF THE STORY CAN BE TOLD IN WORDS. 16 3 241
Suggests that "nondiscursive" learning experiences should augment and supplement logical, rational learning.

PAUK, WALTER. DOES NOTE-TAKING INTERFERE WITH LISTENING COMPREHENSION? 06 4 276
Reports that note-taking has no significant effect on listening comprehension.

WILLIAMS, MAURICE, VIRGINIA M. R. STEVENS. UNDERSTANDING PARAGRAPH STRUCTURE. 15 7 513
Describes a study which investigated students' ability to find the main idea or topic sentence in paragraphs and suggests that teachers place more emphasis on the acquisition of this skill.

YOUNG, EDITH M., LEO V. RODENBORN. IMPROVING COMMUNICATION SKILLS IN VOCATIONAL COURSES. 19 5 373
Urges identification of communication skill needs in vocational education courses using content analysis to allow teachers to personalize instruction, thus meeting the learning needs of individual students. Includes illustrations concerning secretarial training.

BELL, CAROLINE R. LIBRARY FOR ALL, ALL FOR LIBRARY. 17 2 119
Relates a project for disabled readers which is designed to develop the important habits of going to the library by instilling the feeling that there is something there which would be of value to them.

ESTES, THOMAS H., RALPH C. STAIGER. IRA PROJECT CONPASS: AN OVERVIEW. 16 7 520
Lists the goals, methods and achievements of the four CONPASS teams.

KINGSTON, ALBERT J. WHAT DO WE MEAN BY READING IN THE CONTENT AREAS? 07 3 146
Discusses the role of content area teachers in the teaching of reading and indicates some of the difficulties which they face.

KOLZOW, LEE. READING IN THE CONTENT AREA IN THE TWO YEAR COLLEGE OR HOW TO GET YOUR FOOT IN THE CLASSROOM DOOR. 16 1 46
Emphasizes the need to develop awareness among content teachers of student reading problems through the use of a questionnaire before attempting to motivate them into doing something to help their students.
MICHAELS, MELVIN L. SUBJECT READING IMPROVEMENT: A NEGLECTED TEACHING RESPONSIBILITY. 09 1 16

Examines students' free responses to questions regarding reading strategies and difficulties in content areas.

PALMER, WILLIAM S. TEACHING READING IN CONTENT AREAS. 19 1 43

Indicates the importance of teaching reading in the content areas and suggests a number of activities to help teachers and students perceive reading as a communication process.

QUINA, JAMES M. JEAN GREENLAW. SCIENCE FICTION AS A MODE FOR INTERDISCIPLINARY EDUCATION. 19 2 104

Urges the interdisciplinary use of science fiction to help students develop a cohesive outlook on the world. Includes illustrations and teaching suggestions for both interdisciplinary and single discipline novels.

SMITH, NILA BANTON. PATTERNS OF WRITING IN DIFFERENT SUBJECT AREAS. 08 1 31

Analyzes test materials in science, social studies, history, mathematics and literature. Lists and discusses the common study skills and the patterns of writing within each subject area.

SMITH, NILA BANTON. PATTERNS OF WRITING IN DIFFERENT SUBJECT AREAS: PART II. 08 2 97

Discusses patterns of writing in social studies and mathematics on the basis of an analysis of secondary textbooks.

SMITH, RICHARD J., BERNEC BRAGSTAD, KARL D. MESSE. TEACHING READING IN THE CONTENT AREAS- AN INSERVICE MODEL. 13 6 421

Suggests an inservice program to explain the total-school approach to developmental reading.

ANDRESEN, OLIVER. EVALUATING PROFUNDITY IN LITERATURE. 08 6 387

Describes a method of teaching thematic analysis in a literary appreciation class at the high school level. Students were taught a scale for measuring the profundity of themes, then used the scale in literature assignments and in independent reading. More growth in literary appreciation was evident in these students than in control group students.

BACHNER, SAUL. THE PAPERBACK LIBRARY. 10 7 473

Recounts a first experience with a portable paperback library.

CALDWELL, MARGUERITTE JOHNSON. TEACHING READING THROUGH A PLAY: AH WILDERNESS. 11 2 105

Provides specific directions for teaching a play and concurrently developing reading skills particular to this genre.

CARROLL, L. PATRICK, S.J. THOSE PESKY BOOK REPORTS. 10 7 468

Outlines a solution to the problem of determining whether or not a student has actually read a book.

CASSIDY, JACK. PROJECT C.A.R.E. (CONTENT AREA READING ENRICHMENT). 17 3 192

Describes a school wide project which involves assigning four content area teachers and a reading specialist to instruct four classes, and suggests ways in which the specialist could assist language arts and social studies teachers.
CHESLER, S. ALAN. INTEGRATING THE TEACHING OF READING AND LITERATURE. 19 5 360

Outlines a method by which high school and college teachers might successfully integrate the teaching of reading skills with the study of literature and presents a number of specific suggestions for dealing with poetry.

CROMLEY, MARCY. SKELETAL POEMS: EFFECTIVE TECHNIQUE FOR AFFECTIVE TEACHING. 19 4 291

Offers a technique involving "skeletal" outlines which students complete as a post reading exercise as a means of encouraging the communication of feelings.

DOLLERUP, CAY. ON READING SHORT STORIES. 14 7 445

Reports on readers' responses to short stories and how those responses help to explain the reading process.

DONELSON, KENNETH L. FREE READING: ANOTHER VIEW. 12 7 545

Views the incorporation of a three to five week free reading program as a necessary part of any English class.

DONLAN, DAN. DEVELOPING A READING PARTICIPATION GUIDE FOR A NOVEL. 17 6 439

Develops a reading guide for FAHRENHEIT 451 which contains features of both process and content guides and additionally, provides a program of planned student participation in three phases: before, while and after the book is read.

DURR, WILLIAM K. DEVELOPMENTAL READING IN HIGH SCHOOL ENGLISH CLASSES. 02 2 57

Describes a study conducted in tenth-grade English classes to determine the effects of reading instruction on student achievement.

FINDER, MORRIS. TEACHING TO COMPREHEND LITERARY TEXTS - DRAMA AND FICTION. 17 4 272

Discusses "literal-sense" comprehension, the skill of inferring the main action of an imaginative work, and "part-whole" skills of inferring the intended effects and causes incorporated within the work by which they are produced. Examples are from THE GLASS MENAGERIE and "Birthday Party".

FRAIM, EMMA CARVILLE. BOOK REPORTS - TOOLS FOR THINKING. 17 2 122

Lists fifteen thinking operations adaptable to book reporting and includes suggestions for specific use of each objective.

GEBHARD, ANN 0. POETRY - ACID TEST OF COMPREHENSION. 17 2 125

Uses a model lesson to illustrate how teachers may help students develop certain basic reading skills to make poetry more accessible.

GOODRICH, HOWARD B. READING POETRY IS CREATIVE TOO. 10 7 435

Suggests methods of teaching poetry for an understanding of the basic poetic process.

HODGES, PAULINE. READING AS AN ELECTIVE IN THE ENGLISH PROGRAM. 18 1 30

Outlines elective reading courses available to students at one Colorado high school including: Basic Reading Skills, Developmental Reading, Speed Reading, Advanced Reading I and II, Nonfiction, Reading Skills for College, Reading for Research and a reading seminar.

HYNES, SISTER NANCY. LEARNING TO READ SHORT STORIES. 13 6 429

Reports the value of team teaching and a combination of large group instruction, independent studies and small group discussion in English classes across grades and ability levels.
KETTLEWELL, GAIL B., ROBENA S. GORE. READINGS FOR TEENS: AN ELECTIVE UNIT. 14 5 309

Describes a course which aims to encourage students to read more and to correct their reading weaknesses.

MANZO, ANTHONY V. CONPASS: ENGLISH - A DEMONSTRATION PROJECT. 16 7 539

Touches on such activities as the living library, advance organizers, guides and checks, the re-quest procedure, language improvement, thematic units, and writing on materials read, which were undertaken at the University of Missouri.

MANZO, ANTHONY V., DEANNA COLEMAN MARTIN. WRITING COMMUNAL POETRY. 17 8 638

Describes the development of an innovative three week unit to improve appreciation and comprehension of poetry culminating in the creation of a "communal poem." Innercity Black students who had previously failed English reacted enthusiastically.

MC KENNA, MICHAEL. SHAKESPEARE IN GRADE EIGHT. 19 3 205

Describes a method of adapting Hamlet and other works of Shakespeare to facilitate understanding while retaining the effects of drama and poetry, by compromising between prose and poetry.

MILLS, MARY. READING AND THE FRESHMAN ENGLISH PROGRAM. 01 1 3

Describes the techniques and results of integrating reading instruction into a freshman English course. While findings are offered as tentative, improvement in student attitudes is cited as an important side benefit.

RHODES, ALAN. A DRAMATIC APPROACH TO HAMLET. 19 6 438

Illustrates the use of spontaneous drama (role playing) in introducing and providing insights into HAMLET and suggests a similar approach to other plays at the high school level.

RITT, SHARON ISAACSON. JOURNEYS: ANOTHER LOOK AT THE JUNIOR NOVEL. 19 6 627

Lists and discusses 39 junior novels relating their content to the "Journeys" or experiences of the central characters, and providing readability and maturation levels.

SARACENO, JOSEPH A., ANGELINA C. PISCITELLO. A PLAY - A HOMEMADE PLAY. 17 1 44

Reports a successful experience involving sixth grade Brooklyn students in a play written by the authors.

SHAW, PHILLIP. INDIVIDUALIZATION OF INSTRUCTION IN FRESHMAN ENGLISH. 07 3 150

Describes three stages for individualizing instruction in a college freshmen English class.

SHERIDAN, JANE. SEEING THE UNIVERSE THROUGH POETRY. 17 3 206

Discusses a five week program involving a number of innovative techniques which successfully involved an entire school population in experiencing poetry.

SIMMONS, JOHN S. THE "STANCE" APPROACH IN RESPONDING TO LITERATURE. 12 1 13

Proposes teaching strategies to improve students' response to literature by assisting them to establish purpose through understanding the concepts of voice, tone and attitude.
SMITH, RICHARD J. ENGLISH TEACHER AS READING TEACHER. 16 3 245
Suggests several methods by which the English Teacher can improve students' comprehension abilities.

SMITH, RICHARD J., THOMAS BURNS. THE EFFECTS OF DIFFERENT INSTRUCTIONAL PRACTICES ON STUDENT ENJOYMENT AND INTERPRETATION OF A BALLAD. 13 5 345
Indicates that specific instruction on key words and word groups led to better interpretation of the ballad.

STRANG, RUTH. TEACHING READING, AN ESSENTIAL PART OF TEACHING ENGLISH. 01 1 22
Demonstrates through classroom examples how reading skills are integrated with the teaching of English.

THOMPSON, RICHARD F. TEACHING LITERARY DEVICES AND THE READING OF LITERATURE. 17 2 113
Compares scores on the Iowa Test of Educational Development, Test 7 "Ability to interpret Literary Materials" for a ninth grade control group and an experimental group who had received explanation and written practice exercises in interpreting literary devices. Analyses of variance and covariance indicated no significant differences attributable to method of instruction.

WEISS, M. JERRY. MY CLASS TAUGHT ME - THE BEST LAID PLANS ARE INDIVIDUALIZED. 02 1 9
Illustrates how literature can be made meaningful to students by fostering individual expression and participation based on students' interests and backgrounds.

WULFFSON, DON L. MUSIC TO TEACH READING. 14 3 179.
Recommends using song lyrics to teach remedial students.

07.3 SOCIAL STUDIES

CASSIDY, JACK. PROJECT C.A.R.E. (CONTENT AREA READING ENRICHMENT). 17 3 192
Describes a school wide project which involves assigning four content area teachers and a reading specialist to instruct four classes, and suggests ways in which the specialist could assist language arts and social studies teachers.

FRANKEL, JILL CATHERINE. READING SKILLS THROUGH SOCIAL STUDIES CONTENT AND STUDENT INVOLVEMENT. 16 1 23
Relates experiences teaching seventh grade social studies where content was combined with critical reading and communication skills by using flexible multilevel lessons incorporating involvement and success.

FRIDIAN, SISTER M., SISTER M. ROSANNA. A DEVELOPMENTAL READING EXPERIMENT IN A EUROPEAN HISTORY CLASS. 01 2 3
Shows how speed and comprehension of reading historical material may be improved by the cooperative efforts of college teachers.

LACKEY, GEORGE H., JR., DORIS ROLLINS. HISTORY AND CURRENT EVENTS: A TIME AND PLACE FOR CRITICAL READING. 08 6 373
Describes a program which combines the teaching of current events and critical reading skills. Comments that the two areas were found to be highly complementary.

PALMER, WILLIAM S. CONPASS: SOCIAL STUDIES - SUGGESTIONS FOR IMPROVEMENT. 16 7 529
Suggests that solutions for improving reading instruction in social studies lies in eclectic approaches which concentrate on the student, his development and needs.
SANDERS, PETER L. TEACHING MAP READING SKILLS IN GRADE NINE. 12 4 283

Compares the effect of two methods of teaching map reading skills to lower track ninth grade students and concludes that inductive procedures, including carefully planned reading assignments and small group activities, were more effective than the lecture-read-review approach.

THOMAS, ELLEN LAMAR, PHILIP MONTAG. A SOCIAL STUDIES DEPARTMENT TALKS BACK. 10 1 22

Records an interview with social studies teachers at the University of Chicago Laboratory School concerning the matching of materials to reading achievement of students.

WARLICK, R.A., JR. THE COMPREHENSIVE FACTOR IN COLLEGE SOCIAL STUDIES. 02 3 37

Enumerates the comprehension skills needed by students in social studies and suggests ways of aiding students to improve them.

07.4 MATHEMATICS/SCIENCE

AARON, I.E. READING IN MATHEMATICS. 08 6 391

Suggests five specific areas of responsibility of the mathematics teacher in teaching specialized reading skills unique to his field. He should develop (1) the mathematical vocabulary, (2) the concept background, (3) the ability to select the suitable skills and rates appropriate to the task, (4) proficiency in reading equations, charts, graphs and tables and (5) skill in interpretation of mathematical symbols and abbreviations.

BRAGSTAD, M. BERNECE. TEACHING STUDENTS HOW TO LEARN. 19 3 226

Reports the success of a four-week program focusing on learning strategies for high school geometry involving 25 controls and 25 experimental students who worked together with teachers to explore the learning process and study techniques. Significant differences in favor of the experimental group appeared. Includes suggestions for teaching study skills.

EARP, N. WESLEY. OBSERVATIONS ON TEACHING READING IN MATHEMATICS. 13 7 529

Surveys studies dealing with reading in mathematics and recommends greater emphasis on methods of teaching reading skills in the content areas.

KNIGHT, DAVID W., PAUL BETHUNE. SCIENCE WORDS STUDENTS KNOW. 15 7 504

Offers a list of science words recognized at various grade levels and gives four suggestions for its use.

LEES, FRED. MATHEMATICS AND READING. 19 8 661

Enumerates several suggestions for improving mathematical reading skills and enhancing the learning of mathematics.

MAFFEI, ANTHONY C. READING ANALYSIS IN MATHEMATICS. 16 7 546

Recommends the application of the PQ4R method to mathematical word problems.

TAYLOR, ROBERT T. HIGH SCHOOL SCIENCE READING. 01 3 30

Contends that the reading needs of able students interested in science may often be neglected and suggests approaches to capture their interest through guided reading in science-related books.

THELEN, JUDITH N. CONPASS: SCIENCE - LEARNING IN SEVERAL DIRECTIONS. 16 7 525

Describes the science reading workshops and training sessions and reports on the response of the faculty.
WIEGAND, REGIS B.  PITTSBURGH LOOKS AT THE READABILITY OF MATHEMATICS TEXTBOOKS.  11 3 201

Recommends that textbook selection committees should study high school students' reading achievement, examine the readability of textbooks, and adopt multiple textbooks in order to match student performance with text difficulty.

AHRENDT, KENNETH M., SHIRLEY S. HASELTON. ESSENTIAL READING SKILLS IN BOOKKEEPING.  16 4 314

Applies the general methods of developmental reading to the specific content area of bookkeeping.

BOSANKO, ROBERT G.  THEY LEARN TO READ IN AUTO I - HONEST.  19 1 33

Describes organization and implementation of a program designed to make a California high school environment a reading laboratory including (1) development of facilities, (2) needs assessment, (3) creation of a reading strategy committee, (4) inservice training and (5) reorganization of many classes.

CONROY, MICHAEL T.  PROJECT BOOKMARK: READING AND GRAPHIC ARTS.  15 1 60

Describes how designing a bookmark can also serve to teach reading skills and stimulate recreational reading.

ERICKSON, ROBERT, ELLEN LAMAR THOMAS.  ART CLASS BOOK COLLECTION PROMOTES BETTER READING.  11 5 333

Describes a reading program initiated by an art teacher and aimed at poor readers. Improved reading resulted from improved self-concept due to success in art, and reading to answer specific art-related needs.

GIBBS, MARY ELLEN.  THE COACH TEACHES READING THROUGH MUSIC.  14 1 23

Illustrates the means by which a junior high school reading class, taught by a physical education coach, reaches its objectives through music.

JOHNSTON, JOYCE D.  THE READING TEACHER IN THE VOCATIONAL CLASSROOM.  18 1 27

Describes a practical program for enabling students to meet the various reading demands in the field of cosmetology emphasizing that all reading related instruction must be totally relevant to and emanate directly from, the occupational area.

SARTAIN, HARRY W.  CONTENT READING - THEY'LL LIKE IT.  17 1 47

Advocates a project involvement approach for teaching reading and study skills in content fields and offers a number of specific suggestions.

THOMAS, ELLEN LAMAR.  BOOKS ARE THE GREATEST.  12 2 119

Reports on a special informal reading program initiated and carried out by a physical education coach.
ALLINGTON, RICHARD L. IMPROVING CONTENT AREA INSTRUCTION IN THE MIDDLE SCHOOL. 18 6 455

Views the role of the middle school teacher as diagnostic-prescriptive and best concerned with identifying needs and abilities and offering an appropriate instructional sequence.

BACHNER, SAUL. TEACHING READING AND LITERATURE TO THE DISADVANTAGED PART IV -- METHODS. 18 3 238

Reviews methods and materials successful in teaching disadvantaged students.

BACHNER, SAUL. TEACHING READING AND LITERATURE TO THE DISADVANTAGED PART VI: ONE TEACHER'S EXPERIENCE. 18 5 363

Emphasizes the importance of the teacher's use of materials and relationship with the students.

BACHNER, SAUL. TEACHING READING AND LITERATURE TO THE DISADVANTAGED PART VII - SPECIFIC PRACTICES: AN ASSIGNMENT. 18 6 481

Articulates exhaustive plans for teaching the short story, "The Prison" by Bernard Malamud, which was selected for its interest to eleventh grade students.

BACHNER, SAUL. THE PAPERBACK LIBRARY. 10 7 473

Recounts a first experience with a portable paperback library.

BECKER, GEORGE J., JOAN F. CURRY. WHAT DO YOU DO WHEN THE MACHINES BREAK DOWN? 19 6 451

Offers a number of suggestions for language activities which might be used in situations where the planned activities cannot be carried out.

BECKER, JOHN T. LANGUAGE-EXPERIENCE ATTACK ON ADOLESCENT ILLITERACY. 16 2 115

Suggests values which may result from using discussion techniques, thought recordings and follow-up activities.

BECKMAN, LEON. A LYRICAL EXPERIENCE. 14 4 242

Suggests using popular song lyrics to teach inferential comprehension skills.

BOLZ, GEORGE. INTER-CLASS GROUPING. 11 1 22

Describes a whole-school reading program in which all staff members take the responsibility for teaching reading by grouping within their classes. Responses of teachers and students are very positive.

BORTNICK, ROBERT, GENEVIEVE S. LOPARDO. AN INSTRUCTIONAL APPLICATION OF THE CLOZE PROCEDURE. 16 4 296

Describes the use of cloze to instruct students in using context clues, in ascertaining the readability of material and in evaluating student performance.

BRAAM, LEONARD S., ALLEN BERGER. EFFECTIVENESS OF FOUR METHODS OF INCREASING READING RATE, COMPREHENSION, AND FLEXIBILITY. 11 5 346

Finds that paperback scanning is consistently superior to using a tachistoscope, a controlled reader, or controlled pacing for increasing reading rate and flexibility.

CAPUZZI, DAVE. INFORMATION INTERMIX. 16 6 453

Details the intermix method of group activity suggesting its value in personalizing the learning environment in a college reading and study skills center.
CAPUZZI, DAVE, MARY O. NETHERTON WARREN. USING TRANSACTIONAL ANALYSIS -- MAKING THE READING EXPERIENCE OK.  18 3 225

Suggests awareness and use of transactional analysis to increase communication in the classroom and to understand the psychological dynamics of the learning experience.

CARROLL, L. PATRICK, S.J. THOSE PESKY BOOK REPORTS.  10 7 468

Outlines a solution to the problem of determining whether or not a student has actually read a book.

COOKE, BRIDGET L., WILLIAM R. FARROW. NEEDS, MATERIALS, CURIOSITY: A DIFFICULT COMBINATION.  19 3 214

Examines problems of (1) realistically meeting the needs of individual students, (2) working with sterile skills materials, and (3) awakening curiosity and equipping students with tools to satisfy that curiosity with inner city adults preparing for college level studies.

CORTRIGHT, RICHARD W. TEACHING ILLITERATES TO READ: THE ROLE OF LITERISTICS.  02 2 3

Surveys methods used in literacy instruction in various countries and settings.

DEVAN, STEVEN, ROZALYN KLEIN, TERRENCE V. MURPHY. PRIMING - A METHOD TO EQUALIZE DIFFERENCES BETWEEN HIGH AND LOW ACHIEVEMENT STUDENTS.  19 2 143

Reports on an inquiry-based approach to a social studies unit with students at all achievement levels given a structured model within which to operate. Concludes that (1) low achievement students can compete as intellectual equals with high achievement students, (2) high achievement students are forced to re-evaluate their status within the class, (3) low achievement students are willing to participate fully in process oriented assignments when success appears achievable and (4) modeling and differentiating an inquiry based approach enables many students to perform at a level comfortable to them and encouraged on-task behavior.

DONLAN, DAN. DEVELOPING A PARTICIPATION GUIDE FOR A PLAY.  18 4 316

Outlines a participation guide for Raisin in the Sun providing for pre-reading, reading and post-reading activities.

DONLAN, DAN. MULTIPLE TEXT PROGRAMS IN LITERATURE.  19 4 312

Presents a step-by-step process by which a literature teacher can develop a multiple text participation guide for a classroom of mixed ability students. Provides an illustrative topical unit: "Survival".

EARLE, RICHARD A., PETER L. SANDERS. INDIVIDUALIZING READING ASSIGNMENTS.  16 7 550

Describes several different techniques for individualizing reading assignments in subject matter classes.

EARLE, RICHARD A., RICHARD MORLEY. THE HALF-OPEN CLASSROOM: CONTROLLED OPTIONS IN READING.  18 2 131

Suggests creation of the "half-open" classroom where increased freedom with responsibility can be achieved by the gradual adjustment of time, task and student movement.

FINDER, MORRIS. TEACHING TO COMPREHEND LITERARY TEXTS - DRAMA AND FICTION.  17 4 272

Discusses "literal-sense" comprehension, the skill of inferring the main action of an imaginative work, and "part-whole" skills of inferring the intended effects and causes incorporated within the work by which they are produced. Examples are from The Glass Menagerie and "Birthday Party".

FOODY, NORMA E. READING PERIODICALS IN A COMMUNITY COLLEGE.  14 1 15

Describes in detail an assignment in reading periodicals.
FRANKEL, JILL CATHERINE. LEARNING CENTERS FOR READING IN JUNIOR HIGH. 19 3 243

Recommends learning centers as a means of providing reinforcement activities for the majority of the class while the teacher attends to individuals or small groups. Gives suggestions for organization and examples of successful centers.

FUHR, MORTON L. THE TYPEWRITER AND RETARDED READERS. 16 1 30

Reports a study which suggests that taking a typing course results in greater increase in reading achievement than attending a remedial reading course taught by a high school English teacher.

GOODRICH, HOWARD B. READING POETRY IS CREATIVE TOO. 10 7 435

Suggests methods of teaching poetry for an understanding of the basic poetic process.

HANSELL, T. STEVENSON. INCREASING UNDERSTANDING IN CONTENT READING. 19 4 307

Advocates that content teachers should help students to read by helping them understand the content before they deal with the print. Suggests student-centered pre-reading activities.

HARRIS, ALBERT J. PANACEAS IN READING. 16 1 8

Suggests that new methodologies should be tried on a very small scale, carefully evaluated, pilot studied, and evaluated again before being publicized.

HERBER, HAROLD L., JOAN B. NELSON. QUESTIONING IS NOT THE ANSWER. 18 7 512

Postulates that using questions to guide students' reading in order to develop reading skills is really based on the assumption that students already have the skill, and provides an alternate method for comprehension development.

JOHNSON, HARRY W. A SINGLE PROCEDURE FOR THE DEVELOPMENT OF MEANING VOCABULARY, SIGHT VOCABULARY, OR FOREIGN VOCABULARY. 04 3 174

Describes a four-phase word attack technique which students confronted by new words will find useful.

JOHNSON, LAURA S. COOL IT, TEACH, AND TAPE ALL OF IT. 17 2 129

Relates an anecdote about the use of tapes in a reading laboratory.

JONES, MARGARET B., EDNA C. PIKULSKI. CLOZE FOR THE CLASSROOM. 17 6 432

Reports that data from a study involving thirty randomly selected sixth grade students, cloze procedure, an informal reading inventory and the COMPREHENSIVE TEST OF BASIC SKILLS indicates that cloze procedure more closely approximated inventory scores than did the standardized test.

KELLEY, JOSEPH G. MASS MEDIA IN SECONDARY SCHOOLS. 17 8 632

Lists several mass media issues and ideas which lend themselves to secondary school study and briefly describes how some of these might be handled.

KINNE, ERNEST. SONG OF MYSELF: ENIGMA OR LEGACY? 02 3 64

Presents an approach to improve comprehension when faced with a truly difficult poem or complex prose.

KRAIL, JACK B. THE AUDIO-LINGUAL APPROACH AND THE RETARDED READER. 11 2 93

Investigates problems of retarded readers: attitude, background, subvocalizing. Uses the analogy of learning a foreign language to support the use of an audio-lingual (making phonemic-graphemic correspondences) procedure with retarded readers.
LA PRAY, MARGARET, RAMON ROSS. THE GRADED WORD LIST: QUICK GAUGE OF READING ABILITY. 12 4 305

Presents the San Diego Quick Assessment graded word list and outlines its use as a measure of reading ability for high school and adult students with poor decoding skills.

LAZARUS, ARNOLD. NEGLECTED STEPS IN THE TEACHING OF READING. 07 3 215

Discusses the importance of "reading for understanding" and the related, but often neglected, skills upon which such comprehension hinges.

LETSON, CHARLES T. SOURCE UNIT ON READING FLEXIBILITY. 04 1 63

Presents a guide to student activities which was designed to improve reading flexibility.

LEVINE, ISIDORE. QUANTITY READING: AN INTRODUCTION. 15 8 576

Suggests that quantity reading is essential if children are to develop mastery of written communication because written discourse is structurally different from oral language.

LUMSDEN, D. BARRY. PROGRAME INSTRUCTION: BUYER BEWARE. 19 1 52

Advises teachers of adult reading to insist that publishers provide data showing a particular program will achieve its advertised claims and cautions against uncritical acceptance of programmed materials.

MANZO, ANTHONY V. GUIDED READING PROCEDURE. 18 4 287

Puts forward the Guided Reading Procedure as a means of drawing student attention to frequently neglected fundamental comprehension skills and attitudinal factors.

MASON, MARGARET. PERSONALIZED BIBLIOGRAPHIES: A NEW MITHRIDATES. 9 2 112

Suggests "use with temperance" of classic literature in the high school curriculum.

MAYHEW, JEAN B., CARL H. WEAVER. FOUR METHODS OF TEACHING READING IMPROVEMENT AT THE COLLEGE LEVEL. 03 2 75

Compares the gains in reading skills by university students under four different methods of instruction using Harvard Reading Materials, SRA Reading Materials and combinations of the two.

MC CORD, HALLACK. HYPNOSIS AS AN AID TO INCREASING ADULT READING EFFICIENCY. 06 1 64

Reports an experiment using post-hypnotic suggestion to improve one subject's reading. A significant increase in measured reading performance is noted.

MC LAUGHLIN, G. HARRY. READING AT "IMPOSSIBLE" SPEEDS. 12 6 449

Attempts to provide a new theory to account for the phenomenon of speed reading. Reports details of exploratory studies which suggest that speed reading may be explained in terms of parallel processing.

MELNIK, AMELIA. QUESTIONS: AN INSTRUCTIONAL-DIAGNOSTIC TOOL. 11 7 509

Investigates the role of questions in reading comprehension and their formulation to serve multiple purposes (diagnostic, instructional) and encourages students to design their own questions.

MOCKER, DONALD W. COOPERATIVE LEARNING PROCESS: SHARED LEARNING EXPERIENCE IN TEACHING ADULTS TO READ. 18 6 440

Describes a systematic approach which accommodates the characteristics of adult learners and requires student input and responsibility.
MULLIGAN, JOSEPH P. USING LANGUAGE EXPERIENCE WITH POTENTIAL SCHOOL DROPOUTS. 18 3 206

Outlines the organization of a Language Experience Approach reading program with potential high school dropouts, which provides teachers and students with a realistic motivational basis for skills acquisition.

NIENSTEDT, SERENA. A GROUP USE OF THE FERNALD TECHNIQUE. 11 6 435

Claims an active involvement by pupils (tracing with fingers, underlining) results in improvement in reading, writing and spelling.

NIERATKA, ERNEST B., IRENE M. PEACHY. LITERACY AND THE ADULT STUDENT: "GOOD OLD, BAD OLD WAYS". 19 2 137

Contends that reading material should be interesting, whole language in relevant total context (IML-RCT) and provides examples and suggestions for using this approach.

NILES, OLIVE STAFFORD, RALPH W. GOODRICH. CONNECTICUT TITLE 11: TEACHERS FOCUS ON CREATIVE IDEAS. 16 5 368

Suggests ways to motivate the reluctant reader and emphasizes the role of classroom teachers in developing and justifying their plans.

NISSMAN, ALBERT. PROBING PROBLEMS IN PANELS. 04 2 139

Describes the examination of problems by panel groups in a ninth grade classroom. The group discussions were centered on books chosen from a prescribed list.

NOLAND, RONALD G., LYNDIA H. CRAFT. METHODS TO MOTIVATE THE RELUCTANT READER. 19 5 387

Delineates fifteen approaches which have been successfully used to motivate clients of the Auburn University Reading Clinic, many of whom read at the primer level or below.

PAINTER, HELEN W. THE TEACHER'S ROLE IN THE DEVELOPMENT OF LIFETIME READING HABITS OF SECONDARY SCHOOL STUDENTS. 08 4 240

Explains that the key to the building of lifetime reading habits lies with an interested, perceptive teacher who helps students with basic reading skills. Describes the qualities and activities of such a teacher.

PETERS, F.J.J. NORWEGIAN TV -- A CONTINUING READING PROGRAM. 18 3 200

Describes the previewing, subtitling and summarizing process by which Norwegian television and newspapers present foreign language TV programs thus providing a continuing reading activity adaptable to all ages and educational levels.

RAUCH, SIDNEY J. TEN GUIDELINES FOR TEACHING THE DISADVANTAGED. 10 8 536

Develops guidelines and suggests materials for helping teachers overcome reading problems of the culturally disadvantaged.

ROSS, ELINOR P., BETTY D. ROE. COLLEGIANS CONTRACT FOR READING. 17 1 40

Describes a self-directed individualized reading program at Tennessee Tech which provides both developmental and remedial instruction.

RUBIN, DOROTHY. TO HELP THE NEEDY. 14 7 463

Discusses the content, organization, teaching and execution of a required developmental reading skills course for students entering college who are deficient in reading skills.
SARTAIN, HARRY W. CONTENT READING - THEY'LL LIKE IT.  17
Advocates a project involvement approach for teaching reading and study skills in content fields and offers a number of specific suggestions.

SCHUMANN, ALFRED R. USING CURRENT EVENTS.  03 1 62
Outlines day by day work done with eighth-grade students who read below grade level using current events to improve their skills and attitudes.

SHAW, PHILLIP B. FIRST COUSINS: COLLEGE READING SPECIALISTS AND FRESHMEN TEACHERS.  03 3 149
Discusses the role of college instructors teaching freshman students and suggests three basic teaching devices to improve their students' reading.

SHAW, PHILLIP. INDIVIDUALIZATION OF INSTRUCTION IN FRESHMAN ENGLISH.  07 3 150
Describes three stages for individualizing instruction in a college freshman English class.

SHENKMAN, HARRIET. "TELL YA WHAT I'M GONNA DO".  16 5 392
Suggests using illustrated advertisements in a college entrance reading class to teach inference, multiple word meaning, personification, persuasion by contrast, and selection of main ideas.

SHEPHERD, TERRY R. GROUPING: SAUCE, GOOSE AND GANDER.  16 6 449
Investigates the self-image of students grouped in the "low" level and suggests that grouping may be good for some students and not for others.

SHUY, ROGER W. PERFORMANCE CONTRACTS AND READING: THE GREAT OVERSIMPLIFICATION.  15 8 604
Exposes four gross oversimplifications of the educational task and cautions against blind acceptance of performance contracts.

SMITH, JEANNE. OUTDOOR EDUCATION AS A METHOD OF TEACHING READING.  12 3 229
Describes reading activities which did not resemble school work but were a fundamental, integral part of camp life.

SOLL, LILA. LEARNING BY DOING.  15 7 496
Describes the advantages and limitations of study labs in specific disabilities.

STONE, DAVID R. TEACHING THREE FUNCTIONS OF STUDY-READING.  03 2 137
Proposes three functions which a useful study-reading method must perform: identifying, collecting, providing for reconstruction.

STRANG, RUTH. DIAGNOSTIC TEACHING OF READING IN HIGH SCHOOL.  08 3 147
Points out the complexities and value of diagnostic teaching when instituted on a school-wide basis.

STRANG, RUTH. TEACHING READING TO THE CULTURALLY DISADVANTAGED.  10 8 527
Presents a list of theoretically sound procedures which have been used successfully with disadvantaged groups or individuals.
TAYLOR, EARL A. GROUPING PUPILS AND ADULTS IN TERMS OF SIGHT VOCABULARY AND THE FUNDAMENTAL READING SKILL. 05 3 164

Suggests using the data from eye-movement photography and sight vocabulary tests to place children (or adults) into homogenous groups.

THOMPSON, RICHARD F. MULTIVARIATE ANALYSIS: NEW LIGHT ON READING IN LITERATURE INSTRUCTION. 17 7 538

Re-analyzes data from existing research using multivariate analysis of variance and tentatively suggests that a subject-centered approach may be most beneficial for literary interpretation while a student-centered approach will be more effective in promoting general reading and literature appreciation.

THOMPSON, RUBY L. WORD POWER: HOW TO USE WHAT THEY LIKE TO GIVE THEM WHAT THEY NEED. 15 1 13

Recommends, as a vocabulary building technique, an entry to areas of concern and an approach to other methods of word study, having students introduce and defend new vocabulary items for a class word list.

TWINING, JAMES E. READING AND LITERATURE: THE HETEROGENEOUS CLASS. 18 6 475

Suggests initial direction for involving students with literature in terms of interest, identification and relevance and presents a basic design for flexible grouping.

VACCA, JO ANNE, RICHARD T. VACCA. LEARNING STATIONS: HOW TO IN THE MIDDLE GRADES. 19 7 563

Presents strategies for using stations in reading and language arts and includes a Stations Implementation Chart and Self-Evaluation Form.

VACCA, RICHARD T. READING REINFORCEMENT THROUGH MAGIC SQUARES. 18 8 587

Outlines the use of the magic squares technique for reading reinforcement activities.

WEAVER, WENDELL W., ALBERT J. KINGSTON. QUESTIONING IN CONTENT READING. 11 2 140

Emphasizes the importance of questions in guided reading of textbooks, particularly focusing on Rothkopf's studies of the positioning of questions.

WEISS, M. JERRY. MY CLASS TAUGHT ME - THE BEST LAID PLANS ARE INDIVIDUALIZED. 02 1 9

Illustrates how literature can be made meaningful to students by fostering individual expression and participation based on students' interests and backgrounds.

WHISLER, NANCY G. BOOK REPORTING COMES ALIVE. 16 5 383

Suggests several creative alternatives to the routine book report.

WILLIAMS, MAURICE, SYLVIA BLACK. ASSIGNMENTS: KEY TO ACHIEVEMENT. 12 2 129

Urges that teachers establish worthwhile purposes, provide readable materials, develop vocabulary and word attack skills and build study skills in making assignments.

WILLIAMS, RALPH M. READING AND EVOLUTION. 04 1 3

Traces the evolution of reading from oral to silent reading with lip movements, to silent reading with sub-vocalization, to reading by phrases and larger units. Suggests phrase reading be taught in schools.
WILLIAMSON, ANN POLLARD. AFFECTIVE STRATEGIES FOR THE SPECIAL READING TEACHER. 17 3 228
Outlines several strategies and diagnostic techniques related to the development of positive self-concept in reading disabled adolescents.

WOOD, JUDITH. USING THE TAPE RECORDER IN TEACHING ADULTS TO READ. 11 7 528
Proposes the following uses for tape recorders: (1) to teach beginning reading, (2) to improve phonetic ability, (3) to improve oral reading, (4) to improve comprehension, (5) to improve motivation, (6) for diagnosis and evaluation, and (7) as a supplemental aid.

WOZENCRAFT, MARIAN. READING METHODS WHEN GRANDMOTHER WAS A GIRL. 08 3 155
Presents an historical account of several major issues in reading including synthetic, whole word and sentence methods in beginning reading, the content of instructional reading materials and oral reading.

WRIGHT, JOHN C. A CLASSROOM DEMONSTRATION FOR MOTIVATIONAL PURPOSES. 05 4 282
Describes a demonstration which proves to students that two-thirds of the information they get from a passage comes from their preview of it.

WULFFSON, DON L. MUSIC TO TEACH READING. 14 3 179
Recommends using song lyrics to teach remedial students.

YODER, ALBERT C. READING LITERATURE: TWO SCHOOLS OF THOUGHT. 18 4 312
Recognizes value in both formalistic and subjective approaches to literature and advocates drawing from both.

09 MATERIALS

09.1 GENERAL

ATWATER, JOAN. A REMINDER: MATERIALS ARE TOOLS. 11 1 53
Discusses reading improvement courses at the secondary school and college level. Points out that sound objectives and corresponding teaching strategies are more important than instructional materials and hardware.

AXELROD, JEROME. SOME FLAWS IN COMMERCIAL READING COMPREHENSION MATERIALS. 17 6 474
Lists ten flaws found in commercially prepared materials, providing specific examples of each.

HARRIS, FRANCES LANE. TEACHING ADULTS TO READ WITH TEACHER-MADE MATERIALS. 10 8 560
Reports on materials developed and methods used in teaching Basic Adult Education.

JONES, REGINALD L., EARL L. VAN WHY. THE SRA READING LABORATORY AND FOURTH GRADE PUPILS. 05 1 36
Describes an experimental study on the effectiveness of an SRA Reading Laboratory with fourth grade pupils. Reports no significant differences in vocabulary or comprehension gains between the experimental and control groups, but within the experimental group high achievers made the greatest gains in vocabulary while low achievers made greatest gains in comprehension.
ROE, BETTY DANIEL. TEACHER PREPARED MATERIAL FOR SLOW READERS. 15 4 277

Gives specific steps in lowering the readability level of classroom tests through replacing hard words with more familiar ones and simplifying the sentence structure.

STAUFFER, HILDA. NEW MATERIALS ON THE MARKET. 19 5 392

Presents a compilation of relatively new products as announced by companies responding to a JOURNAL OF READING informational request.

09.2 BOOKS/TEXTS/MASS MEDIA

ALLEN, ARTHUR T. SPARKLING IN WONDERMENT. 15 2 132

Supports and defends the teaching of children's literature.

ALLINGTON, RICHARD L. BOOK BANNING: NO EASY ANSWERS. 19 3 201

Discusses recent censorship controversies and suggests that a practical approach to book selection based on schoolwide policies and rigorous scrutiny is the most reasonable approach. Provides references.

BACHNER, SAUL. TEACHING READING AND LITERATURE TO THE DISADVANTAGED PART V — PRACTICE: MATERIALS. 18 4 292

Reviews the MacMillan GATEWAY ENGLISH series, Holt's IMPACT SERIES, and Follett's SUCCESS IN LANGUAGE.

BARRILLEAUX, LOUIS E. TEXTBOOK AND LIBRARY USAGE IN JUNIOR HIGH SCIENCE. 11 3 192

Evaluates library utilization by junior high school science students in relation to textbook use. Students without assigned texts made use of library materials significantly more than students with texts.

BRITTON, GWYNETH E. SEX STEREOTYPING AND CAREER ROLES. 17 2 140

Reports a content analysis study on materials used by grades one to ten which indicated that sexual stereotyping is overwhelmingly present in frequently used basal reading series, with the repeated illustration of the concept that lifestyles and career roles are determined by sex.

BYRNE, JAMES A., ARTHUR S. MC DONALD, GEORGE A. SPACHE. TELEVISION TRAINING FOR READING TEACHERS. 01 2 46

Suggests that television may be used to bring a series of programs concerning improvement of reading to classroom teachers in secondary schools.

COHEN, S. ALAN. PAPERBACKS IN THE CLASSROOM. 12 4 295

Finds the literature somewhat scanty on the use of paperbacks in the classroom and describes the reluctance of many teachers to use these materials.

CORTRIGHT, RICHARD W. TEACHING ILLITERATES TO READ: THE ROLE OF LITERISTICS. 02 2 3

Surveys methods used in literacy instruction in various countries and settings.

CUNNINGHAM, DICK, SCOTT L. SHABLAK. SELECTIVE READING GUIDE-O-RAMA: THE CONTENT TEACHER'S BEST FRIEND. 18 5 360

Provides a technique for creating a step by step format for student modeling of appropriate teacher behaviors in completing reading assignments.

DONLAN, DAN. DEVELOPING A PARTICIPATION GUIDE FOR A PLAY. 18 4 316

Outlines a participation guide for A RAISIN IN THE SUN providing for pre-reading, reading and post-reading activities.
DUDLEY, MARGARET W. THE READING DEVELOPMENT ACTIVITIES OF THE NATIONAL BOOK COMPANY. 01 4 3

Describes the activities and goals of the National Book Committee, a non-profit society of citizens devoted to the use of books.

EBERWEIN, LOWELL. WHAT DO BOOK CHOICES INDICATE? 17 3 186

Presents the Reading Interest Inventory, a checklist of 174 book titles from the JUNIOR HIGH SCHOOL LIBRARY CATALOG, and provides data on a stratified random sample of 150 grade six, seven and eight students which indicates the appropriateness of the instrument.

EDITOR, THE, MONTHLY LETTER, THE ROYAL BANK OF CANADA, MONTREAL. ON READING PROFITABLY. 02 3 3

Enumerates the benefits and pleasures to be derived from reading books.

FINDER, MORRIS. TEACHING TO COMPREHEND LITERARY TEXTS - POETRY. 14 6 353

Suggests ways to help students understand imaginative literature.

FORTENBERRY, WARREN D. MAGAZINE AND NEWSPAPER READING OF JUNIOR COLLEGE FRESHMEN. 05 1 67

Surveys the magazine and newspaper reading interests of junior college freshmen and reports on the time they spend in reading such magazines and newspapers.

GALLOWAY, PRISCILLA. HOW SECONDARY STUDENTS AND TEACHERS READ TEXTBOOKS. 17 3 216

Compares the ability of teachers and students to read textbooks as indicated by the results of cloze tests with responses made first in isolation and then in context.

HARKER, W. JOHN. MATERIALS FOR PROBLEM READERS: WHY AREN'T THEY WORKING? 18 6 451

Urges the necessity of establishing and maintaining a balance between teaching skills and developing motivation, in using materials to aid reluctant readers.

HARRIETTA, SISTER MARY. PURPOSE IN READING FOR CHILDREN 05 2 139

Discusses the purposes of adults in selecting reading materials for children, and notes that only good books will help meet spiritual, aesthetic and societal goals.

HILL, WALTER. CONTENT TEXTBOOK: HELP OR HINDRANCE? 10 6 408

Shows there is solid evidence to confirm that the content area textbook as traditionally used, is less help and possibly more hindrance to the student than commonly assumed.

HOUK, ANNELLE S., CARLOTTA L. BOGART. VERBS ARE WHERE THE ACTION IS. 12 7 349

Urges leading students to recognize how authors deliberately select verbs to develop paragraphs with different functions.

JOHNSON, LAURA S. THE NEWSPAPER: A NEW TEXTBOOK EVERY DAY - PART II. 13 3 203

Describes games and plays used to motivate students in a remedial reading program.

JOHNSON, LAURA S. THE NEWSPAPER: A TEXTBOOK EVERY DAY - PART I. 13 2 107

Suggests many reasons why a daily newspaper makes a good text for a high school remedial reading program.
<table>
<thead>
<tr>
<th>Author</th>
<th>Title</th>
<th>Page</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>KANTROWITZ, VIOLA</td>
<td>BIBLIOTHERAPY WITH RETARDED READERS.</td>
<td>11</td>
<td>3 205</td>
</tr>
<tr>
<td>KELLEY, JOSEPH G.</td>
<td>MASS MEDIA IN SECONDARY SCHOOLS.</td>
<td>17</td>
<td>8 632</td>
</tr>
<tr>
<td>KINGSTON, ALBERT J., JAMES A. WASH.</td>
<td>PROGRAMED INSTRUCTION.</td>
<td>09</td>
<td>2 125</td>
</tr>
<tr>
<td>LAROCQUE, GERALDINE E.</td>
<td>ADOLESCENT LITERATURE: THE STUDENT VOICE.</td>
<td>16</td>
<td>3 219</td>
</tr>
<tr>
<td>LARRICK, NANCY</td>
<td>POP/ROCK LYRICS: POETRY AND READING.</td>
<td>15</td>
<td>3 184</td>
</tr>
<tr>
<td>LIVO, NORMA J.</td>
<td>MA GOOSE AND THE HOT SUMMER EVENING CLASS.</td>
<td>15</td>
<td>2 130</td>
</tr>
<tr>
<td>MAHEU, RENE.</td>
<td>INTERNATIONAL BOOK YEAR: BOOKS FOR ALL.</td>
<td>16</td>
<td>5 360</td>
</tr>
<tr>
<td>MATTILA, RUTH H.</td>
<td>THE READING PROBLEM OF THE BIG BOYS.</td>
<td>11</td>
<td>6 452</td>
</tr>
<tr>
<td>MC CALLISTER, JAMES M.</td>
<td>USING PARAGRAPH CLUES AS AIDS TO UNDERSTANDING.</td>
<td>08</td>
<td>1 11</td>
</tr>
<tr>
<td>MC DONALD, ARTHUR S.</td>
<td>TELEVISION, BOOKS, AND SCHOOL MARKS.</td>
<td>03</td>
<td>1 27</td>
</tr>
<tr>
<td>MC MURTRY, R. GERALD.</td>
<td>SOME BOOKS THAT LINCOLN READ.</td>
<td>01</td>
<td>2 19</td>
</tr>
<tr>
<td>MOORE, ROBERT E.</td>
<td>SCIENCE FICTION IN A JUNIOR COLLEGE READING PROGRAM.</td>
<td>09</td>
<td>5 329</td>
</tr>
</tbody>
</table>

Includes three case studies representative of retarded readers: disturbed background, schizophrenic and culturally deprived. Suggests that reading materials can present rewarding results (at least temporarily) in motivating emotionally and socially deprive children.

Lists several mass media issues and ideas which lend themselves to secondary school study and briefly describes how some of these might be handled.

Examines the research literature and concludes that programmed instruction has been shown to be an effective tool when properly used in the classroom.

Urges attention to student rather than teacher or critic preferences in literature, suggesting a number of ways of determining these preferences.

Explores the rich possibilities offered by pop/rock lyrics for teaching reading, poetry and language development.

Presents a quiz on Mother Goose which was produced in a summer school course. An answer key is provided.

Reiterates the four themes of International Book Year. A message from the Director General of UNESCO.

Suggests high interest-low vocabulary books for male teenage reluctant readers. Specifies pitfalls to avoid (books of elementary format, classics).

Discusses the differing internal comprehension clues in paragraphs and the differing roles of paragraphs in patterns of writing. Examples are given.

Reports the results of a survey investigating the self-reported TV viewing patterns (time spent and programs selected) of the top and bottom 27 percent of representative samples of high school students. Findings were compared to reading habits of the students.

Points out that Lincoln got most of his education not through formal schooling but from his extensive reading and conjectures about the influence various books may have had on the President.

Delineates varieties of science fiction and potentialities for their use in a junior college reading course.
MULLER, AL. NEW READING MATERIAL: THE JUNIOR NOVEL. 18 7 531

Feels that the increased sophistication of subject matter treated in the junior novel is reflected in the literary sophistication of the genre, so that the younger student may no longer be assumed capable of easily reading, enjoying and understanding such novels.

NEALON, THOMAS E. THE ADAPTED CLASSIC IN THE JUNIOR HIGH SCHOOL. 09 4 256

Compares extracts from original classics and their adaptations and provides a list of abridged classics.

OLSEN, JAMES T. INSTRUCTIONAL MATERIALS FOR FUNCTIONALLY ILLITERATE ADULTS. 09 1 21

Offers guidelines for the construction and evaluation of new literacy materials.

ORNSTEIN, ALLAN C. 101 BOOKS FOR TEACHING THE DISADVANTAGED. 10 9 546

Lists books reflecting the role and contributions of the Negro and the Puerto Rican in American history and culture, indicating their level as junior high school or high school.

PAUK, WALTER. READING IMAGINATIVE PROSE: THE CATEGORY SYSTEM. 15 9 572

Explains the "Six Essential Categories" system developed to help teachers teach and learners learn the basic principles for reading and understanding imaginative literature.

PILLAR, ARLENE M. THE ADOLESCENT EXPERIENCE IN FOUR NOVELS. 19 4 294

Recommends four realistic novels generally appealing to preadolescents, which might improve the quality of students' literary experience.

REICHARD, CARY L., WILLIAM R. REID. AN INVESTIGATION OF FORMAT FOR READING MATERIAL FOR THE EDUCABLE MENTALLY RETARDED. 13 5 363

Discovers that educable mentally retarded students achieve better comprehension and reading rates when material is double spaced and the right margin is unverified.

RYDER, SARAH. LIVING UNDERWATER WITH DISADVANTAGED JUNIORS. 11 4 268

Explains the technique of Book Talks as a means for interesting students in reading materials.

RYDER, SARAH. STORIES FOR DISADVANTAGED SOPHISTICATES. 11 6 438

Gives a lesson on introducing three short stories and stresses the importance of appropriate content.

SCHAUMBURG, JUDITH B. BOOK SHOPPE BONANZA AT BURLEIGH JUNIOR HIGH. 15 1 47

Offers a method of creating a paperback book store in a high school.

SCHIAVONE, JAMES, E. OLIVER CAMACHO. A READING PERSPECTIVE. 04 2 77

Describes, and discusses problems encountered in, an adult reading program presented on educational television.

SIEGER, FREDERICK J. LITERATURE AND A CONCERN FOR HUMAN VALUES. 15 2 139

Presents the thesis that literature's chief objectives are the rejection of untruth and the illumination of life.
SIMMONS, JOHN S., JUANITA COX. NEW GRAMMAR TEXTS FOR SECONDARY SCHOOLS: HOW DO THEY READ? 15 4 280
Arguments that grammar textbooks are among the most difficult to read, often beyond the ability of more than half the students.

SMITH, WILLIAM L., GEORGE E. MASON. SYNTACTIC CONTROL IN WRITING: BETTER COMPREHENSION. 15 5 355
Arguments that level of syntax is as important as vocabulary control in reading materials.

STENSLAND, ANNA LEE. AMERICAN INDIAN CULTURE AND THE READING PROGRAM. 15 1 22
Augments previous lists of books for teaching the disadvantaged with selections relating to American Indian culture.

STOCKS, PATRICIA. IMPRESSIONS OF THE PENNY PRESS. 18 5 388
Offers methods used successfully to increase the number of areas in the newspaper which eighth graders read.

SUMMERS, EDWARD G. MATERIALS FOR ADULT BASIC EDUCATION. 10 7 457
Lists Adult Basic Education materials which have been evaluated and found particularly useful.

THOMAS, ELLEN LAMAR. BOOKS ARE THE GREATEST. 12 2 119
Reports on a special informal reading program initiated and carried out by a physical education coach.

TYLER, TRACY F., JR. ON SUPPLEMENTARY READING. 06 4 260
Stresses the need to use supplementary materials to extend the skills taught in basal reader programs and to provide opportunities for reading appreciation.

UMANS, SHELLEY. PROJECTS TO CREATE CREATIVITY IN EDUCATION. 10 8 542
Describes various programs designed for the culturally disadvantaged adolescent.

VEAL, L. RAMON. NEW MATERIALS ON TEACHING LITERATURE: A REVIEW. 10 2 108
Notes there is little research on the teaching of literature but reviews the background influences and new materials currently being developed in this area.

WARNER, JOHN R. THE INADEQUACIES OF VOCABULARY WORDBOOKS. 02 2 54
Identifies specific inadequacies in vocabulary workbooks and offers an alternate approach to building vocabulary.

09.3 READABILITY

ANDERSON, JONATHAN. RESEARCH IN READABILITY FOR THE CLASSROOM TEACHER. 08 6 402
Discusses two readability techniques which involve the reader: Taylor's Cloze technique and McCleod's technique in which readability is conceived as a threshold of difficulty.

BARRY, JEANNE GARDNER, TIMOTHY E. STEVENSON. USING A COMPUTER TO CALCULATE THE DALE-CHALL FORMULA. 19 3 216
Presents a Fortran program designed to follow exactly the computation of the Dale-Chall Readability Formula providing examples of both input and output and establishing the program's accuracy.
BEARD, JACOB G. COMPREHENSIBILITY OF HIGH SCHOOL TEXTBOOKS: ASSOCIATION WITH CONTENT AREA. 11 3 229

Analyze textbook difficulty across four content areas using cloze procedure, length of T-units and ten structural variables. Reveals that comprehensibility of prose does not differ significantly in different subjects.

BORMUTH, JOHN R. COMPARABLE CLOZE AND MULTIPLE-CHOICE COMPREHENSION TEST SCORES. 10 5 291

Provides a frame of reference within which the size of a cloze score may be interpreted by determining comparable scores on cloze and multiple choice tests.

CLINE, TERRY A. READABILITY OF COMMUNITY COLLEGE TEXTBOOKS. 16 1 33

Reports a study which indicates that disparities exist between the readability of community college textbooks and the reading ability of their users. Recommends using readability formulae when selecting texts.

COHEN, JUDITH H. THE EFFECT OF CONTENT AREA MATERIAL ON CLOZE TEST PERFORMANCE. 19 3 247

Uses 63 randomly selected Long Island seventh graders to examine deviations between cloze scores on content area materials when content, readability level, and students' reading ability were held constant. Reports differences in content area material do have an effect on cloze performance, with social studies material appearing the easiest and literature the most difficult.

DULIN, KENNETH L. THE MIDDLE HALF: HOW ALIKE ARE THEY, REALLY? 13 8 603

Argues that a broad range of reading ability exists even across the "middle half" of a class.

FRY, EDWARD. A READABILITY FORMULA THAT SAVES TIME. 11 7 513

Presents a revision of the Readability Graph with directions for its use and comparisons with other formulas.

GALLOWAY, PRISCILLA. HOW SECONDARY STUDENTS AND TEACHERS READ TEXTBOOKS. 17 3 216

Compares the ability of teachers and students to read textbooks as indicated by the results of cloze tests with responses made first in isolation and then in context.

GOLTZ, CHARLES R. A TABLE FOR THE QUICK COMPUTATION OF READABILITY SCORES USING THE DALE-CHALL FORMULA. 07 3 175

Presents a table and method of computing the Dale-Chall Readability Score which eliminates most of the computations involved in the original formula.

GUIDRY, LOYD J., D. FRANCES KNIGHT. COMPARATIVE READABILITY: FOUR FORMULAS AND NEWBERY BOOKS. 19 7 552

Presents readability ratings for all 53 Newberry Award Books using the Dale-Chall, the Flesch, the Fry and the Lorge formulas. Concludes that the Lorge and Flesch are more valid and provides an "adjustment factor" to be used with each formula.

HANSSELL, T. STEVENSON. READABILITY, SYNTACTIC TRANSFORMATIONS, AND GENERATIVE SEMANTICS. 19 7 557

Presents results of an experimental study involving 216 Virginia eighth-graders to determine the effects of style and form of passage and reading ability of subjects on rate, ratings of comprehensibility and enjoyability and Cloze scores. Suggests that the Chomskian notion of universal linguistic competence may not be applicable to actual reading performance.
KINGSTON, ALBERT J., WENDELL W. WEAVER. RECENT DEVELOPMENTS IN READABILITY APPRAISAL. 11 1 44

Summarizes traditional and current techniques for assessing readability with special emphasis on the cloze procedure.

KOENKE, KARL. ANOTHER PRACTICAL NOTE ON READABILITY FORMULAS. 15 3 203

Emphasizes that readability formulas and the situation should be matched and provides a simplification of the more complex Dale-Chall formula.

LEE, WAYNE D. WHAT DOES RESEARCH IN READABILITY TELL THE CLASSROOM TEACHER? 08 2 141

Presents an historical review of research on readability. Points out the need for further research, especially in the area of the validation of readability formulas.

MC LAUGHLIN, G. HARRY. CLEARING THE SMOG. 13 3 210

Replies to criticism in Pauk's comparison of readability formulas.

MC LAUGHLIN, G. HARRY. SMOG GRADING - A NEW READABILITY FORMULA. 12 8 639

Offers the SMOG readability formula as a simple but valid technique.

MCCUAIG, SUSANNAH M., BARTON HUTCHINGS. USING FRY'S GRAPH TO DESCRIBE THE VARIATION OF READABILITY. 18 4 298

Presents a method of describing the variation of difficulty across a measured text.

NEWTON, EUNICE SHAED. THE NON-STANDARD STUDENT VERSUS THE STANDARD COLLEGE TEXTBOOK. 04 4 239

Discusses skills needed to ensure understanding of college textbooks in relation to the characteristics of verbally destitute students. Includes approaches to helping such students.

PALMER, WILLIAM S. READING, RHETORIC, AND THE REDUCTION OF UNCERTAINTY. 17 7 552

Explores significant rhetorical factors which influence a reader's information processing abilities.

PAUK, WALTER. A PRACTICAL NOTE ON READABILITY FORMULAS. 13 3 207

Raises questions of speed and accuracy in the application of the Fry, McLaughlin and Dale-Chall Readability Formulas.

PAUK, WALTER. THE INTEREST LEVEL - THAT'S THE THING. 16 6 459

Suggests revising existing well-written articles by replacing unfamiliar words with familiar ones and by converting long sentences into short ones in order to maintain the high interest level while lowering the readability level.

ROSEN, ELLEN. READABILITY ANALYSIS OF SRA POWER BUILDERS. 19 7 548

Uses the Dale-Chall formula to analyze readability of the power builder unit of the SRA Reading Laboratory IIB finding scores inconsistent within levels and averaging 0.2 to 1.4 years above publisher indicated grade level.

VAUGHAN, JOSEPH L., JR. INTERPRETING READABILITY ASSESSMENTS. 19 8 635

Examines the Dale-Chall, SMOG and Fry readability formulas and concludes the problem of interpreting readability assessments has occurred because Fry's graph and the SMOG formula are based on differing predictive criteria.
WIEGAND, REGIS B.  PITTSBURGH LOOKS AT THE READABILITY OF MATHEMATICS TEXTBOOKS.  11 3  201

Recommends that textbook selection committees study high school students' reading achievement, examine the readability of textbooks, and adopt multiple textbooks in order to match student performance with text difficulty.

09.4  DEVICES/MACHINES/AUDIO VISUAL

ASIMOV, ISAAC.  THE ANCIENT AND THE ULTIMATE.  17 4  264

Challenges visions of a totally audio-visual future and describes books as "the ultimately defined cassettes" irreplaceable in the future as they have been in the past. Notes that reading is a talent, and readers, although always a minority, will persist.

BOOTH, WAYNE C.  LADY CHATTERLEY'S LOVER AND THE TACHISTOSCOPE.  03 4  232

Attempts to demonstrate fallacies of speed reading.

BROWN, JAMES I.  TEACHING READING WITH THE TACHISTOSCOPE.  01 2  8

Details the uses and advantages of tachistoscopic training in college reading courses.

CAUSEY, OSCAR S., JOSEPH A. FISHER.  TRANSFER TECHNIQUES IN READING LABORATORY WORK.  02 4  3

Presents various techniques by which instructors may aid students in transferring the skills they develop through use of mechanical equipment into personal reading skills.

DURKIN, BRIAN.  NEW VALUES IN COLLEGE READING FILMS.  02 4  17

Demonstrates how the use of college reading films can be expanded to include lessons in rhetoric.

FAZIO, GENE S., THOMAS MC DONALD.  USING A METRONOME IN READING CLASS.  13 4  289

Discusses results of a two-year program using a metronome to improve oral reading performance and rate of silent reading across all grade levels.

FUHR, MORTON L.  THE TYPEWRITER AND RETARDED READERS.  16 1  30

Reports a study which suggests that taking a typing course results in greater increase in reading achievement than attending a remedial reading course taught by a high school English teacher.

JOHNSON, LAURA S.  COOL IT, TEACH, AND TAPE ALL OF IT.  17 2  129

Relates an anecdote about the use of tapes in a reading laboratory.

JONES, REGINALD C., EARL VAN WHY.  TACHISTOSCOPIC TRAINING IN THE FOURTH AND FIFTH GRADES.  06 3  177

Reports significant rate gains by fourth grade students and no significant gains in comprehension in a controlled study to test the effects of tachistoscopic training on reading rate and comprehension.

KINNAMON, SUE E.  COMMERCIAL TELEVISION AND ADULT READING.  18 6  470

Surveys a sample of commercial television stations to determine the extent of their programming for instruction in reading. Describes the eight programs identified.
MARTENS, MARY. THE ROLE OF A PACER IN IMPROVING COMPREHENSION. 04 2 135

Uses two matched groups of 24 grade seven, eight or nine students to investigate the effects of pacer training on comprehension. Results of analyses of variance and covariance indicated no significant differences between the two groups.

MC CORD, HALLACK. A NOTE ON THE USE OF THE PSYCHOGALVANOMETER. 05 2 137

Investigates the use of a psychogalvanometer to determine deep-lying personality dynamics which may underlie reading difficulties.

MC CORD, HALLACK. BACKGROUND MUSIC: A POSSIBLE AID IN TEACHING ADULT READING IMPROVEMENT. 05 1 60

Investigates the effect of background music on the reading improvement of adults in an evening reading improvement class. Concludes that the music increased the reading ability of some subjects, and made the class sessions more pleasant for most.

MOORE, GLADYS B. TO BUY OR NOT TO BUY. 13 6 437

Examines three studies in order to assess the practicality of speed reading devices and concludes that good results can be obtained without mechanical pacers.

MOUNTAIN, LEE H. THE BOOK REPORTER'S TNT: TALKS NEED TAPES. 19 6 442

Lists ten sample methods for the use of tapes in book talks and oral reports which intensify preparation, motivation and organization.

NIKAS, GEORGE BILL. A STUDY OF TEACHER-ORIENTED VERSUS MACHINE-ORIENTED DEVELOPMENTAL READING CLASSES AT THE COLLEGE LEVEL. 08 3 214

Compares a teacher-oriented and a machine-oriented reading class and concludes there were no significant differences in reading improvement between the two classes.

PAUK, WALTER. SCHOLARLY SKILLS OR GADGETS. 08 4 234

Argues against the use of mechanical devices and the teaching of speed reading. Describes a study skills course for college students.

PETERS, F.J.J. NORWEGIAN TV -- A CONTINUING READING PROGRAM. 10 3 200

Describes the previewing, subtitling and summarizing process by which Norwegian television and newspapers present foreign language TV programs thus providing a continuing reading activity adaptable to all ages and educational levels.

RAMSEY, WALLACE. A PILOT STUDY ON THE USE OF VIDEOTAPING IN READING REMEDIATION. 12 6 479

Reports on a pilot study using eight teachers and fifteen students for a four week summer session designed to reveal the values of videotapes in remedial reading as feedback on teaching strategies and evaluation by students of their own performances.

ROSEN, CARL L. MECHANICAL DEVICES FOR INCREASING SPEED OF READING. 10 8 569

Examines the literature and concludes there is little definitive scientific data available to justify the random use of machines and devices for improving reading rate with undifferentiated groups of students, research in this area is inadequate in terms of methodology and design, when mechanical devices are used alone results are highly artificial and that reading rate needs to be considered as only part of a total reading program. Concludes that while potential might exist for the use of various devices, caution must be exercised by educators.

SCHMIDT, BERNARD. MECHANICAL DEVICES AND READING INSTRUCTION. 07 4 221

Defends the use of mechanical devices in the teaching of reading.
WARREN, MARY BAY. THE MASSAPEQUA JUNIOR HIGH SCHOOL READING PROGRAM. 05 4 245

Reports an experiment to ascertain the effect of the tachistoscope and the controlled reader in a junior high school reading program.

WOOD, JUDITH. USING THE TAPE RECORDER IN TEACHING ADULTS TO READ. 11 7 528

Proposes the following uses for tape recorders: (1) to teach beginning reading, (2) to improve phonetic ability, (3) to improve oral reading, (4) to improve comprehension, (5) to improve motivation, (6) for diagnosis and evaluation, and (7) as a supplemental aid.

COLLIER, EUGENIA W. WORD CHALLENGE, A VOCABULARY GAME. 01 3 65

Describes the purpose, rules of play and benefits of a game played with vocabulary cards.

JONES, LINDA. GAMES, GAMES, GAMES - AND THE READING CLASS. 15 1 41

Recommends a games approach to the teaching of "remedial" reading.

KELLY, LEONARD P. SURVIVAL LITERACY: TEACHING READING TO THOSE WITH A "NEED TO KNOW". 17 5 352

Introduces APPLICO, a Bingo-like game, which incorporates the personal need of the student with the word meaning theory of Wallen.

MANZO, A.V. CAT- A GAME FOR EXTENDING VOCABULARY AND KNOWLEDGE OF ALLUSIONS. 13 5 367

Gives instructions for playing Cultural Academic Trivia.

WALSH, EDWINA. LETTERMAN: A PHONICS GAME. 14 4 241

Explains procedures for and benefits of a phonics game for use in elementary or junior high school grades.
AHRENDT, KENNETH R., SHIRLEY S. HASELTON. INFORMAL SKILLS ASSESSMENT FOR INDIVIDUALIZED INSTRUCTION. 17 1 52
Outlines the development of content area skill assessment instruments and provides an example from bookkeeping.

ATHAVER, JOAN. TOWARD MEANINGFUL MEASUREMENT. 11 6 429
Investigates informally, eleven reading improvement workbooks in order to clarify reading comprehension. Suggests a working definition of comprehension, and an adequate method of testing more significant levels of comprehension, are needed.

BLOOMER, RICHARD H., ANDREW J. HEITZMAN. PRE-TESTING AND THE EFFICIENCY OF PARAGRAPH READING. 08 4 219
Concludes that pre-testing is not a good procedure for use with short reading comprehension materials, and that paragraph comprehension materials should be presented without pre-test, but followed by post-test material.

BOYD, RACHEL M. DIFFERENCES UNDERLYING MULTIPLE-CHOICE ITEMS IN A READING COMPREHENSION TEST. 14 3 173
Plots phi coefficients of four kinds of items to support Davis' case for a variety of specialized skills underlying reading comprehension.

CARTER, HOMER L.J. THE ROLE OF EVALUATION IN UNDERSTANDING THE USEFULNESS OF READING. 02 3 45
Advocates careful analysis of the type of reading to be measured in order to make evaluation of achievement truly a measure of the usefulness of reading.

CREASER, JAMES, MITCHELL JACOBS, LUCY ZACCARIA, CARMEN CARELLO. EFFECTS OF SHORTENED TIME LIMITS ON THE NELSON-DENNY READING TEST. 14 3 167
Concludes that shortening time limits on the Nelson Denny Reading Test will improve the ceiling in comprehension when the test is used with university freshmen.

DERBY, THOMAS L. INFORMAL TESTING IN VO-ED READING. 18 7 541
Describes a series of informal tests administered to entering students at a technical school with most courses using an instrument based on materials used in that shop's instruction.

DOBSON, JAMES C., KENNETH D. HOPKINS. THE RELIABILITY AND PREDICTIVE VALIDITY OF THE LEE-CLARK READING READINESS TEST. 06 4 278
Reports the low validity and reliability of the Lee-Clark Reading Readiness test, using as criteria, teachers' rankings, individual reading tests and group reading tests using grade three and four pupils.

DULIN, KENNETH L., ROBERT D. CHESTER. A VALIDATION STUDY OF THE ESTES ATTITUDE SCALE. 18 1 56
Reports, following a study involving 140 eleventh graders in Madison, Wisconsin, that the Estes scale is a powerful instrument for the measurement of attitude, appearing to be highly correlated with both student-perceived and teacher-perceived attitude related variables.

EMANS, ROBERT, RAYMOND URBAS, MARJORIE DUMMETT. THE MEANING OF READING TESTS. 09 6 406
Illustrates pitfalls in assessing reading instruction by discussing an experimental study conducted in a Wisconsin high school.
ERICKSON, MICHAEL E. TEST SOPHISTICATION: AN IMPORTANT CONSIDERATION. 16 2 140
Suggests that since scores on standardized tests may suffer from a deficiency in test-taking ability, students should be taught how to answer the variety of questions common to these tests.

ESTES, THOMAS H. A SCALE TO MEASURE ATTITUDES TOWARD READING. 15 2 135
Provides details on the administration and interpretation of a new attitude scale.

FARR, ROGER, NANCY L. ROSER. READING ASSESSMENT: A LOOK AT PROBLEMS AND ISSUES. 17 8 592
Outlines five misuses of tests and test results and urges that because we vitally need information which may, in part, be provided by tests, we must improve our use of tests rather than abolish them.

FORTENBERRY, WARREN D., BILLY J. BROOME. COMPARISON OF THE GATES READING SURVEY AND THE READING SECTION OF THE WIDE RANGE ACHIEVEMENT TEST. 07 1 66
Presents a statistical analysis of scores of grade four pupils on both instruments. Concludes that Wide Range Achievement Test scores can be predicted with a fair degree of accuracy from Gates Reading Survey scores.

FRANKLIN, EARL F., JR. READING TEST RELIABILITY AND VALIDITY AS FUNCTION OF INTROVERSION-EXTROVERSION. 06 2 106
Reports on three studies to determine the relationship between introversion-extroversion and reading test reliability and validity. Concludes that reading tests are more reliable predictors for introverts than for extroverts.

FRY, EDWARD. IT'S EASY TO MAKE LOCAL NORMS. 18 3 241
Outlines procedures for creating and using a "normograph."

HINTON, EVELYN A. DOUBTS ABOUT EQUIVALENT FORMS. 02 4 59
Questions the comparability of the forms of standardized reading tests since both control and experimental group subjects in a University of Wichita experiment showed net losses when retested with another form of the same test.

HUMPHRY, KENNETH H. AN INVESTIGATION OF AMOUNT-TIME AND TIME-LIMIT METHODS OF MEASURING RATE OF READING. 01 1 41
Studies the relationship of length of time requirements to the reliability of the measures, or of variability in reading rate within individuals throughout a reading test.

KENDER, JOSEPH P. HOW USEFUL ARE INFORMAL READING TESTS? 11 5 337
Gives strengths and weaknesses of informal reading tests, defining the limitations within which they can be used. Problems center on the ability of the teacher to design and interpret such a test, to establish criteria and to diagnose students' needs.

KENNEDY, LARRY D., RONALD S. HALINSKI. MEASURING ATTITUDES: AN EXTRA DIMENSION. 18 7 518
Presents a seventy item attitude inventory with reliability and validity data.

KINGSTON, ALBERT J. ASSIGNING GRADES TO STUDENTS IN SPECIAL READING CLASSES. 10 1 39
Attempts to review the literature to identify criteria which should be employed in assigning meaningful grades to the reluctant reader and in reporting his progress to his parents. Concludes there is a dearth of research concerning this problem.
Keynotes a few of the areas which cause researchers the most difficulty and to which the reader should be most alert when reading research reports. Includes criteria developed by Robinson which may serve as a useful guide to reading research.

Details a three class period testing program that stresses informal testing.

Assesses critically three widely used reading tests and provides examples that speak against overconfidence in any test.

Suggests that gains should be measured in terms of the specific objectives of the particular reading program, such as general reading ability, specific skills or attitudes and behavior.

Offers a concise guide to secondary and college reading tests, including what each measures, the grade level, date of publication, time and a brief evaluation.

Investigates the rise in intelligence scores after completion of an adult course in rapid reading.

Reports the results of a survey investigating the self-reported TV viewing patterns (time spent and programs selected) of the top and bottom 27 percent of representative samples of high school students. Findings were compared to reading habits of the students.

Discusses research on the use of standardized reading tests and points out the differing purposes of standardized tests. Urges users to become aware of the purposes and limitations of such tests.

Describes the Minimal Reading Proficiency Assessment developed and administered at Phoenix Union High School. This criterion referenced instrument measures student performance in twelve skill areas.

Questions the validity of multiple-choice objective tests and compares some standardized reading test results with those of informal subjective tests.

Advocates criterion-referenced evaluation in higher education to achieve a more realistic, equitable and competition-free alternative to current testing and grading practices.
RAKES, THOMAS A. A GROUP INSTRUCTIONAL INVENTORY.  18 8 595
Advocates the use of a group instructional inventory to assess reading performances. Provides construction, administration, scoring and interpretation guidelines.

RANKIN, EARL F., JR., ROBERT J. TRACY. RESIDUAL GAIN AS A MEASURE OF INDIVIDUAL DIFFERENCES IN READING IMPROVEMENT.  08 4 224
Defines residual gains as the deviation of the actual post-test score from the predicted post-test score. Discusses the weaknesses of using crude gain measurements and states that its use has led to some erroneous conclusions in research.

RAYGOR, ALTON V., FORREST L. VANCE, DONNA ADCOCK. THE DIAGNOSIS AND TREATMENT OF COLLEGE READING DIFFICULTIES USING PATTERNS OF SYMPTOMATIC STATEMENTS.  03 1 3
Describes the initial stage of a research program designed to develop a diagnostic schema for the classification and treatment of college reading difficulties using symptomatic self-descriptions. Includes emotional or attitudinal factors and statements about ability levels.

REICH, CAROL. A SCALE TO ASSESS READING MATURITY.  17 3 220
Introduces the Novel Maturity Scale, which is based on thematic richness, as a simple, objective measure of the level at which students read.

SAYLES, DANIEL G. THE EFFECT OF MEDIAL TESTING.  02 1 43
Evaluates the effect of a reading test administered at the end of the fourth week on the final test performance in college reading improvement classes.

SHAFAER, ROBERT E. WHAT CAN WE EXPECT FROM A NATIONAL ASSESSMENT IN READING?  13 1 3
Outlines how statements of objectives are obtained in the National Assessment program and indicates how the definition of reading influences objectives. Lists three distinctions which must be preserved when reporting reading assessment results.

SMITH, DONALD E.P. A NOTE ON "EQUIVALENT FORMS".  01 4 62
Provides results of a study designed to check the equivalency of two forms of the Traxler High School Reading Test and suggests that investigators would do well to test the evaluating instruments they propose to use.

SMITH, HELEN K. THE DEVELOPMENT OF EVALUATION INSTRUMENTS FOR PURPOSEFUL READING.  08 1 17
Describes a new "Test of Purpose," which gives students specific purposes for reading test selections. Relates how it was developed, tested, and the possibilities for its use.

STAFF, JR. BEYOND THE STANDARDIZED TEST: OBJECTIVES-BASED EVALUATION IN READING.  15 8 616
Presents a system for evaluating reading programs, providing feedback and aiding in curriculum design and selection.

STAFF, JR. TOWARDS ACCOUNTABILITY IN PENNSYLVANIA.  15 6 400
Announces a state-wide testing service which will show administrators where their school stands in relation to others in the state.

THOMPSON, RICHARD F. MULTIVARIATE ANALYSIS: NEW LIGHT ON READING IN LITERATURE INSTRUCTION.  17 7 538
Re-analyses data from existing research using multivariate analysis of variance and tentatively suggests that a subject-centered approach may be most beneficial for literary interpretation while a student-centered approach will be more effective in promoting general reading and literature appreciation.
TOUSSAINT, ISABELLA H. HOW IS READING PREDICTED? 05 3 204

Discusses the use of intelligence and listening comprehension data as predictors of reading potential.

TRACY, ROBERT J., EARL F. RANKIN, JR. METHODS OF COMPUTING AND EVALUATING RESIDUAL GAIN SCORES IN THE READING PROGRAM. 10 6 363

Presents computational and graphical methods for arriving at residual gain scores and for evaluating such scores.

TUINMAN, J. JAAP. ASKING READING-DEPENDENT QUESTIONS. 14 5 289

Emphasizes that questions in teacher designed and standardized tests must be dependent on reading the relevant passage, not just a measure of general knowledge.

WILSON, RICHARD C., POLLY GODWIN EINBECKER. DOES READING ABILITY PREDICT COLLEGE PERFORMANCE? 18 3 234

Finds a positive and significant relationship between reading ability and academic performance using a sample of 898 students at four junior colleges.

ZAIS, ROBERT S. A SCALE TO MEASURE SOPHISTICATION OF READING INTERESTS. 12 4 273

Reports on construction and validation of the SOPHISTICATION OF READING INTERESTS SCALE, an instrument based on characteristics present in varying degrees in all fiction, which provides an estimate of sophistication of interests without reference to titles reported read.

KAUFMAN, MAURICE. WILL INSTRUCTION IN READING SPANISH AFFECT ABILITY IN READING ENGLISH? 11 7 521

Determines whether instruction in a native language would interfere with, facilitate, or have no effect on reading English. Some positive transfer of learning from Spanish to English was evident.

MAXWELL, MARTHA J. FOREIGN STUDENTS AND AMERICAN ACADEMIC RITUAL. 17 4 301

Focuses on strategies to help foreign students in adjusting to American college demands in the areas of notetaking, reading assignments, preparation of papers and taking examinations.

WINSTON, ETHNA M. FOREIGN STUDENTS IN REMEDIAL READING. 09 3 170

Considers reading programs for foreign students at Howard University.

ZIROS, GAIL I. LANGUAGE INTERFERENCE AND TEACHING THE CHICANO TO READ. 19 4 284

Reviews past and current research and suggests the assumption that the Chicano's bilingualism per se, causes language interference and is thus detrimental to language development and learning to read English, is questionable and must continue to be tested with a focus on the semantic component rather than phonological and morphological differences.
AARON, I. E.  CHARACTERISTICS OF DISABLED READERS IN THE ELEMENTARY SCHOOL. 04 2 103
Discusses intelligence, physical and educational factors, emotional disturbances, and the reading skills of reading disabled elementary school students.

AARON, ROBERT L., LOUIS T. CALL, SALLY MUENCH. A LANGUAGE ARTS PROGRAM FOR DISTURBED ADOLESCENTS. 19 3 208
Assesses an experimental, computer managed, individualized curriculum designed for 125 institutionalized adolescents with 300 similar males receiving a traditional basal reader program serving as controls. Found significant differences in reading and mathematics gain scores in favor of the experimental group.

CAHN, LORYNNE. COMMUNITY PROFESSIONALS: A COLLECTIVE APPROACH. 16 2 136
Reports on a successful course on learning disabilities which involved both university and community professionals.

CARRIGAN, PATRICIA M. BROADER IMPLICATIONS OF A CHEMICAL THEORY OF READING DISABILITY. 05 1 15
Considers the severely retarded reader in relation to the chemicals associated with synaptic transmission, and develops a theoretical model which implies that the use of medication with severely disabled readers should be considered. Also suggests the possibility of recognizing and treating disabilities in their incipient stages.

CARTER, R. PHILLIP, JR. THE ADULT SOCIAL ADJUSTMENT OF RETARDED AND NON-RETARDED READERS. 11 3 224
Studies adult retarded readers, confirming that a close relationship exists between reading retardation and social maladjustment. Moreover, maladjustments prevalent in school persist into adult life. Suggestions are included for the improvement of a high school reading program for such students.

DOLAN, G. KEITH. COUNSELING AS AN AID FOR DELAYED READERS. 08 2 129
Describes the experimental use of counseling to change self-concept, values, attitudes and interests of problem readers in a direction favorable to reading. Reports significant improvements in reading achievement scores.

ENNIS, CAROLYN G. THE READING ALIBI -- A MAJOR SCHOOL PROBLEM. 18 4 320
Presents a skit designed to emphasize the negative attitudes of teachers and parents toward students who are poor readers.

GILLESPIE, BONITA M. A CLASSROOM EXPERIMENT IN "LAST CHANCE" READING. 18 5 391
Shares a successful experience in teaching remedial reading to potential high school dropouts.

GLOCK, MARVIN, JASON MILLMAN. EVALUATION OF A STUDY SKILLS PROGRAM FOR ABOVE-AVERAGE HIGH SCHOOL PUPILS. 07 4 283
Evaluates the immediate and long-term effectiveness of an instructional program in reading, writing, listening, and study skills for above-average readers.

HARDY, MADELINE I. FOLLOW-UP OF FOUR WHO FAILED. 12 5 379
Details follow-up data on four young adults, each representative of one of the four broad categories regarding treatment outcome, who had received clinical diagnosis and individual remediation during elementary school.

HARKER, W. JOHN. MATERIALS FOR PROBLEM READERS: WHY AREN'T THEY WORKING? 18 6 451
Urges the necessity of establishing and maintaining a balance between teaching skills and developing motivation, in using materials to aid reluctant readers.
HARRIS, ALBERT J.  VISUAL SENSATION AND PERCEPTION OF DISABLED READERS. 04 4 246

Reviews recent evidence regarding the significance of visual sensation and visual perception for reading disabled students.

HICKERSON, PAT.  CURING THE CON ARTIST.  13 7 507

Suggests a coldly impersonal, highly structured classroom to break old habits and build new ones in middle class children of average intelligence who are experiencing learning difficulties.

HICKERSON, PAT.  THE HOUSE OF LAST RESORT. 13 4 263

Describes students in a privately sponsored full-day reading school.

HOLMES, JACK A.  PERSONALITY CHARACTERISTICS OF THE DISABLED READER. 04 2 111

Reviews research on reading-related personality traits and presents concepts to explain the differences from the primary grades through college.

KANTROWITZ, VIOLA.  BIBLIOTHERAPY WITH RETARDED READERS. 11 3 205

Includes three case studies representative of retarded readers: disturbed background, schizophrenic and culturally deprived. Suggests that reading materials can present rewarding results (at least temporarily) in motivating emotionally and socially deprive children.

KINGSTON, ALBERT J., JR.  CHARACTERISTICS OF THE DISABLED READER. 04 2 102

Introduces two articles dealing with the personality characteristics of disabled readers and disabled readers in elementary schools.

KRAIL, JACK B.  THE AUDIO-LINGUAL APPROACH AND THE RETARDED READER. 11 2 93

Investigates problems of retarded readers: attitude, background, subvocalizing. Uses the analogy of learning a foreign language to support the use of an audio-lingual (making phonemic-graphemic correspondences) procedure with retarded readers.

MAYNE, DOROTHY.  THE INTELLIGENT RETARDED READER. 07 1 62

Discusses problems in near-point vision as a cause of reading retardation and describes an experiment in which students were given corrective glasses. Results included improved behavior, improved school work and higher scores on reading tests.

MC DONALD, ARTHUR S.  INTELLECTUAL CHARACTERISTICS OF DISABLED READERS AT THE HIGH SCHOOL AND COLLEGE LEVELS. 07 2 97

Examines WAIS profiles of high school poor readers to determine whether significant deviations of subtest scores occurred. Poor performance in subtests of attention, fluency, concentration, freedom from distractibility and school-like learning is reported.

MC DONALD, ARTHUR S.  WHAT CURRENT RESEARCH SAYS ABOUT POOR READERS IN HIGH SCHOOL AND COLLEGE. 04 3 184

Reviews research on the reading disabilities of high school and college students. Concludes that reading disability results from a combination of factors and that instruction should deal with the problems of an individual.

MOE, IVER L., FRANK NANIA.  READING DEFICIENCIES AMONG ABLE PUPILS.  03 1 11

Outlines steps in a study which pinpointed reading deficiencies in able high school students and describes measures taken to teach better reading skills. Inflexibility of rate and deficiency in study approaches to chapter-length materials were the two areas identified and treated.
PRESTON, RALPH C., DAVID J. YARINGTON. STATUS OF FIFTY RETARDED READERS EIGHT YEARS AFTER READING CLINIC DIAGNOSIS. 11 2 122

Attempts to verify the hypothesis that retarded readers, after a span of eight years, fulfill educational and vocational roles comparable to their peers in the general population. Evidence was mixed, with subjects performing similarly through high school, but being more restricted in higher education or vocational possibilities.

RANKIN, EARL F. LEARNING DISABILITIES - WHAT'S IN A NAME? 12 3 215

Notes that confusion over terms both reflects and stimulates confusion about concepts and recommends use of the term "minimal brain dysfunction."

REICHARD, CARY L., WILLIAM R. REID. AN INVESTIGATION OF FORMAT FOR READING MATERIAL FOR THE EDUCABLE MENTALLY RETARDED. 13 5 363

Discovers that educable mentally retarded students achieve better comprehension and reading rates when material is double spaced and the right margin is unverified.

ROSS, ELI T. CAN POTENTIALLY POOR READERS BE DETECTED DURING PRE-SCHOOL YEARS? 06 4 270

Discusses Delecato's theories of brain injury and neurological underdevelopment in relation to reading problems, and suggests that the position in which a baby or young child sleeps may be an early predictor of these problems.

SHUMAN, R. BAIRD. OF COURSE HE CAN READ - HE'S IN HIGH SCHOOL. 19 1 36

Suggests methods of helping disabled readers and insists that it is incumbent upon the school to provide activities which suit all types of students.

SMITH, DONALD E. P. SLOW-STARTING STUDENTS: WHOSE RESPONSIBILITY? 05 1 61

Discuss learning problems among college freshmen and describes a learning assistance program in which individual and group instruction is given by graduate students in educational psychology.

STAIGER, RALPH C. MEDICINE FOR READING IMPROVEMENT. 05 1 48

Describes an experiment with retarded elementary, junior high school and college students which made use of the drug deanol. Concluded that the drug increased perceptual speed.

TYLER, TRACY F., JR. ROSES ARE ROSES. 12 7 561

Suggests that in view of the lack of consensus concerning the etiology of learning disabilities the label "learning disability" be adopted as the least innocuous choice.
DOLAN, G. KEITH. COUNSELING AS AN AID FOR DELAYED READERS. 08 2 129

Describes the experimental use of counseling to change self-concept, values, attitudes and interests of problem readers in a direction favorable to reading. Reports significant improvements in reading achievement scores.

GILLIS, DONALD. DYSLEXIC, AGE 13. 17 3 201

Presents a poem on the frustrations of a dyslexic student.

HARDYCK, CURTIS D., LEWIS F. PETRINOVICH. TREATMENT OF SUBVOCAL SPEECH DURING READING. 12 5 361

Discusses a painless and safe technique for detection of subvocal speech and outlines a simple and effective treatment. Presents some preliminary evidence regarding which students benefit from treatment.

LITRELL, J. HARVEY. TEACHER ESTIMATES VERSUS READING-TEST RESULTS. 12 1 18

Correlates teacher evaluation of reading associated traits with scores on the DIAGNOSTIC READING SURVEY for 397 eleventh graders. Finds only a moderate relationship.

NIENSTED, SERENA. PUPIL SELF-HELP IN WHOLE CLASS SETTING. 15 3 222

Suggests that self-diagnosis by students can lead to the setting of personal goals and to the developing of a program suitable for the students.

RAYGOR, ALTON V. READING SKILLS AND PERSONAL ADJUSTMENT. 03 3 207

Maintains that reading problems do not occur in isolation, hence instructors of college reading need training to provide a broader range of counseling than offered in skill development work.
AUTHOR INDEX

All authors for specific articles are indexed. For each author, complete reference information for the Journal of Reading is provided including volume, issue, and beginning page number. The classification category is also provided for all author including multiple categories where necessary.
<table>
<thead>
<tr>
<th>Author</th>
<th>Job Reference</th>
<th>Classification</th>
<th>Author</th>
<th>Job Reference</th>
<th>Classification</th>
</tr>
</thead>
<tbody>
<tr>
<td>BLOOMER RICHARD H.</td>
<td>9 1 30</td>
<td>05.3</td>
<td>BURNS THOMAS</td>
<td>13 5 345</td>
<td>07.2</td>
</tr>
<tr>
<td>BLOOMER RICHARD H.</td>
<td>5 3 173</td>
<td>06.3</td>
<td>BURTON R.L.</td>
<td>16 4 318</td>
<td>06.1</td>
</tr>
<tr>
<td>BLOOMER RICHARD H.</td>
<td>11 3 213</td>
<td>06.3</td>
<td>BUTCOFSKY DON</td>
<td>15 3 195</td>
<td>06.5</td>
</tr>
<tr>
<td>BLOOMER RICHARD H.</td>
<td>5 2 110</td>
<td>04.9</td>
<td>BYRNE J.A.</td>
<td>3 3 179</td>
<td>04.7</td>
</tr>
<tr>
<td>BOCHTLER STANLEY E.</td>
<td>17 7 527</td>
<td>04.7</td>
<td>BYRNE JAMES A.</td>
<td>1 3 46</td>
<td>04.2</td>
</tr>
<tr>
<td>BOCHTLER STANLEY E.</td>
<td>19 2 112</td>
<td>05.5</td>
<td>BYRNE JAMES A.</td>
<td>1 2 46</td>
<td>05.6 09.2</td>
</tr>
<tr>
<td>BORRETT B.</td>
<td>15 1</td>
<td>01</td>
<td>CABRINI SISTER M.</td>
<td>7 1 24</td>
<td>03.4</td>
</tr>
<tr>
<td>BOFFEY BARNES</td>
<td>15 2 115</td>
<td>05.5</td>
<td>CAHN LORYNNE</td>
<td>16 2 136</td>
<td>12</td>
</tr>
<tr>
<td>BOGART CAROLTTA L.</td>
<td>14 8 531</td>
<td>03.6 04.4</td>
<td>CALDWELL MARGUERITE JOHNSON</td>
<td>11 2 105</td>
<td>07.2</td>
</tr>
<tr>
<td>BOGART CAROLTTA L.</td>
<td>12 7 549</td>
<td>09.2</td>
<td>CALL LOUIS T.</td>
<td>19 3 208</td>
<td>12 04.1</td>
</tr>
<tr>
<td>BOHLE GEORGE</td>
<td>11 1 22</td>
<td>08</td>
<td>CAMACHO E. OLIVER</td>
<td>4 2 77</td>
<td>04.9 09.2</td>
</tr>
<tr>
<td>BOOTH WAYNE C.</td>
<td>3 4 232</td>
<td>06.4 09.4</td>
<td>CAMERON JACK R.</td>
<td>12 1 24</td>
<td>06.3</td>
</tr>
<tr>
<td>BORMUTH JOHN R.</td>
<td>10 5 291</td>
<td>06.3 09.3</td>
<td>CAPUZZI DAVE</td>
<td>16 6 453</td>
<td>08</td>
</tr>
<tr>
<td>BORTHICK ROBERT</td>
<td>16 4 296</td>
<td>08</td>
<td>CAPUZZI DAVE</td>
<td>18 3 225</td>
<td>08</td>
</tr>
<tr>
<td>BOSANKO ROBERT G.</td>
<td>19 1 33</td>
<td>07.5</td>
<td>CARNER RICHARD L.</td>
<td>16 7 556</td>
<td>01</td>
</tr>
<tr>
<td>BOWREN FAY F.</td>
<td>13 7 513</td>
<td>04.1</td>
<td>CARPENTER TERYLE W.</td>
<td>19 3 223</td>
<td>06.3</td>
</tr>
<tr>
<td>BOYD RACHEL H.</td>
<td>14 3 173</td>
<td>10</td>
<td>CARRIGAN PATRICIA M.</td>
<td>5 1 15</td>
<td>12</td>
</tr>
<tr>
<td>BOYLE SUSAN</td>
<td>14 5 299</td>
<td>04.1</td>
<td>CARRIGAN PATRICIA M.</td>
<td>3 4 269</td>
<td>02</td>
</tr>
<tr>
<td>BRAAM LEONARD S.</td>
<td>7 3 188</td>
<td>05.7</td>
<td>CARRILLO LAURENCE</td>
<td>12 8 627</td>
<td>04.9</td>
</tr>
<tr>
<td>BRAAM LEONARD S.</td>
<td>11 5 346</td>
<td>06.3 08</td>
<td>CARRILLO LAURENCE</td>
<td>8 5 322</td>
<td>06.4</td>
</tr>
<tr>
<td>BRAINTMEULER MARY</td>
<td>14 5 303</td>
<td>05.4</td>
<td>CARROLL L. PATRICK</td>
<td>10 7 468</td>
<td>07.2 08</td>
</tr>
<tr>
<td>BRADSTAD M. BERNICE</td>
<td>13 6 481</td>
<td>05.6 07.1</td>
<td>CARSSEL CARMEN</td>
<td>14 3 167</td>
<td>10</td>
</tr>
<tr>
<td>BRAGSTAD M. BERNICE</td>
<td>19 3 226</td>
<td>07.4</td>
<td>CARSSEL CARMEN</td>
<td>14 3 171</td>
<td>06.4</td>
</tr>
<tr>
<td>BRADSTAD M. BERNICE</td>
<td>14 1 163</td>
<td>05.5</td>
<td>CARTER HOWER L. J.</td>
<td>2 3 45</td>
<td>10</td>
</tr>
<tr>
<td>BRAGSTAD M. BERNICE</td>
<td>19 6 472</td>
<td>01</td>
<td>CARTER M. PHILLIP</td>
<td>11 3 224</td>
<td>12</td>
</tr>
<tr>
<td>BRENNA SUSAN WARFIELD</td>
<td>19 1 19</td>
<td>04.6</td>
<td>CASE NORMA</td>
<td>19 7 545</td>
<td>06.2</td>
</tr>
<tr>
<td>BRINKLEY ROY</td>
<td>14 1 19</td>
<td>04.6</td>
<td>CASSIDY JACK</td>
<td>17 3 192</td>
<td>07.2 07.3</td>
</tr>
<tr>
<td>BRITTON GWENETH E.</td>
<td>17 2 140</td>
<td>09.2</td>
<td>CASSIDY JACK</td>
<td>18 2 140</td>
<td>05.4</td>
</tr>
<tr>
<td>BROOME BILLI J.</td>
<td>7 1 66</td>
<td>10</td>
<td>CASTALLO RICHARD</td>
<td>19 4 289</td>
<td>06.7</td>
</tr>
<tr>
<td>BROOK FLORA MORRIS</td>
<td>15 4 286</td>
<td>05.7</td>
<td>CAUGHRAN ALEX M.</td>
<td>15 6 429</td>
<td>01</td>
</tr>
<tr>
<td>BROOK JAMES I.</td>
<td>1 2 8</td>
<td>09.4</td>
<td>CAUGHRAN ALEX M.</td>
<td>17 1 8</td>
<td>05.4</td>
</tr>
<tr>
<td>BROOK LOUISE</td>
<td>3 1 59</td>
<td>06.4</td>
<td>CAUSEY OSCAR S.</td>
<td>2 4 3</td>
<td>09.4</td>
</tr>
<tr>
<td>BROOK REKEL</td>
<td>13 4 269</td>
<td>04.1</td>
<td>CAHLEY JOHN F.</td>
<td>9 1 26</td>
<td>04.9</td>
</tr>
<tr>
<td>BRUECKMANN ELIZABETH A.</td>
<td>4 4 228</td>
<td>04.4</td>
<td>CHAFFIN JERRY</td>
<td>9 1 26</td>
<td>04.9</td>
</tr>
<tr>
<td>BRUARD RICHARD A.</td>
<td>16 3 212</td>
<td>06.2</td>
<td>CHANCE LARRY L.</td>
<td>18 3 244</td>
<td>06.2</td>
</tr>
<tr>
<td>BRUNER JEROME S.</td>
<td>15 5 328</td>
<td>01</td>
<td>CHANDLER THEODORE A.</td>
<td>10 1 5</td>
<td>02 03.7</td>
</tr>
<tr>
<td>BRUNNING HERBERT</td>
<td>9 1 26</td>
<td>04.9</td>
<td>CHANSKY NORMAN M.</td>
<td>7 2 102</td>
<td>01</td>
</tr>
<tr>
<td>BRYNSKI CHRISTINA</td>
<td>15 3 209</td>
<td>04.1</td>
<td>CHEEK MARTHA</td>
<td>18 2 143</td>
<td>05.7</td>
</tr>
<tr>
<td>BUCKLEY ROSE</td>
<td>3 3 211</td>
<td>04.4</td>
<td>CHERIS BARBARA H.</td>
<td>6 4 243</td>
<td>06.1</td>
</tr>
<tr>
<td>BULLERMAN MARY</td>
<td>19 1 21</td>
<td>05.6</td>
<td>CHESLER S. ALAN</td>
<td>19 5 360</td>
<td>07.2</td>
</tr>
<tr>
<td>BURGESS BARBARA</td>
<td>19 8 644</td>
<td>04.9</td>
<td>CHESTER ROBERT D.</td>
<td>18 1 56</td>
<td>10</td>
</tr>
<tr>
<td>BURGERT RUSSELL EDWARD</td>
<td>19 7 540</td>
<td>05.1</td>
<td>CHINN JACQUELINE</td>
<td>18 8 599</td>
<td>06.3</td>
</tr>
<tr>
<td>BURGY DIANE R.</td>
<td>18 2 119</td>
<td>05.3</td>
<td>CHRONISTER G. M.</td>
<td>11 6 425</td>
<td>04.1</td>
</tr>
<tr>
<td>BURMEISTER LOU E.</td>
<td>15 2 580</td>
<td>05.5</td>
<td>CLELAND DONALD L.</td>
<td>9 3 157</td>
<td>05.2</td>
</tr>
<tr>
<td>BURMEISTER LOU E.</td>
<td>19 6 481</td>
<td>06.2</td>
<td>CLINE RUTH K. J.</td>
<td>12 8 634</td>
<td>05.1</td>
</tr>
<tr>
<td>BURNETT RICHARD W.</td>
<td>18 7 544</td>
<td>05.5</td>
<td>CLINE TERRY A.</td>
<td>16 1 33</td>
<td>09.3</td>
</tr>
<tr>
<td>BURNETT RICHARD W.</td>
<td>9 5 322</td>
<td>01</td>
<td>CLYMER THEODORE</td>
<td>9 1 3</td>
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The KWIC index is a permuted index in which each of the journal titles is indexed from A to Z using every significant word in the title. A total of 3,486 keyword lines were produced for the 984 articles with an average of 3.5 keywords per title. However, approximately 20 percent of the journal titles lacked sufficient keywords for indexing. These titles were "enriched" with terms from the classification scheme or from the article's contents. The final enriched KWIC index contains a total of 3,841 keyword lines with an average of 3.9 keywords per title.

KWIC-ed 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 article 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 that number or less prints out in full although a portion of the title may be "wrapped around" and printed before or after the keyword 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 were imbedded. An = sign is included in most lines to indicate the beginning of the title. Enriched words added to titles are enclosed in parentheses.

A number of words which are of limited value as search tools (a, and, or) 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 specific words, they have generally been included in the permutation.

KWIC indexes are double entry indexes. After locating a title of interest, complete reference information including volume, issue and beginning page number for the Journal of Reading can be obtained to the right of the index line. The first author of the article is also given. The author name can be used to enter the author index, where the category number can be obtained to locate, from the classified bibliography, complete bibliographic information and an informative annotation for each article.
ON TO PRESENT A READING PROGRAM TO THE
= ENHANCING THE READING PROGRAM:
ANT, FACILITATOR - A DEFINITION OF THE

READING PROGRAMS
= OPEN DOOR OR CLOSED
= LANGUAGE-EXPERIENCE ATTACK ON
Y
= RESOURCES FOR

A LANGUAGE ARTS PROGRAM FOR DISTURBED
= REMOTIVATION OF DISRUPTIVE
LISTENING: LEARNING FOR UNDERACHIEVING
= MATERIALS FOR

ON IN BALTIMORE COUNTY
= CURRENT PRACTICES IN COLLEGE AND
= COMBINING SECONDARY AND
EADING FOR THE UNTAUGHT - WORKING WITH
A PROGRAM FOR

READING: IMPLICATIONS FOR COLLEGE AND
= INNATE ILLITERACY

DOCTORAL DISSERTATIONS IN COLLEGE AND
= SELECTED RESEARCH IN COLLEGE AND
= HYPNOSIS AS AN AID TO INCREASING
OUND MUSIC: A POSSIBLE AID IN TEACHING
DOCTORAL DISSERTATIONS IN COLLEGE AND
ETARDREADERS

= LITERACY AND THE
MATERIALS FOR FUNCTIONALLY ILLITERATE
NG READING IMPROVEMENT TO PROFESSIONAL
= READING: BASIC FOR

= READING IMPROVEMENT FOR URBAN-AREA
DEVELOPING A TOTAL READING PROGRAM FOR
N CHANGING INTELLECTUAL FUNCTIONING IN
= READING TRAINING FOR
= READING ACHIEVEMENT GAINS OF
L READING SKILL = GROUPING PUPILS AND
= USING THE TAPE RECORDER IN TEACHING
= SHARED LEARNING EXPERIENCE IN TEACHING
= TEACHING

= TEACHER

KELETAL POEMS: EFFECTIVE TECHNIQUE FOR
= SUMMARY OF ACTIVITIES OF EUROPEAN
COUNSELING AS AN
= BACKGROUND MUSIC: A POSSIBLE
= SEMANTICS: AN
= HYPNOSIS AS AN
= READING TRAINING WITHOUT MECHANICAL
EMES IN TEACHING THE USE OF CONTEXTUAL

ADMINISTRATION

ADMINISTRATIVE CONSIDERATIONS
ADMINISTRATOR'S ROLE
ADMINISTRATORS' GUIDELINES FOR MORE EFFECTIVE
ADMISSION (PROGRAMS)

ADOLESCENT EXPERIENCE IN FOUR NOVELS
ADOLESCENT ILLITERACY
ADOLESCENT LITERATURE: A SELECTED BIBLIOGRAPH
ADOLESCENT LITERATURE: THE STUDENT VOICE

ADOLESCENTS
ADULT BASIC EDUCATION
ADULT BASIC EDUCATION
ADULT BASIC EDUCATION - AN OUTLINE OF OPERATI
ADULT DEVELOPMENTAL READING PROGRAMS
ADULT EDUCATION
ADULT ILLITERATES
ADULT NONREADERS
ADULT PROGRAMS

ADULT PROGRAMS, PRISONS
ADULT READING
ADULT READING
ADULT READING
ADULT READING
ADULT READING
ADULT READING

ADULT READING EFFICIENCY
ADULT READING IMPROVEMENT
ADULT READING INSTRUCTION
ADULT SOCIAL ADJUSTMENT OF RETARDED AND NON-R
ADULT STUDENT: "GOOD OLD, BAD OLD WAYS"

ADULTS
ADULTS
ADULTS
ADULTS
ADULTS
ADULTS
ADULTS

ADULTS AT MARQUETTE UNIVERSITY
ADULTS IN AIR FORCE PROGRAM
ADULTS IN TERMS OF SIGHT VOCABULARY AND THE F
ADULTS TO READ
ADULTS TO READ = COOPERATIVE LEARNING PROCES
ADULTS TO READ WITH TEACHER-MADE MATERIALS
ADVANCED READING PROGRAM- TAFT HIGH SCHOOL

AFFECTION OBJECTIVES IN READING

AFFECTIVE STRATEGIES FOR THE SPECIAL READING

AFFECTION TEACHING

AFFILIATES

AID FOR DELAYED READERS
AID IN TEACHING ADULT READING IMPROVEMENT
AID TO COMPREHENSION
AID TO INCREASING ADULT READING EFFICIENCY
AIDS
AIDS (COMPREHENSION SKILLS) = THE USE OF CLA

ANN MARIE ZALEKSKI 18 6 610
JOSEPH SANACORE 18 2 114
PETER L. SANDERS 14 6 547
JOSEPH B. TRAMONTI 9 2 307
SIDNEY J. PAUCH 17 4 297
JEROME AXELROD 15 6 593
ARLENE M. PILLAR 19 4 294
JOHN T. BECKER 16 2 115
EMERITA SCHROER SCHUL 19 2 117
GERALDINE E. LAROQUE 18 3 219
ROBERT L. AARON 19 3 208
PATRICIA K. LANE 15 7 488
EDWARD G. SUMMERS 10 7 457
ANDREW J. HEITZMAN 15 5 330
BERT A. WHIT 18 6 594
MARJORIE WHITE GERLO 11 7 517
LOIS A. BADER 18 8 591
MICHAEL P. O'DONNELL 17 1 32
STANLEY L. ROSNER 9 4 223
DANIEL G. SAYLES 4 4 217
RICHARD W. CORTWRIGHT 8 3 163
SUE E. KINNAN 18 1 470
EDWARD G. SUMMERS 14 1 9
A. GARR CRANNEY 7 2 77
HALLACK MC CORD 6 1 64
HALLACK MC CORD 5 1 60
EDWARD G. SUMMERS 13 1 9
R. PHILLIP CARTER 11 3 224
ERNEST B. NIERATKA 19 2 137
JAMES T. OLSEN 9 1 21
GEORGE L. STEVENS 4 3 205
SUZY GLUCK 12 1 33
SISTER JEAN MEYER 14 3 183
JAMES SCHIAVONE 6 1 51
HALLACK MC CORD 4 1 59
J. A. BYRNE 3 3 179
JUNE W. BAIN 14 7 467
EARL A. TAYLOR 5 3 164
JUDITH WOOD 11 7 528
DONALD W. MÖCKER 18 6 460
FRANCES LANE HARRIS 10 8 560
ELIZABETH A. BRUECKMA 4 4 228
MARTHA H. DILLNER 17 6 626
ANN POLLARD WILLIAMSO 17 3 228
MARCY CROWEY 19 4 291
STAFF REPORT 18 5 360
G. KEITH DOLAN 8 2 129
HALLACK MC CORD 5 1 60
BEN GOLDFIELD 16 4 310
HALLACK MC CORD 6 1 64
REV. VINCENT TANZOLA 2 3 12
WILBUR S. AMES 14 1 5
AMERICAN ACADEMIC RITUAL
AMERICAN INDIAN CULTURE AND THE READING PROGR
AMERICAN YOUTH
AMERICAN LEGACY
AMOUNT-TIME AND TIME-LIMIT METHODS OF MEASURI
ANALYSIS
ANALYSIS -- MAKING THE READING EXPERIENCE OK
ANALYSIS APPROACH
ANALYSIS IN MATHEMATICS
ANALYSIS OF INTERVENTION RATES OF READING OF COLL
ANALYSIS OF THE TASK
ANALYSIS OF VARIABLES PREDICTIVE OF READING G
ANALYSIS OF VOCABULARY SPELLINGS IN THE 500 MOST-U
ANALYSIS SKILLS
ANALYSIS: NEW LIGHT ON READING IN LITERATURE
ANSWERS
ANTI-CYCLOTRON OF READING (ATTITUDES, INTERES
APPLAUDETIAN CHILDREN ARE "PROBLEM READERS" -
APPLICATION OF THE CLOZE PROCEDURE
APPLIED PHILOSOPHY
APPLYING A DYNAMIC THEORY OF VISION TO TEACH
APPRAISAL OR PREDICTION
APPROPRIATE LITERATURE
APPRICITION REQUIRE DEVELOPMENTAL TEACHING?
APPRECIATION (MOTIVATION) = PURPO
APPROACH = NOTETAKING IMPROVEMENT: A COMBINE
APPROACH AND THE RETARDED READER
APPROACH IN A JOB CORPS READING LAB
APPROACH IN RESPONDING TO LITERATURE (CONTENT
APPROACH TO AN OLD COURSE (TEACHERS, PRESERV
APPROACH TO BETTER SPELLING
APPROACH TO HAMLET (CONTENT AREA: ENGLISH)
APPROACH TO PRONOUNCING UNFAMILIAR WORDS (VOC
APPROACH TO READING (PROGRAMS)
APPROACH TO VOCABULARY PRACTICE
APPROACH TO VOCABULARY TRAINING
APTITUDE AND INITIAL RATE = GAINS I
APTITUDE FACTORS TO PROGRESS IN A COLLEGE REA
APTITUDE, STUDY HABITS, AND READING IMPROVEME
AREAS FOR RESEARCH IN READING
ARIZONA = NE
ARLINGTON HIGH SCHOOL READING IMPROVEMENT PRO
BARBARA H. CHERIS
JAMES M. MC CALLISTER
JUNE W. BAIN
BETTYLEE FULTS MARQU
MAURICE A. LEE
RICHARD J. SMITH
A.V. MANZO
MARTHA J. MAXWELL
ANNA LEE STENSLAND
RAYMOND L. KINMAL
THOMAS J. EDWARDS
KENNETH H. HUMPHRY
THOMAS E. WHEAT
KENNETH H. HUMPHRY
LORAYNE MAHNO
MAURICE A. LEE
JUNE W. BAIN
JAMES M. MC CALLISTER
SISTER MARY HARRIETTA
EDWIN SMITH
LORAYNE MAHNO
W. JOHN HARKER
ARNO laughing
VINCENT P. SKINNER
ROBERT BORTNICK
JOHN R. SCUDDER
S. ALAN COHEN
ARTHUR S. THOMPSON
WALTER J. PAUK
JOSEPH C. GAINSBURG
SISTER MARY HARRIETTA
EDWIN SMITH
LORAYNE MAHNO
W. JOHN HARKER
SHIRLEY AARONSON
JACK B. KRAIL
JOHN T. BECKER
JOHN S. SIMMONS
STANLEY I. MURR
MARSHA L. MAXWELL
ALAN RHODES
HELEN S. WOLF
NICHOLAS R. CRISCUOLO
LARRY L. CHANCE
ERNEST THOMPSON
DANIEL L. HEFTEL
J. WESLEY SCHNEEY
RICHARD A. KAMIAN
MAURICE D. WOOLF
RUTH STRANG
ALFRED H. SHAP
DEVELOPMENT. ACTIVITIES OF THE NATIONAL

THE VALUE OF IMPROVED READING SKILLS TO

INCREASED

STUDY COURSE FOR ENTERING FRESHMEN ( 

WITH DISADVANTAGED JUNIORS (MATERIALS,

ENG PROBLEM OF THE BIG BOYS (MATERIALS,

BS ARE WHERE THE ACTION IS (MATERIALS,

RE: INDUSTRIAL EDUCATION) = PROJECT

READABILITY: FOUR FORMULAS AND NEWBERRY

INTERNATIONAL = ESSENTIAL READING SKILLS IN

READING IN = A

REA: INDUSTRIAL EDUCATION) = PROJECT

BOOKKEEPING = THE

RATIONALE = [ ]

RACIAL CULTURAL FACTORS, DIALECTS) =

RATIONALE =

PROGRAM DESIGN FOR A VO-ED READING

BOOK CHOICES INDICATE? (ATTITUDES, INTERESTS, 

BOOK CLUBS IN THE MIDDLE GRADES 

BOOK COLLECTION PROMOTES BETTER READING 

BOOK COMPANY = THE READING

BOOK REPORTER'S TINT: TALKS NEED TAPES (AUDIO

BOOK REPORTING COMES ALIVE 

BOOK REPORTS 

BOOK REPORTS - AN INFORMAL SURVEY OF GRADE EL 

BOOK REPORTS - TOOLS FOR THINKING 

BOOK SELECTION PATTERNS AMONG HIGH SCHOOL STU 

BOOK SHOPPE BONANZA AT BURLEIGH JUNIOR HIGH

BOOK YEAR: BOOKS FOR ALL 

BOOKKEEPING 

BOOKKEEPING: PREDICTIONS AND PERFORMANCE 

BOOKMAN SPEAKS TO STUDENTS (STUDY SKILLS)

BOOKMARK: READING AND GRAPHIC ARTS (CONTENT A

BOOKS = COMPARATIVE

BOOKS ARE THE GREATEST

BOOKS FOR ALL 

BOOKS FOR TEACHING THE DISADVANTAGED 

BOOKS THAT LINCOLN READ 

BOOKS) = VER

BOOKS)

BOOKS) = THE READI

BOOKS)

BOOKS)

BOOKS)

BOOKS)

BOOKS)

BOOKS)

BOOKS, AND SCHOOL MARKS

BOOKS, METHODS)

BOYS =

BRAZIL

BRITAIN

BRITISH COLUMBIA'S SECONDARY SCHOOLS

BROOKLYN = THE READING IMPROVEMENT PROGRAM A

BURLEIGH JUNIOR HIGH 

BUSINESS COLLEGE PROGRAMS) = RESULTS OF A MA

BUSINESS EFFICIENCY THROUGH READING IMPROVEMENT

BUSINESS MAN (MOTIVATION, BENEFITS OF READING

BUSINESS MEN = T

BUSINESS MEN = SOME MISCONCEPTIONS

BUSINESS PROGRAMS) = SOME EXPERIENCES WITH C.A.R.E. 

CONTENT AREA READING ENRICHMENT 

CALCULATE THE DALE-CHALL FORMULA (READABILITY

CALIFORNIA) = PRESENT PRACTICES IN RE

CAMPUS UNIVERSITY STUDENTS = COMPETENCY IN

CANADIAN UNIVERSITIES AND COLLEGES

CAREER ROLES

CASE STUDIES IN READING 

CAT- A GAME FOR EXTENDING VOCABULARY AND KNOW

CATEGORY SYSTEM

CAVEAT QUI CREDIT (LET THE BELIEVER BEHARE) ( 

CBTE AND SECONDARY READING: A PHILOSOPHY AND 

CENTER

LOWELL EBERWEIN 17 3 186

DOLORE VOIGT DAVIS 19 2 150

ROBERT ERICKSON 11 5 333

MARGARET W. DUDLEY 16 1 3

LEE H MOUNTAIN 19 6 442

NANCY G. WHISLER 16 5 383

L. PATRICK CARROLL 10 7 466

DONALD R. GALLO 11 7 532

EMMA CARVILLE FRAIM 17 2 122

CECELIA ALGRA 14 3 157

JUDITH B. SCHAMBERG 15 1 47

RENE MAHEU 16 5 360

KENNETH M. AHRENDT 16 4 314

LAWRENCE E. HAFNER 14 8 537

HUBERT BERMONT 17 7 524

MICHAEL T. CONROY 15 1 60

LOYD J. GUIDRY 19 7 552

ELLEN LAMAR THOMAS 12 2 119

RENE MAHEU 16 5 360

ALLAN C. ORNSTEIN 10 8 546

R. GERALD MC MURTRY 1 2 19

ANNELLE S. HOUK 12 7 549

JOHN F. TYLER 6 2 260

RUTH M. MATTILA 11 6 452

THE EDITOR 2 3 3

ARTHUR T. ALLEN 15 2 132

NORMA J. LIVO 15 2 130

SARAH RYDER 11 4 268

ARTHUR S. MC DONALD 3 1 27

ERNEST KINNE 2 3 64

JO M. STANCHFIELD 5 4 256

ARLINDO LOPES-CORREA 19 7 534

JOHN E. MERRITT 17 5 367

G. M. CHRONISTER 11 6 425

IRVING NETCHINSKY 11 5 362

JUDITH B. SCHAMBERG 15 1 47

MORTIMER R. FEINBERG 5 2 95

EARL A. TAYLOR 2 3 62

HARRY W. SCHACTER 1 3 11

DAVID GLIESSMAN 1 1 30

RALPH M. WILLIAMS 1 3 3

EUGENE A. SULLIVAN 2 1 12

JACK CASSIDY 17 5 192

JEANNE GARDNER BARRY 19 3 218

HAROLD V. GRAHAM 12 7 563

MARY MAYER BOEHNLIN 19 2 112

F. MARGARET HAYWARD 15 1 27

GYNETH E. BRITTON 17 2 140

GEORGE J. BECKER 15 6 436

A.V. MANZO 13 5 367

WALTER PAUK 15 8 572

RICHARD RYSTROM 16 3 236

RICHARD W. BURNETT 18 7 544

DANIEL J. KELLEY 19 2 121
SPECIAL ENGLISH
= LARGE READING
= SELF-CONTAINED, READING-ORIENTED
READABILITY
= THE ADAPTED S (COMPREHENSION SKILLS)
= THE USE OF PAPERBACKS IN THE
THE READING TEACHER IN THE VOCATIONAL
= OFF-BEAT PAPERBACKS FOR YOUR
= CLOSE FOR THE
= PRESERVATION PROGRAM IN THE

SCORES ARE IMPORTANT
AS YOU TRY TO GET YOUR FOOT IN THE
BLED READERS, COURSE DESCRIPTION) = A
= RESEARCH IN READABILITY FOR THE
RITED READERS EIGHT YEARS AFTER READING

ENGTHS AND WEAKNESSES SHOWN BY READING
= PREPARING READING

SCORES = COMPARABLE
SCORES = COMPARABLE

= AN INSTRUCTIONAL APPLICATION OF THE
E = THE EFFECT OF NON-OVERT REINFORCED

GLISH TEACHERS
= DING AS VIEWED BY OUR EASTERN EUROPEAN
INDEPENDENT LEARNERS IN THE COMMUNITY
= READING PROGRAM AT WARTBURG

READING SKILLS AND THE COMMUNITY-JUNIOR
= LARGE READING CLASSES IN
= CURRENT ISSUES - THE PUBLIC

DEVELOPMENTAL READING AT SAINT FRANCIS
= READING PERIODICALS IN A COMMUNITY

DETERMINE MEANINGS IN HIGH SCHOOL AND
= TEACHING READING IN A COMMUNITY

RAM = CURRENT PRACTICES IN
RESEARCH IN READING: IMPLICATIONS FOR

S (COMPREHENSION SKILLS) = THE USE OF
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= CURRENT ISSUES - THE PUBLIC

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INDEPENDENT LEARNERS IN THE COMMUNITY
= READING PROGRAM AT WARTBURG

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= LARGE READING CLASSES IN
= CURRENT ISSUES - THE PUBLIC

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= READING PERIODICALS IN A COMMUNITY

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THE READING TEACHER IN THE VOCATIONAL
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= CLOSE FOR THE
= PRESERVATION PROGRAM IN THE

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INDEPENDENT LEARNERS IN THE COMMUNITY
= READING PROGRAM AT WARTBURG

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= LARGE READING CLASSES IN
= CURRENT ISSUES - THE PUBLIC

DEVELOPMENTAL READING AT SAINT FRANCIS
= READING PERIODICALS IN A COMMUNITY

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THE READING TEACHER IN THE VOCATIONAL
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INDEPENDENT LEARNERS IN THE COMMUNITY
= READING PROGRAM AT WARTBURG

READING SKILLS AND THE COMMUNITY-JUNIOR
= LARGE READING CLASSES IN
= CURRENT ISSUES - THE PUBLIC

DEVELOPMENTAL READING AT SAINT FRANCIS
= READING PERIODICALS IN A COMMUNITY

DETERMINE MEANINGS IN HIGH SCHOOL AND
= TEACHING READING IN A COMMUNITY

RAM = CURRENT PRACTICES IN
RESEARCH IN READING: IMPLICATIONS FOR

<table>
<thead>
<tr>
<th>Title</th>
<th>Author(s)</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>COLLEGE AND ADULT READING</td>
<td>Edward G. Summers</td>
<td>6</td>
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<td>Edward G. Summers</td>
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<td>COLLEGE AND ADULT READING INSTRUCTION</td>
<td>Edward G. Summers</td>
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<td>COLLEGE BASIC SKILLS CENTER</td>
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<td>Michael S. Gudaitis</td>
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<td>Martin Kling</td>
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<td>Lee Kolzow</td>
<td>16</td>
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<td>COLLEGE PROGRAM</td>
<td>Richard C. Wilson</td>
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= PERSONALITY PATTERNS OF POOR READERS = TEACHER ESTIMATES OF READING LEVELS = READING RETARDATION: A BI-RACIAL=
= GRAPHS = A OF THE WIDE RANGE ACHIEVEMENT TEST = AND NON-RETED READERS = A HELPING SECONDARY SCHOOL TEACHERS GAIN
= AND ON-CAMPUS UNIVERSITY STUDENTS = S = A RATIONALE FOR = HELPING SECONDARY SCHOOL TEACHERS GAIN
= IN TEACH STUDENTS TO FOLLOW DIRECTIONS ( = SYNTACTIC CONTROL IN WRITING: BETTER 
= PERSONALITY PATTERNS OF POOR READERS = COMPARABLE CLOZE AND MULTIPLE-CHOICE
= THE WIDE RANGE ACHIEVEMENT TEST = READING FACT FROM OPINION (READING SKILLS, 
= THE ROLE OF A PACER IN IMPROVING 
= THE VISUAL PROFILES OF RETARDED 
= READING RETARDATION: A BI-RACIAL
= IMPROVEMENT OF TEXTBOOK
= FACTORS ASSOCIATED WITH 
= COMPREHENSION) = HOW MUCH DO COMMUNITY COLLE
= FACTORS ASSOCIATED WITH 
= COMPREHENSION) = DISTINGUISH
= COMPREHENSION = INDIVIDUAL LEVEL SCORES
= COMPREHENSION = FIGURATIVE
= COMPREHENSION = V
= COMPREHENSION = THE PRACTICAL
= COMPREHENSION = THE EFFECT OF NON-OVERT R
= COMPREHENSION AND RATE GAIN AT THE COLLEGE LE
= COMPREHENSION OF COLLEGE READERS
= COMPREHENSION EXERCISES: A CALL FOR REPLICA
= COMPREHENSION FACTOR IN COLLEGE SOCIAL STUDIE
= COMPREHENSION IN A COLLEGE READING IMPROVE
= COMPREHENSION IN COLLEGE READING CLASSES
= COMPREHENSION MATERIALS
= COMPREHENSION OF THE CONDITIONAL
= COMPREHENSION QUESTIONS: EXAMPLES
= COMPREHENSION SKILLS
= COMPREHENSION SKILLS
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= COMPREHENSION SKILLS
= COMPREHENSION SKILLS
= = READING, RHETORIC, A
= COMPREHENSION SKILLS = THE USE OF CLASSIFIC
= COMPREHENSION SKILLS, STUDY SKILLS) = DON'
= COMPREHENSION TEST = DIFFERENCES UNDERLY
= COMPREHENSION TEST SCORES = COMPREHENSION TEST SCORES
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= COMPREHENSION) = READ CRITICA
= COMPREHENSION) = DISTINGUISH
= COMPREHENSION) = HOW MUCH DO COMMUNITY COLLE
= ALTON L. RAYGOR 8 1 40
= ELAINE WUNDERLICH 14 5 303
= FRANKLIN D. LEWIS 13 6 433
= ROBERT A. PALMATIER 14 4 255
= DELVA DAINES 15 8 597
= WARREN D. FORTENBERRY 7 1 66
= GEORGE D. SPACHE 5 2 101
= DAVID L. SHEPHERD 1 2 33
= V.V. GARRY 17 8 608
= MARY MAHER BOEHNELEIN 19 2 112
= RICHARD L. ALLINGTON 17 17 98
= LARRY D. KENNEDY 16 1 15
= STANFORD E. TAYLOR 6 3 167
= MORRIS FINDER 13 8 561
= MORRIS FINDER 14 6 353
= JACOB G. BEARD 11 3 229
= MARY MARTENS 42 10 355
= ANN O. GEBHARD 17 2 125
= EUNICE SHAED NEWTON 8 1 65
= BEN GOLDFIELD 16 4 310
= FLORENCE SCHALE 8 5 296
= DENIS ROGERS 17 6 462
= ROBERT E. SHAFER 14 6 201
= DONALD D. DURRELL 12 6 455
= LOUISE BROWN 3 1 59
= WILLIAM L. SMITH 15 5 355
= LEO M. SCHELL 15 6 415
= ANDREW J. HEITZMAN AN 11 3 213
= TERYLE W. CARPENTER 19 3 223
= WALTHER R. MILL 3 2 64
= FRED PYRCZAK 19 4 279
= R.A. HARKICK 2 3 37
= EARL F. RANKIN 7 1 46
= RONALD L. DUBOIS 13 2 113
= RICHARD T. GREEN 16 1 55
= JEROME AXELROD 17 6 474
= MARY KLEIN 19 2 154
= FRED PYRCZAK 18 4 308
= NORMAN FREDMAN 19 1 51
= JACQUELINE CHINN 18 8 599
= ANTHONY V. MANZO 13 2 123
= RICHARD BACH 17 7 546
= CLARA FRANKLIN ALEXAN 19 4 299
= WILLIAM S. PALMER 17 7 552
= WILBUR S. AMES 14 1 5
= BARBARA MC CULLOUGH 19 8 653
= LILLIAN R. PUTMAN 18 1 41
= RACHEL M. BOYD 14 3 173
= JOHN R. BORMUTH 10 5 291
= EARL F. RANKIN 13 3 193
= DONALD D. DURRELL 12 6 455
= JACK R. CAHERON 12 1 24
= LEO M. SCHELL 11 1 5
= KAREN STROM SPRING 19 2 131

- 11 -
CONCEPTS, ATTITUDES, AND BEHAVIOR

CONDITIONAL = A

CONDITIONING OF READING RATE

CONDITIONING VERBAL BEHAVIOR IN A CONTROLLED

CONDITIONS IN CHANGING READING RATES = RELAT

CONDUCTING AN INDIVIDUALIZED READING PROGRAM

CONFERENCES

CONNECTICUT TITLE 11: TEACHERS FOCUS ON CREAT

CONNECTIVES? SIGNALS TO ENHANCE COMPREHENSION

CONCEPTS, ATTITUDES, AND BEHAVIOR

CONNECTED WITH CRITICAL THINKING

CONNECTIVE FORMULA = A TABLE FOR THE QUICK

CONNECTIVE READING SKILLS THROUGH SOCIAL STUDIES

CONNECTIVE READING SPEEDS

CONNECTIVE READING SKILLS THROUGH SOCIAL STUDIES

CONNECTIVE READING SKILLS THROUGH SOCIAL STUDIES

CONSULTANT = CONTENT TEACH

CONSULTANT? WHAT DO YOU DO?

CONSULTANT: REMEDIAL TEACHER OF CONTENT TEACH

CONSULTANTS = PROVII

CONTENMPORARY READING: A NEGLECTED DIMENSION

CONTENT AND STUDENT INVOLVEMENT =

CONTENT AREA = COMPREHENSIBILITY OF H

CONTENT AREA IN THE TWO YEAR COLLEGE OR HOW T

CONTENT AREA INSTRUCTION IN THE MIDDLE SCHOOL

CONTENT AREA MATERIAL ON CLOZE TEST PERFORMAN

CONTENT AREA READING ENRICHMENT

CONTENT AREA: DRAMA

CONTENT AREA: ENGLISH

CONTENT AREA: ENGLISH, SECONDARY PROGRAMS

CONTENT AREA: INDUSTRIAL EDUCATION

CONTENT AREA: MATH

CONTENT AREA: PHYSICAL EDUCATION

CONTENT AREA: ENGLISH

CONTENT AREA: ENGLISH, READING SKILLS

CONTENT AREAS

CONTENT AREAS

CONTENT AREAS = CHANGING TEACHER AT

CONTENT AREAS THROUGH THE USE OF MORPHEMES

LEONARD S. BRAAM 11 5 346

ARNOLD LAZARUS 7 3 215

WALTER PAUK 6 4 276

W. JOHN MATHER 16 5 379

THOMAS E. NHEAT 16 7 523

MORRIS FINDER 13 3 199

ALBERT J. HARRIS 12 3 205

MORRIS FINDER 17 4 272

CHARLES R. GOLTZ 7 3 175

ALOYSIUS QUIANTANCE 12 10 191

LESTER S. GOLUB 17 4 279

JEANNE GARDNER BARRY 19 3 218

ROBERT J. TRACY 10 6 363

JOHN H. LANGER 10 7 408

FEHL. L. SHIRLEY 12 5 369

MARV KLEIN 19 2 194

ALTON L. RAYGORD 19 3 107

LEONARD SCHAFFER 12 7 541

MARTHA J. MAXWELL ART 11 3 184

JERRY L. WALKER 8 5 291

MARVIN WILLERMAN 17 3 224

OLIVE STAFFORD NILES 16 5 368

DENIS ROGERS 17 6 452

THOMAS H. ESTES 17 6 520

ANTHONY V. MANZO 16 7 539

WILLIAM S. PALMER 17 6 529

JUDITH N. THELEN 16 7 525

W. JOHN MATHER 17 1 29

KARL D. MESSER 17 3 210

PATRICIA RUSSELL AHER 17 5 344

RICHARD D. ROBINSON 16 6 440

RICHARD J. SMITH 14 3 163

JERRY B. FIDDLER 16 8 622

JILL CATHERINE FRANKE 18 1 23

JACOB G. BEARD 13 1 229

LEE KOLZOW 16 1 46

RICHARD L. ALLINGTON 18 6 455

JUDITH H. COHEN 19 3 247

JACK CASSIDY 17 3 192

JOSEPH A. SARACENO 17 1 44

ALAN RHODES 19 6 438

MICHAEL MC KENNA 19 3 205

GAIL V. KETTLEHILL 14 5 309

MICHAEL T. CONROY 15 1 60

ROBERT G. BOSANKO 19 1 33

M. BERNICE BRAGSTAD 19 3 226

MARY ELLEN GIBBS 14 1 23

KENNETH L. DONELSON 12 7 545

M. JERRY WEISS 2 1 9

JOHN S. SIMMONS 12 1 13

WILLIAM S. PALMER 19 1 43

MIRIAM SCHLEICH 15 2 119

RICHARD J. SMITH 12 4 299

LOU E. BURNESTET 19 6 401
ADERS EIGHT YEARS AFTER READING CLINIC

STUDENTS = THE TEACHER'S ROLE IN THE
CABULARY = A SINGLE PROCEDURE FOR THE
- SCREENING AND = A COMPUTER ASSISTED LITERACY
- EFFECT OF A = A PROGRAM OF
- BEGINNING A = CRITICAL READING IN A
ACHER-ORIENTED VERSUS MACHINE-ORIENTED
- A NHISTORY CLASS = A
- PROVING READING OF INDUSTRIAL WORKERS.
- A PRACTICAL PROGRAM FOR
CLASSES
- A SUCCESSFUL HIGH SCHOOL
- INITIATING A
H SCHOOL = THE
- PURDU'S
CURRENT PRACTICES IN COLLEGE AND ADULT
- BIBLIOGRAPHY OF STUDIES IN
AL BIBLIOGRAPHY, 1947-57, PART IX =
AL BIBLIOGRAPHY PART II =
AL BIBLIOGRAPHY PART VI =
AL BIBLIOGRAPHY PART III =
AL BIBLIOGRAPHY PART VIII =
AL BIBLIOGRAPHY PART V =
AL BIBLIOGRAPHY PART VII =
AL BIBLIOGRAPHY PART X =
- DOES APPRECIATION REQUIRE
- VISUAL READINESS AND
- RECENT
- RECENT
- READING IN CONTENT AREAS: A DISTRICT
- MECHANICAL
- TEACHING LITERARY
- MECHANICAL
- TO BUY OR NOT TO BUY
- METRONOME IN READING CLASS (MATERIALS,
OF THE PSYCHOEALVANOMETER (MATERIALS,
R AND THE TACHISTOSCOPE (STUDY SKILLS,
HE FOURTH AND FIFTH GRADES (MATERIALS,
= SCHOLARLY SKILLS OR GADGETS (ADERS EIGHT YEARS AFTER READING CLINIC
DEVELOPMENT OF LIFETIME READING HABITS OF SEC
DEVELOPMENT OF MEANING VOCABULARY, SIGHT VOC
DEVELOPMENT OF READING RATE AND COMPREHENSION
DEVELOPMENT OF THE REMEDIAL READING TEACHER
DEVELOPMENT OF THE REMEDIAL READING
DEVELOPMENT: DO IT RIGHT (INSERVICE)
DEVELOPMENTAL PROGRAM ON UNIVERSITY GRADES
DEVELOPMENTAL READING
DEVELOPMENTAL READING - NEW ALBANY HIGH SCHOOL
DEVELOPMENTAL READING AND STUDENT EVALUATION
DEVELOPMENTAL READING AT SAINT FRANCIS COLLEG
DEVELOPMENTAL READING CLASSES IN EIGHTH GRADE
DEVELOPMENTAL READING CLASSES AT THE COLLEGE
DEVELOPMENTAL READING COURSE
DEVELOPMENTAL READING COURSE = MEASURABLE G
DEVELOPMENTAL READING EXPERIMENT IN A EUROPEA
DEVELOPMENTAL READING FOR ALL COLLEGE FRESHME
DEVELOPMENTAL READING FOR UNITED AUTOMOBILE W
DEVELOPMENTAL READING IN HIGH SCHOOL
DEVELOPMENTAL READING IN HIGH SCHOOL ENGLISH
DEVELOPMENTAL READING IN JUNIOR HIGH SCHOOL
DEVELOPMENTAL READING LABORATORIES
DEVELOPMENTAL READING PROGRAM
DEVELOPMENTAL READING PROGRAM
DEVELOPMENTAL READING PROGRAM
DEVELOPMENTAL READING PROGRAM
DEVELOPMENTAL READING PROGRAM AT LAKEWOOD HSG
DEVELOPMENTAL READING PROGRAM
DEVELOPMENTAL READING PROGRAM AT DALLAS
DEVELOPMENTAL READING PROGRAMS
DEVELOPMENTAL READING UNIT FOR GOOD READERS
DEVELOPMENTAL READING, 1947-57, PART IV
DEVELOPMENTAL READING, 1947-57
DEVELOPMENTAL READING, 1947-57
DEVELOPMENTAL READING: A SELECTIVE AND CRITIC
DEVELOPMENTAL READING: A SELECTIVE AND CRITIC
DEVELOPMENTAL READING: A SELECTIVE AND CRITIC
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DEVELOPMENTAL READING: A SELECTIVE AND CRITIC
DEVELOPMENTAL TEACHING?
DEVELOPMENTAL VISUAL PERCEPTION FOR READING
DEVELOPMENTS IN GREAT BRITAIN
DEVELOPMENTS IN READING APPRAISAL
DEVELOPS ITS OWN PERSONNEL
DEVICES AND READING INSTRUCTION
DEVICES AND THE READING OF LITERATURE
DEVICES FOR INCREASING SPEED OF READING
DEVICES = USING A
DEVICES = LADY CHATTERLEY'S LOVE
DEVICES = TACHISTOSCOPIC TRAINING IN T
DEVICES, STUDY SKILLS, COLLEGE PROGRAMS
DIAGNOSIS = STATUS OF FIFTY RETARDED RE

HELEN W. PAINTER 8 4 240
HARRY W. JOHNSON 4 3 174
LOUISE BROWN 3 1 59
DOLORES TSCHESNICK 10 8 552
LESTER S. GOLUB 17 7 279
JOHN E. NAGLE 16 2 124
CAROLINE S. TURNER 17 7 531
EDWARD J. DAIGLE 6 2 130
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SISTER M. FRIDIAN 5 1 63
ROBERT A. MC CRACKEN 3 4 280
GEORGE BILL NIKAS 8 3 214
ROBERT DENBERG 10 6 399
MARIE NORTH 5 3 200
SISTER M. FRIDIAN 1 2 3
UBERTO PRICE 9 5 333
WILLIAM H. HASTINGS 9 4 253
WILLIAM R. MOORE 2 1 67
WILLIAM K. DURL 2 2 57
U. BERKLEY ELLIS 6 1 41
M. MARIAN HEGMAN 6 1 65
SALLY C. BERKEY 10 7 442
RUTH C. VIOX 7 3 206
ANTHONY J. DI BIASIO 6 1 67
M. M. MAY 2 4 44
JOSEPH B. TREMONTI 7 1 69
MARJORIE WHITE GEERLO 11 7 517
MARGARET MONTGOMERY 1 4 63
PORTER MAIN 3 1 68
VIRGIL LOKKE 2 2 67
PORTER MAIN 4 3 212
PORTER MAIN 2 3 68
PORTER MAIN 3 3 213
PORTER MAIN 2 4 69
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PORTER MAIN 3 1 643
PORTER MAIN 3 4 263
PORTER MAIN 4 4 263
JOSEPH C. GAINSBURG 2 2 17
SISTER M. BERNETTA 5 2 82
JOHN E. HERZIT 17 5 367
ALBERT J. KINGSTON 11 1 44
HAROLD L. HERBER 13 8 587
BERNARD SCHMIDT 7 4 221
RICHARD F. THOMPSON 17 2 113
CARL L. ROSEN 10 8 569
GLADYS M. MOORE 13 6 437
GENE S. FASIO 13 5 69
HALLACK MC CORD 5 2 137
WAYNE C. BOOTH 3 4 232
REGINALD C. JONES 6 3 177
WALTER PAUK 8 4 234
RALPH C. PRESTON 11 2 122

552
TERMS OF SYMPTOMATIC STATEMENTS = THE UPIL SELF-HELP IN WHOLE CLASS SETTING (PRE-SCHOOL YEARS? (BEGINNING READING,

= QUESTIONS: AN INSTRUCTIONAL-

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ALTON V. RAYGOR 3 1 3
SERENA NIENSTED 15 3 222
ELI T. ROSS 6 4 270
RUTH STRANG 8 3 167
AMELIA MELNIK 11 5 509
MARGARET Q. KNAPP 19 3 231
KENNETH R. JOHNSON 18 7 535
LOUIS V. ZUCK 15 7 500
RICHARD RYSTROM 16 3 236
RUSSELL EDWARD BURGET 19 7 540
STEVEN DEVAN 19 3 243
EARL F. RANKIN 8 4 224
RACHEL M. BOYD 14 3 173
ALTON V. RAYGOR 3 1 3
WILLIAM N. OSWALT 1 4 16
TERRY D. JOHNSON 13 5 370
BARBARA MC CULLOUGH 19 6 653
EARL F. RANKIN 12 3 215
TRACY F. TYLER 12 7 561
CARL L. ROSEN 9 1 57
JULES C. ABRAMS 16 6 462
PATRICIA M. CARRIGAN 5 1 15
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RUSSELL EDWARD BURGET 19 7 500
THEODORE A. CHANDLER 10 1 5
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ALBERT J. KINGSTON 4 2 102
JACK A. HOLMES 4 2 111
ROBERT KARLIN 6 4 230
ALBERT J. HARTS 4 2 266
ARTHUR S. MC DONALD 7 2 97
I. E. AARON 4 2 103
MADELINE I. HARDY 12 5 379
R. BIRD SHUMAN 19 1 36
CAROLYN G. ENNIS 18 4 320
RALPH C. STAIGER 5 1 46
PAT HICKERSON 13 7 507
PAT HICKERSON 13 4 263
BONITA M. GILLESPIE 18 5 391
ALLAN C. ORNSTEIN 10 8 546
SIDNEY J. RAUCH 10 8 536
RUSSELL G. STAUFFER 12 2 115
RUTH STRANG 10 8 527
NASON E. HALL 11 2 61
RAYMOND L. KIMBALL 15 5 342
MARTIN KING 15 7 507
SARAH RYDER 11 4 266
SAUL BACHNER 16 4 292
SAUL BACHNER 16 5 363
SAUL BACHNER 18 6 661
SAUL BACHNER 17 3 512
SAUL BACHNER 18 3 238
SAUL BACHNER 18 1 50
SAUL BACHNER 18 2 136
ORE COUNTY = ADULT BASIC
EDUCATION PROGRAM ON A RANDOM SAMPLE OF ENTER
= TEACHER
= RATIONALE FOR COMPETENCY-BASED
DING ABILITY AND SELECTION FOR TEACHER THROUGH MUSIC (CONTENT AREA: PHYSICAL
Honest (CONTENT AREA: INDUSTRIAL
GRAPHIC ARTS (CONTENT AREA: INDUSTRIAL

= READING AND INTERPRETATION OF A BALLAD = THE
= EFFECT OF MEDIAL TESTING
= EFFECT OF NON-OVERT REINFORCED CLOZE PROCEDURE
= EFFECT OF READING IMPROVEMENT ON ACADEMIC ACH
= EFFECT ON ACADEMIC ACHIEVEMENT OF A VOLUNTARY
= EFFECTING READING IMPROVEMENT IN THE CLASSROOM
= EFFECTIVE READING CLASS FOR LAW STUDENTS
= EFFECTIVE READING PROGRAMS
= EFFECTIVE READING PROGRAMS
= EFFECTIVE TECHNIQUES FOR EFFECTIVE TEACHING
= EFFECTIVENESS IN READING INSTRUCTION
= EFFECTIVENESS OF A FRESHMAN READING PROGRAM
= EFFECTIVENESS OF FOUR METHODS OF INCREASING READING
= EFFECTIVENESS OF TECHNIQUES AND PLACEBO CON DYNAMICS
= EFFECTS OF A COLLEGE READING PROGRAM ON A RAN
= EFFECTS OF DIFFERENT INSTRUCTIONAL PRACTICES
= EFFECTS OF MOTIVATIONAL CONFERENCES
= EFFECTS OF READING FOR TWO PARTICULAR PURPOSES
= EFFECTS OF READING PROGRAMS
= EFFECTS OF SHORTENED TIME LIMITS ON THE NELSON
= EFFECTS OF TEACHER INTERFERENCE DURING THE PR
= EFFICIENCY = HYPNOSIS
= EFFICIENCY OF PARAGRAPH READING
= EFFICIENCY THROUGH READING IMPROVEMENT
= EFFICIENCY UPON SEMESTER GRADE POINT AVERAGES
= EIGHT (CONTENT AREA: ENGLISH)
= EIGHTH GRADE = BEG
= EIGHTH-GRADe BOYS
= EIGHTH-GRADe STUDENTS
= ELABORATION (CREATIVITY) = CHAR
= EVEN = FREE READING AND BOOK
= ELEVENTH-GRADe STUDENTS
= EMOTIONS IN CHANGING READING AND READING SKILLS
= EMPATHY AND PROJECTION TO READING IN LITERARY
EMPHASIZING READING SKILLS IN AN ENGLISH COURSE
ENGLISH = INDIVIDUAL
ENGLISH = TEACHING
ENGLISH - A DEMONSTRATION PROJECT
ENGLISH CLASSES = PART
ENGLISH CLASSES FOR POOR READERS?
ENGLISH COURSE FOR UNDERACHIEVERS
ENGLISH LANGUAGE DEVELOPMENT
ENGLISH PROGRAM
ENGLISH PROGRAM
ENGLISH SECOND LANGUAGE = WILL INSTRUCTION
ENGLISH TEACHER AS READING TEACHER
ENGLISH TEACHERS = COGNITIVE
ENGLISH) = A DRAM
ENGLISH) = ENGLISH
ENGLISH, METHODS = MY CLASS TAUGHT ME - TH
ENGLISH, READING SKILLS = THE "STANCE" APPR
ENGLISH, SECOND PROGRAMS = READINGS FOR
ENGLISH? (ENGLISH SECOND LANGUAGE) = WILL IN
ENJOY ORAL READING
ENJOYMENT AND INTERPRETATION OF A BALLAD = TENDENCIES
ENRICHMENT ) = P
ENRICHMENT PROGRAM
ENROLLED AT THE UNIVERSITY OF WICHITA = DROP
ENTERING FRESHMEN (BUSINESS COLLEGE PROGRAMS)
ENTRANT = COLLEGE
ENVIRONMENT = CONDITIONING VIEW
EQUALIZE DIFFERENCES BETWEEN HIGH AND LOW ACH
EQUALIZATION FORMS (MEASUREMENT, TESTS)
EQUALIZED FORMS (MEASUREMENT, TESTS)
ESSENTIAL PART OF TEACHING ENGLISH
ESSENTIAL TO A GOOD READING PROGRAM?
ESSENTIAL TO CRITICAL READING = SE
ESTEES ATTITUDE SCALE
ESTIMATES OF ABILITY TO TEACH READING
ESTIMATES OF READING LEVELS COMPARED WITH IEP
EUROPEAN AFFILIATES
EUROPEAN COLLEGES
EUROPEAN HISTORY CLASS = A
EVALUATING A SUMMER SEMINAR
EVALUATING COLLEGE READING AND STUDY SKILLS P
EVALUATING NON-CREDIT COLLEGE READING PROGRAM
EVALUATING PROFOUNDITY IN LITERATURE
EVALUATING REMEDIAL READING GAINS
EVALUATING RESIDUAL GAIN SCORES IN THE READING
EVALUATING TEACHER EFFECTIVENESS IN READING
EVALUATING VOCABULARY DEVELOPMENT EFFORTS
EVALUATION
EVALUATION BY THE HIGH SCHOOL TEACHER - A PLA
EVALUATION IN READING = BEYOND T
EVALUATION IN UNDERSTANDING THE USEFULNESS OF
EVALUATION INSTRUMENTS FOR PURPOSEFUL READING
EVALUATION OF A JUNIOR HIGH SCHOOL READING
E AVERAGE HIGH SCHOOL PUPILS = STUDENT =
THE TECHNIQUES OF BETTER READING = AN =
DID THE CLINIC HELP? (PROGRAM =
HE VALUE OF A READING PROGRAM (PROGRAM
ACTIVE (MATERIALS, MASS MEDIA, PROGRAM
AFTER FIVE SEMESTERS (READING SKILLS, =
GUIDELINES FOR = FACTORS RELATED TO STUDENT
READING AND =
EADING IMPROVEMENT PROGRAM = AN =
CE OF READING COMPREHENSION QUESTIONS: =
FITABLE READING IMPROVEMENT COURSE FOR =
CLOSE PROCEDURE AS A REMEDIAL READING =
DEPENDENCE OF READING COMPREHENSION =
READING AS AN =
E DISADVANTAGED PART VI: ONE TEACHER'S =
LY = LANGUAGE =
THE ADOLESCENT = AN
IVE LEARNING PROCESS: SHARED LEARNING =
TIONAL ANALYSIS -- MAKING THE READING =
 USING LANGUAGE = PROVIDING FIELD =
RS, COURSE DESCRIPTION) = A CLASSROOM =
A DEVELOPMENTAL READING =
ON (RESEARCH METHODS) = AN =
LED INTEGRAL READING PROGRAM = AN =
TERNAL VERSUS =
D VALIDITY AS FUNCTION OF INTROVERSION- =
CHANGING PATTERNS OF =
ON = A
OR'S ROLE = IMPETUS, PARTICIPANT, =
ION = DISTINGUISHING =
ENCY OF COLLEGE READERS =
OLLEGE READING COURSE =
HE RELATIONSHIP OF SCHOLASTIC APITUDE =
LAYIN' DOWN A RAP (RACIAL CULTURAL =
ING ON THE RESERVATION (SOCIO ECONOMIC =
THE BELIEVER BEHAVE) (RACIAL CULTURAL =
FOLLOW-UP OF FOUR WHO =
A READING PROGRAM THAT =
PSYCHO-ECOLOGY AND READING =
ON STRESS,
EVALUATION OF A PREPARATION-FOR-COLLEGE PROGR
EVALUATION OF A STUDY SKILLS COURSE =
EVALUATION OF A STUDY SKILLS PROGRAM FOR ABOV
EVALUATION OF READING IMPROVEMENT =
EVALUATION OF THE RESULTS OF INSTRUCTION AND =
EVALUATION) = JUDGING T =
EVALUATION) = A READING PERSP =
EVALUATION) = RETENTION OF GAINS IN READING =
EVALUATION: AN INSTRUCTIONAL READING SYSTEM =
EVALUATIONS OF A COLLEGE READING COURSE =
EVALUATIONS (INSTRUCTIONAL METHODS) =
EVALUATION OF A COLLEGE READING PROGRAM, 1952- =
EXAMINATION OF IMMEDIATE GAINS IN A COLLEGE R =
EXAMPLES = PASSAGE-DEPENDEN =
EXECUTIVES = PROBLEMS IN DEVELOPING A PRO =
EXERCISE = THE =
EXERCISES: A CALL FOR REPLICATIONS = DETERMI =
EXISTENTIAL ACT (READING PROCESS) =
EXPECTANCY FORMULAS: A WARNING NOTE =
EXPERIENCE = TEACHING READING AND LITERATURE =
EXPERIENCE (INSTRUCTIONAL ACTIVITIES) =
EXPERIENCE APPROACH IN A JOB CORPS READING LA =
EXPERIENCE AT AGE 1115 =
EXPERIENCE IN FOUR NOVELS =
EXPERIENCE IN READING (PROGRAMS, METHODS) =
EXPERIENCE IN TEACHING ADULTS TO READ = COOP =
EXPERIENCE OK = USING TRANSA =
EXPERIENCE WITH POTENTIAL SCHOOL DROPOUTS =
EXPERIENCES FOR PROSPECTIVE CONSULTANTS =
EXPERIENCES WITH READING IMPROVEMENT IN GENERAL =
EXPERIMENT IN "LAST CHANCE" READING (DISABLED =
EXPERIMENT IN A EUROPEAN HISTORY CLASS =
EXPERIMENT IN HIGH-PRESSURE READING INSTRUCTI =
EXPERIMENT IN THE TEACHING OF READING SKILLS =
EXPERIMENTAL PHONICS PROGRAM VERSUS A CONTROL =
EXTERNAL FLEXIBILITY OF READING RATE =
EXTROVERSION = READING TEST RELIABILITY A =
EYE MOVEMENT =
FABLE FOR STATE BOARDS OF TEACHER CERTIFICATI =
FACILITATOR -- A DEFINITION OF THE ADMINISTRAT =
FACT FROM OPINION (READING SKILLS, COMPREHENS =
FACTOR IN COLLEGE SOCIAL STUDIES =
FACTORS ASSOCIATED WITH COMPREHENSION DEFICITE =
FACTORS RELATED TO STUDENT EVALUATIONS OF A C =
FACTORS THAT INFLUENCE ACADEMIC ACHIEVEMENT =
FACTORS TO PROGRESS IN A COLLEGE READING COUR =
FACTORS) =
FACTORS) = READ =
FACTORS, DIALECTS) = CAVEAT QUI CREDIT (LET =
FAILED - OR DID IT? =
FAILURE =
FAILURE AND READING DISABILITY =
ESTHER J. Mc CONIHE =
JONATHAN ANDERSON =
MARVIN GLOCK =
MALCOLM H. ROBERTSON =
C. W. KENWORTHY =
MARGARET FIEDLER =
PHYLLIS ANDERSON WOOD =
JAMES SCHIAVONE =
L. DUANE STEBENS =
ELAINE C. STEPHENS =
EARL F. RANKIN =
Ralph M. Williams =
FRANCES DEANE SCOTT =
Darrel D. Ray =
Fred Pyrzak =
R. G. Murdock =
Richard M. Blemmer =
Richard F. Pyrzak =
Richard T. Green =
George A. Simmons =
Saul Bachner =
Leon Beckerman =
John T. Becker =
John T. Becker =
Arlene M. Pillar =
Ralph E. Billet =
Donald W. Mocker =
Dave Capuzzi =
Joseph P. Mulligan =
Richard J. Smith =
Gene A. Sullivan =
Bonita M. Gillespie =
Sister M. Fridian =
David M. Wark =
Ruth Cates Baird =
Harold D. Love =
Robert A. McCracken =
Earl F. Rankin =
Bernard Schmidt =
Catherine Mc Kee =
Peter L. Sanders =
Leo M. Schell =
R. A. Harlick =
Walter R. Hill =
Earl F. Rankin =
Walter Pauk =
J. Wesley Schneyer =
Samuel Powell =
Charles W. Hill =
Richard Rystrom =
Richard L. Carner =
Jules C. Abrams =
KING IMPROVEMENT: A COMBINED AUDITORY, VADING TEST RELIABILITY AND VALIDITY AS ABILITY = USING COLLEGE READING SPECIALISTS AND PROGRAM ON A RANDOM SAMPLE OF EDUCATION AND NEWSPAPER READING OF JUNIOR COLLEGE IN READING IMPROVEMENT = RESIDUAL DEVELOPMENTAL READING COURSE = MEASURABLE G SKILLS, EVALUATION = RETENTION OF APITUDE AND INITIAL RATE = DOPMENTAL READING COURSE = MEASURABLE = READING ACHIEVEMENT = WORD CHALLENGE, A VOCABULARY = LETTERMAN: A PHONICS ALLUSIONS = CAT- A GAMES, GAMES, THOSE WITH A 'NEED TO KNOW' (METHODS, GAMES, = ACHIEVEMENT TEST = COMPARISON OF THE EXPERIENCES WITH READING IMPROVEMENT IN = THE IMPACT OF READING (READING IN WHY IS READING SO SPECIAL? (READING IN BILITY, SYNTACTIC TRANSFORMATIONS, AND = OSE RESPONSIBILITY? (COLLEGE PROGRAMS, DEVELOPMENTAL READING CLASS IN EIGHTH = THE READING INTERESTS OF EIGHTH- = SHAKESPEARE IN D BOOK REPORTS - AN INFORMAL SURVEY OF = TEACHING MAP READING SKILLS IN = THE PREDICTION OF CHANGE IN EASED READING EFFICIENCY UPON SEMESTER THE SRA READING LABORATORY AND FOURTH = A SEVENTH- = A THIRD- FRESHMAN READING PROGRAM = MAGAZINE A FRESHMEN = SPEEDING UP RE FRESHMEN = PERSONALITY PATTERNS FRESHMEN = THE EFFECTS OF A COLLEGE READING FRESHMEN (BUSINESS COLLEGE PROGRAMS) = REM RESULTS FRESHMEN TEACHERS = FIRST-AY FRY'S GRAPHS TO DESCRIBE THE VARIATION OF READ GAIN AT THE COLLEGE LEVEL GAIN COMPETENCE IN TEACHING READING GAIN FOR UPCOMING STUDENTS = METHOD GAINS GAINS IN A COLLEGE READING IMPROVEMENT PROGRAM GAINS IN READING ACHIEVEMENT GAINS IN READING AFTER FIVE SEMESTERS (READIN GAINS IN READING SPEED COMPARED WITH ACADEMIC GAINS MADE BY HIGH SCHOOL STUDENTS IN A DEVELOPMENTAL READING PROGRAM IN ADULTS IN AIR FORCE PROGRAM GAINS OF ADULTS IN AIR FORCE PROGRAM GAINS MADE BY HIGH SCHOOL STUDENTS IN A DEVELOPMENTAL READING PROGRAM GAINS IN READING AFTER FIVE SEMESTERS (READIN FUNDAMENTAL READING SKILL = GROUPING PUPILS GADGETS (DEVICES, STUDY SKILLS, COLLEGE PROGRAM GAIN SCORES IN THE READING PROGRAM = METHOD GAIN FOR UPWARD BOUND STUDENTS GAIN COMPETENCE IN TEACHING READING GAIN FOR UPCOMING STUDENTS = METHOD GAINS GAINS IN A COLLEGE READING IMPROVEMENT PROGRAM GAINS IN READING ACHIEVEMENT GAINS IN READING AFTER FIVE SEMESTERS (READIN GAINS IN READING SPEED COMPARED WITH ACADEMIC GAINS MADE BY HIGH SCHOOL STUDENTS IN A DEVELOPMENTAL READING PROGRAM IN ADULTS IN AIR FORCE PROGRAM GAINS MADE BY HIGH SCHOOL STUDENTS IN A DEVELOPMENTAL READING PROGRAM GAINS IN READING AFTER FIVE SEMESTERS (READIN GAIN AT THE COLLEGE LEVEL GAIN COMPETENCE IN TEACHING READING GAIN FOR UPCOMING STUDENTS = METHOD GAINS GAINS IN A COLLEGE READING IMPROVEMENT PROGRAM GAINS IN READING ACHIEVEMENT GAINS IN READING AFTER FIVE SEMESTERS (READIN GAINS IN READING SPEED COMPARED WITH ACADEMIC GAINS MADE BY HIGH SCHOOL STUDENTS IN A DEVELOPMENTAL READING PROGRAM IN ADULTS IN AIR FORCE PROGRAM GAINS MADE BY HIGH SCHOOL STUDENTS IN A DEVELOPMENTAL READING PROGRAM GAINS IN READING AFTER FIVE SEMESTERS (READIN GAIN AT THE COLLEGE LEVEL GAIN COMPETENCE IN TEACHING READING GAIN FOR UPCOMING STUDENTS = METHOD GAINS GAINS IN A COLLEGE READING IMPROVEMENT PROGRAM GAINS IN READING ACHIEVEMENT GAINS IN READING AFTER FIVE SEMESTERS (READIN GAINS IN READING SPEED COMPARED WITH ACADEMIC GAINS MADE BY HIGH SCHOOL STUDENTS IN A DEVELOPMENTAL READING PROGRAM IN ADULTS IN AIR FORCE PROGRAM GAINS MADE BY HIGH SCHOOL STUDENTS IN A DEVELOPMENTAL READING PROGRAM GAINS IN READING AFTER FIVE SEMESTERS (READIN GAIN AT THE COLLEGE LEVEL GAIN COMPETENCE IN TEACHING READING GAIN FOR UPCOMING STUDENTS = METHOD GAINS GAINS IN A COLLEGE READING IMPROVEMENT PROGRAM GAINS IN READING ACHIEVEMENT GAINS IN READING AFTER FIVE SEMESTERS (READIN GAINS IN READING SPEED COMPARED WITH ACADEMIC GAINS MADE BY HIGH SCHOOL STUDENTS IN A DEVELOPMENTAL READING PROGRAM IN ADULTS IN AIR FORCE PROGRAM GAINS MADE BY HIGH SCHOOL STUDENTS IN A DEVELOPMENTAL READING PROGRAM GAINS IN READING AFTER FIVE SEMESTERS (READIN GAIN AT THE COLLEGE LEVEL GAIN COMPETENCE IN TEACHING READING GAIN FOR UPCOMING STUDENTS = METHOD GAINS GAINS IN A COLLEGE READING IMPROVEMENT PROGRAM GAINS IN READING ACHIEVEMENT GAINS IN READING AFTER FIVE SEMESTERS (READIN GAINS IN READING SPEED COMPARED WITH ACADEMIC GAINS MADE BY HIGH SCHOOL STUDENTS IN A DEVELOPMENTAL READING PROGRAM IN ADULTS IN AIR FORCE PROGRAM GAINS MADE BY HIGH SCHOOL STUDENTS IN A DEVELOPMENTAL READING PROGRAM GAINS IN READING AFTER FIVE SEMESTERS (READIN
READING ABILITY OF CHILDREN AND FAMILY

ABILITY = ON THE NATURE OF THE
= A REVIEW OF THEM
= CORRECTIVE READING AT
= SUMMER
= A SELF-
= HIGH SCHOOL STUDENTS
= PUPIL SELF-
= CONTENT TEXTBOOK:
= SPEEDING UP READING: A SELF-

HAPPINESS IS (PROGRAMS, TUTORING)
HARMONY
HARRIS CRITIQUE OF THE NATURE OF READING DISA
HAWKINS’ BENJAMIN: READING AND BEYOND
HAWTHORNE HIGH SCHOOL
HEAD START FOR DISADVANTAGED COLLEGE FRESHMAN
HELP APPROACH TO BETTER SPELLING
HELP CHILDREN IN SPECIAL COURSE (TUTORING)
HELP IN WHOLE CLASS SETTING (DIAGNOSIS)
HELP OR HINDRANCE?
HELP PROGRAM FOR COLLEGE FRESHMEN
HELP THE NEEDY (INSTRUCTIONAL METHODS)
HELP? (PROGRAM EVALUATION)
HELPING SECONDARY SCHOOL TEACHERS GAIN COMPET
HELPING STUDENTS IMPROVE IN READING
HELPING STUDENTS TO APPRECIATE LITERATURE
HETEROGENEOUS CLASS
HIGH
HIGH
HIGH (SECONDARY PROGRAMS)
HIGH AND LOW ACHIEVEMENT STUDENTS: PRIMING
HIGH AND LOW READING ABILITY = A STUDY OF
HIGH BOASTS SUPER STARS (SECONDARY PROGRAMS)
HIGH READERS
HIGH READING PROGRAMS
HIGH SCHOOL = A PRACTICA
HIGH SCHOOL = SUPERVISIO
HIGH SCHOOL
HIGH SCHOOL = IMPROVING THE
HIGH SCHOOL
HIGH SCHOOL
HIGH SCHOOL
HIGH SCHOOL
HIGH SCHOOL
HIGH SCHOOL
HIGH SCHOOL
HIGH SCHOOL = CONDUCTIN
HIGH SCHOOL
HIGH SCHOOL (ATTITUDES, INTERESTS)
HIGH SCHOOL (MATERIALS, READABILITY)
HIGH SCHOOL AND COLLEGE
HIGH SCHOOL AND COLLEGE = WHAT CURRE
HIGH SCHOOL AND COLLEGE LEVELS = INTELLECTU
HIGH SCHOOL AND COLLEGE READING
HIGH SCHOOL DEVELOPMENTAL READING PROGRAM
HIGH SCHOOL ENGLISH CLASSES
HIGH SCHOOL PHYSICS STUDENTS
HIGH SCHOOL PRINCIPAL
HIGH SCHOOL PUPILS = EVALUATION OF A
HIGH SCHOOL READING - 1958 (REVIEWS, BIBLIOGR
HIGH SCHOOL READING - 1959 (REVIEWS, BIBLIOGR
HIGH SCHOOL READING - 1960 (REVIEWS, BIBLIOGR
HIGH SCHOOL READING - 1961 (REVIEWS, BIBLIOGR
HIGH SCHOOL READING - 1962 (REVIEWS, BIBLIOGR
JOHN CARTER HANTLA
HAZEL G. SEIGLER
DONALD E.P. SMITH
MARGARET J. EARLY
IRWIN H. FIELDS
MARTIN KLINK
MARTHA J. MAXWELL
Marilyn J. Renfro
SERENA NIENTED
WALTER HILL
LEWIS E. WEEKS
DOROTHY RUBIN
MARGARET FIEDLER
DAVID L. SHEPHERD
WALTER G. PATTERSON
WALTER J. PAUK
JAMES E. TAINING
JILL CATHERINE FRANKE
JUDITH B. SCHAUMBERG
MARIE NORTH
STEVEN DEVAN
WALLACE RAMSEY
PAULETTE M. GRUBER
MARILYN NOVIUS
PEARL B. JEFFERS
WILLIAM R. MOORE
ROBERT A. MC CRACKEN
ELIZABETH A. BRUECKMA
IDA MC CORNICK
MYRTLE D. TOOPS
IRWIN H. FIELDS
JO M. STANCFIELD
BETTYLEE FULTS MARQUI
U. BERKLEY ELLIS
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SALLY C. BERKEY
WILLIAM, K. DURR
HERBERT J. WALBERG
DONALD L. CLELAND
MARVIN GLOCK
H. ALAN ROBINSON
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H. ALAN ROBINSON
H. ALAN ROBINSON
- 25 -
IN-SERVICE READING PROGRAM?

READING FOR UNITED AUTOMOBILE WORKERS =

TORING AND HYPNOTHERAPY =

ADING FOR UNITED AUTOMOBILE WORKERS =

ORY METHOD =

JUNIOR HIGH SCHOOL =

STUDY SKILLS NEED =

WHY NOT A PRE-

Y METHOD =

IMPROVEMENT =

ADE POINT AVERAGES =

THE EFFECT OF =

HYPNOSIS AS AN AID TO =

VERTICAL METHODS OF =

EFFECTIVENESS OF FOUR METHODS OF =

MECHANICAL DEVICES FOR =

S) =

DEVELOPING =

AMERICAN IMPROVEMENT FOR DISADVANTAGED AMERICAN =

EVIEW OF INTENSIVE READING PROGRAMS IN =

SECONDARY READING PROGRAMS IN =

RESIDUAL GAIN AS A MEASURE OF =

THE LIMITS OF =

ENGLISH =

SS TAUGHT ME =

THE BEST LAI PLANS ARE =

INFORMAL SKILLS ASSESSMENT FOR =

UNDO =

TURNING TO =

R COLLEGES =

CONDUCTING AN =

PUPIL ATTITUDES TOWARD READ IN AUTO I =

HONEST (CONTENT AREA: =

EADING AND GRAPHIC ARTS (CONTENT AREA: =

MOBILE WORKERS =

IMPROVING READING OF =

A READING IMPROVEMENT PROGRAM IN =

ADING IMPROVEMENT FOR WOMEN AND MEN IN =

SOME FACTORS THAT =

THE =

AND BEHAVIOR =

Y COULD READ -WHAT HAPPENED? (PARENTAL =

SOCIAL-CULTURAL =

HOW USEFUL ARE =

INSTRUCTION =

FREE READING AND BOOK REPORTS - AN =

THE HUMAN READING PROCESS AND

IMPROVING CONTENT AREA INSTRUCTION IN THE MID

IMPROVING PREPARATION OF SECONDARY TEACHERS

IMPROVING READING ABILITY THROUGH COMBINED TU

IMPROVING READING OF INDUSTRIAL WORKERS, DEVE

IMPROVING READING/WRITING/STUDY SKILLS

IMPROVING STUDENTS' READING HABITS: A LABORAT

IMPROVING STUDY SKILLS

IMPROVING THE READING ACHIEVEMENT LEVEL IN A

IMPROVING TOO

IN-SERVICE READING PROGRAM?

IN-SERVICE TRAINING FOR THE SQ3R READING-STUD

IN-SERVICE: ON WHOSE TIME?

INCREASE IN MEASURED I.Q.

INCREASED BUSINESS EFFICIENCY THROUGH READING

INCREASED RATE OF READING OF COLLEGE STUDENTS

INCREASED READING EFFICIENCY UPON SEMESTER GR

INCREASING ADULT READING EFFICIENCY

INCREASING RATE OF READING A FOREIGN LANGUAGE

INCREASING RATES OF COMPREHENSION

INCREASING READING RATE, COMPREHENSION, AND F

INCREASING SPEED OF READING

INCREASING UNDERSTANDING IN CONTENT READING

INCREMENTAL READING AT COLLEGE LEVEL (PROGRAM

INCREASING UNDERSTANDING OF CONTENT READING

INCREMENTAL AT READING LEVEL (PROGRAM

INDEPENDENT LEARNERS IN THE COMMUNITY COLLEGE

INDIAN CHILDREN AND THE READING PROGRAM

INDIAN CULTURE AND THE READING PROGRAM

INDIAN YOUTH = READING

INDIANA SECONDARY SCHOOLS = A R

INDIANA: STATUS AND NEEDS

INDIVIDUAL DIFFERENCES IN READING IMPROVEMENT

INDIVIDUAL READING (READING PROCESS)

INDIVIDUALIZATION OF INSTRUCTION IN FRESHMAN

INDIVIDUALIZED (CONTENT AREA: ENGLISH, METHODS

INDIVIDUALIZED INSTRUCTION

INDIVIDUALIZED INSTRUCTION: READING IN THE RO

INDIVIDUALIZED READING INSTRUCTION IN TWO-YEA

INDIVIDUALIZED READING PROGRAM IN HIGH SCHOOL

INDIVIDUALIZING READING ASSIGNMENTS

INDIVIDUALLY PRESCRIBED LAB PROGRAMS

INDUSTRIAL EDUCATION) = THEY LEARN TO

INDUSTRIAL EDUCATION) = PROJECT BOOKMARK: R

INDUSTRIAL WORKERS, DEVELOPMENTAL READING FOR

INDUSTRY

INDUSTRY = RE

INFLUENCE ACADEMIC ACHIEVEMENT

INFLUENCE OF A TUTORIAL PROGRAM UPON TUTORS

INFLUENCE OF READING ON CONCEPTS, ATTITUDES, =

INFLUENCE) = JOHNN

INFLUENCES AND READING

INFORMAL READING TESTS

INFORMAL SKILLS ASSESSMENT FOR INDIVIDUALIZED

INFORMAL SURVEY OF GRADE ELEVEN

INFORMAL TESTING IN VO-ED READING

INFORMATION CHANNELS OF COMMUNICATION SYSTEMS

RICHARD L. ALLINGTON 18 6 455

HAROLD H. ROEDER 17 8 604

HALLACK MC CORD 7 2 142

WILLIAM H. HASTINGS 9 4 253

MARILYN G. EANET 10 8 647

LOREN V. GRISSEM 2 1 69

PAUL C. BERG 9 5 343

IDA MC CORMICK 12 8 627

ESTHER J. MC CONIHE 1 2 40

MARY JANE GRAY 10 1 33

HELEN L. STILES 6 2 126

HALLACK MC CORD 12 2 109

HALLACK MC CORD 5 3 214

EARL A. TAYLOR 2 3 62

RONTA U. LAFFITTE 7 3 165

MICHAEL J. BELCHER 14 6 381

HALLACK MC CORD 6 1 64

CARMEN J. CARSSELO 14 3 171

FLORENCE SCHAL 6 5 296

LEONARD S. BRAAM 11 5 346

CARL L. ROSEN 10 8 569

T. STEVENSON HANSELL 19 4 307

LOIS B. MUEHL 15 4 267

JOHN D. MALONE 17 6 467

WILLIAM L. E. PHILLION 12 7 553

ANNA LEE STENSLAND 15 1 22

RAYMOND L. KIMBALL 15 5 342

ERNEST W. BINNE 3 4 276

ROGER FARR 13 4 269

EARL F. RANKIN 8 5 224

ISIDORE LEVINE 10 3 156

PHILLIP SHAW 7 3 150

M. JERRY WEISS 2 1 9

KENNETH R. AHRENDT 17 1 52

BETTY ELZA 19 2 125

MARY ANN HENDERSON 19 6 464

JERRY L. WALKER 6 5 291

RICHARD A. EARLE 16 7 550

FRANCES BENNIE 17 2 108

ROBERT G. BOSANKO 19 1 33

M. J. CONROY 15 1 60

WILLIAM H. HASTINGS 9 4 283

EARL D. WEBB 1 2 27

PAUL M. HOLLINGSWORTH 9 4 254

WALTER PAUK 15 6 425

KATHLEEN T. MC WHORTE 14 4 221

FEHL L. SHIRLEY 12 5 369

J.A. THAYER 13 7 501

ALBERT J. MURPHYS 14 3 254

JOSPEH P. KENDER 11 5 337

KENNETH R. AHRENDT 17 1 52

DANIEL D. GALLO 11 7 532

THOMAS L. DERBY 18 7 541

ANNE PHILLIPS MC CREA 8 6 363
<table>
<thead>
<tr>
<th>Name</th>
<th>Contribution</th>
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<tbody>
<tr>
<td>DAVE CAPUZZI</td>
<td>16 6 453</td>
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= LEARNING CENTERS FOR READING IN
= BOOK SHOPPE BONANZA AT BURLEIGH
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= THE READING SPECIALIST IN THE
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= INTEREST IN RECREATIONAL READING
= SUCCESSFUL PRACTICES IN A
= TEXTBOOK AND LIBRARY USAGE IN
= JOURNEYS: ANOTHER LOOK AT THE
= NEW READING MATERIAL: THE
= LIVING UNDERWATER WITH DISADVANTAGED
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JUNIOR HIGH SCHOOL STUDENTS
JUNIOR HIGH SCHOOL SUMMER READING PROGRAM
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LAB UNIONS
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LABORATORY AND FOURTH GRADE PUPILS
LABORATORY ASSISTANTS = A READING
LABORATORY METHOD =
LABORATORY WORK
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LANGUAGE
LANGUAGE ARTS
LANGUAGE ARTS PROGRAM FOR DISTURBED ADOLESCEN
LANGUAGE DEVELOPMENT = MEX

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ROGER FARR 17 6 592
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RICHARD W. BURNETT 9 5 322
JR STAFF 15 8 613
RACHEL M. BOYD 14 3 173
STANLEY E. BOCHTLER 17 7 527
JOHN T. BECKER 13 4 281
HAROLD NEWMAN 9 2 106
PHYLLIS ANDERSON WOOD 19 6 628
JAMES E. THIXING 15 5 347
WARREN D. FORTENBERRY 5 1 67
GENE KERSTIENS 15 1 32
ROBERT E. MOORE 9 5 329
JILL CATHERINE FRANKE 19 3 243
JUDITH B. SCHUMBERG 15 1 47
PAULETTE N. GRIBER 16 8 600
MARY BAY WARREN 17 5 373
PEARL B. JEFFERS 15 4 264
JO M. STANFIELD 8 5 301
ROBERT A. MC CRACKEN 11 4 276
MYRTLE D. TOOPS 1 4 67
IDA McCORRICK 12 6 627
U. BERKLEY ELLIS 6 7 41
THOMAS E. NEALON 9 4 256
JOHN F. CAHLY 9 1 26
MARY BAY WARREN 5 4 245
DEBORAH ELKINS 8 4 245
ANTHONY T. SOARES 11 1 14
RUTH G. VIOX 11 4 205
LOUIS E. BARRILLEUX 11 3 192
SHARON ISAACSON RITT 19 8 627
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SARAH RYDER 11 4 260
HARRIET A. ROSE 8 2 126
A.V. MANZO 13 5 367
GAIL CRAWFORD 15 1 36
JOHN T. BECKER 13 4 281
MICHAEL PENDRAK 17 6 453
FRANCES BENRICK 17 2 108
LISA PORTMAN 10 1 29
M. MARIA KEGAN 6 1 65
MARTHA J. MAXWELL 9 6 402
MARTHA J. MAXWELL 5 3 182
REAGINZ L. JONES 5 1 36
S. DONALD MARANI 11 6 615
LOREN V. GRISSUM 2 1 69
OSCAR S. CAUSEY 2 4 3
ANTHONY J. DI DIASIO 10 4 262
WENDU M. HEWET 14 3 171
CARMEN J. CARSALLO 15 3 209
AUDREY GOMON 19 3 208
ROBERT L. AARON 17 6 467
RICARDO L. GARCIA 17 6 467
How much do community college students' reading ability in English? (English second language instruction related to primary language learning: a linguistic view = language = why many Appalachian children are at risk = language = will instruction in reading span language-experience attack on adolescent illiteracy?) = an Achilles heel in reading comprehension = large reading classes in college = law

Law students = learn (content area: math)
Learn from their textbooks? (comprehension)
Learn to read in auto I = honest (content area are learners in the community college)
Learning' words: evaluating vocabulary development
Learning
Learning (secondary programs, tutoring)
Learning by doing (instructional methods)
Learning center: plans, problems and progress
Learning centers for reading in junior high
Learning disabilities - what's in a name?
Learning disabilities
Learning disability and reading personnel?
Learning environment = condition
Learning experience in teaching adults to read
Learning for underachieving adolescents
Learning in a limited time (study skills)
Learning in several directions
Learning process: shared learning experience
Learning skills taught in high schools
Learning stations approach to vocabulary pract
Learning stations: how to in the middle grade
Learning to read short stories
Learnings: a linguistic view = reading I
Lee-Clark reading readiness test = the reli
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Legislative activities and involvement - ten
Letterman: a phonics game
Level: a program of involvement = preserv
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Language experience with potential school dropouts
Language interference and teaching the Chicano
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Pottery is creative too

Pottery, comprehension skills)
Point reinforcer system
Poor readers be detected during pre-school ye
Poor readers compared with college freshmen
Poor readers in high school and college
Poor readers
Pop/Rock lyrics: poetry and reading
Potential school dropouts
Potential: appraisal or prediction
Potentially poor readers be detected during p
Power (correlates of reading)
Power builders
Practical criticism of I.A. Richards and readi
Practical note on readability formulas
Practical program for developmental reading I
Practical uses for speeded reading
Practice: using a le
Practice in reading
Practice in the techniques of better reading
Practice: materials = teaching reading and l
Practice: the teacher = teaching reading and p
Practices in a Junior high school summer read
Practices in college and adult developmental
Practices in reading programs in secondary sc
Practices on student enjoyment and interpreta
Practices: an assignment = teaching reading
Pre-College reading program
Pre-College Reading at the University
Pre-in-service reading program?
Pre-school years? (beginning reading, diagnosis
Pre-testing and the efficiency of paragraph r
Pre-convention spotlight (international reading
Predict college performance?
Predict success in college = re
Predicted? (correlates of reading: intelligen
Prediction
Prediction of change in grade point average f
Predictions and performance
Predictions: essential to critical reading
Predictive of reading growth?
Predictive validity of the Lee-Clark reading
Predictive: you can teach students to follow di
Preparation at the graduate level
Preparation for teaching reading
Preparation for the teachers of reading
Preparation of a reading teacher: a program m
Preparation of professionals in reading (pers
Preparation of secondary teachers
Preparation-for-college program
Prepared material for slow readers
Preparing future secondary teachers in readin

Howard B. Goodrich 
Norman Freedman 
Richard C. Sinatra 
Elie T. Ross 
Alton L. Raygor 
Arthur S. Mc Donald 
Rene J. Racette 
Nancy Larrick 
Joseph P. Mulligan 
Arthur S. Mc Donald 
Elie T. Ross 
Ralph W. House 
Ellen Rosen 
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Karl Koenke 
Walter Pauk 
William R. Moore 
Lois B. Muehl 
Larry L. Chance 
Terry D. Johnson 
C. W. Kenworthy 
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Ruth G. Vick 
Marjorie White Geerlo 
Harold V. Graham 
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Saul Bacher 
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Richard C. Wilson 
Martin H. Astor 
Isabella H. Toussaint 
Arthur S. Mc Donald 
Paul T. King 
Lawrence E. Hafner 
Ronald L. Cramer 
Walter Ramsey 
James C. Dobson 
Barbara McCullough 
Sam V. Daviau 
David Flight 
Ruth Strang 
Frank J. Gubczak 
George E. Mason 
Harold H. Roeder 
Esther J. Mc Conime 
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OR ENTERING FRESHMEN (BUSINESS COLLEGE CHANGES "NO, I CAN'T" TO "YES, I CAN")

UDENTS: WHOSE RESPONSIBILITY? (COLLEGE = COLLEGIANS CONTRACT FOR READING ( = GENIUSES AT WORK (ELEMENTARY = AN EXPERIENCE IN READING ( = INNATE ILLITERACY (ADULT = TEACHER)

A LEARNING CENTER: PLANS, PROBLEMS AND SHIP OF SCHOLASTIC APITUDE FACTORS TO F WICHITA = DROPOUT RATE AND ACADEMIC ONTENT AREA: INDUSTRIAL EDUCATION) = HMENT ) = ENT AREAS) = IRA

S OF READING: VISION) = = A STRUCTURE APPROACH TO = READING IMAGINATIVE = PROVIDING FIELD EXPERIENCES FOR ORED RESEARCH IN READING: PROJECTS AND = = A NOTE ON THE USE OF THE

RY READING = USING T: A COMBINED AUDITORY, FUNCTIONAL AND AND THEIR IMPLICATIONS FOR READING = = READING IMPROVEMENT AND = = HANDEDNESS AND = = CURRENT ISSUES - THE CATECHISM AND STRATEGIES (PROFESSIONAL

D LAB PROGRAMS = =

RA READING LABORATORY AND FOURTH GRADE = READING DEFICIENCIES AMONG ABLE PROGRAM FOR ABOVE-AVERAGE HIGH SCHOOL FUNDAMENTAL READING SKILL = GROUPING A STUDY OF SALIENT CHARACTERISTICS OF

ING RATES AND TECHNIQUES ACCORDING TO APPRECIATION = ELOPMENT OF EVALUATION INSTRUMENTS FOR EFFECTS OF READING FOR TWO PARTICULAR ASSROOM DEMONSTRATION FOR MOTIVATIONAL CRITICAL READING = SETTING EM FACING SECONDARY EDUCATION (TEACHER E READING COURSES? (READING PERSONNEL, = ENCOURAGING

PROGRAMS = RESULTS OF A MANDATORY STUDY COU

PROGRAMS = UPWARD BOUND AT HOFSTRA UNIVERSI

PROGRAMS, GIFTED) = SLOW-STARTING ST

PROGRAMS, INSTRUCTIONAL METHODS)

PROGRAMS, MEDIA)

PROGRAMS, METHODS)

PROGRAMS, PRISONS)

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PROGRAMS, TUTORING) = P

PROGRAMS, TUTORING) =

PROGRAMS: CAN THEY BE JUSTIFIED?

PROGRESS = DEVELOPING

PROGRESS IN A COLLEGE READING COURSE = THE R

PROGRESS OF TWO GROUPS OF STUDENTS ENROLLED A PROJECT BOOKMARK: READING AND GRAPHIC ARTS (C

PROJECT C.A.R.E. ( CONTENT AREA READING ENRIC

PROJECT COMPASS: AN OVERVIEW (INSERVICE, CONT

PROJECT FOR NINTH-GRADE STUDENTS PROJECTS AND PROSPECTS

PROJECTS TO CREATE CREATIVITY IN EDUCATION

PROLEGOMENA TO READING INSTRUCTION (CORRELATE PRONOUNCING UNFAMILIAR WORDS (VOCABULARY)

PROSE: THE CATEGORY SYSTEM

PROSPECTIVE CONSULTANTS

PROSPECTS = SPONS

PSYCHO-ECOLOGY AND READING FAILURE

PSYCHOGALVANOMETER (MATERIALS, DEVICES)

PSYCHOLOGICAL KNOWLEDGE TO IMPROVE SECOND PRINCIPLES APPROACH = NOTETAKING IMPROVEMENT

PSYCHOLOGICAL EXAMINATIONS OF HENER DIMENSION

PSYCHOLOGICAL ORIENTATION

PSYCHOMOTOR SKILLS

PUBLIC COLLEGE

PUBLICATIONS) = AUTHOR AND EDITOR: PUBLISHING OUTLETS FOR STUDENT WRITING

PUPIL ATTITUDES TOWARD INDIVIDUALLY PRESCRIBE PUPIL SELF-HELP IN WHOLE CLASS SETTING IDIAGN

PUPILS = THE S

PUPILS = EVALUATION OF A STUDY SKILLS

PUPILS AND ADULTS IN TERMS OF SIGHT VOCABULAR

PUPILS OF HIGH AND LOW READING ABILITY

PURDUE'S DEVELOPMENTAL READING PROGRAM

PURPOSE = A SURVEY OF THE FLEXIBILITY OF REA

PURPOSE IN READING FOR CHILDREN (LITERATURE A PURPOSEFUL READING = THE DEV

PURPOSES = THE

PURPOSES = A CL

PURPOSES AND MAKING PREDICTIONS: ESSENTIAL TO QUALIFICATIONS) = SHOULD ALL TEACHERS TAKE M QUALITY READING (APPRECIATION, MOTIVATION)

QUALITY READING PROGRAMES AT BARGAIN BASEMENT

QUALITY READING: AN INTRODUCTION (INSTRUCTIO

MORTIMER R. FEINBERG 5 2 95
MARY LEE RUSHMORE 13 2 119
DONALD E. P. SMITH 5 1 61
ELINOR P. ROSS 17 1 40
JUDITH H. COHEN 13 4 275
RALPH E. BILLET 6 4 172
RICHARD W. CORTWRIGHT 8 3 163
RITA BEAN 16 2 120
MAXINE D. COHN 14 2 109
JOHN CARTER HANTLA 14 4 244
JACK W. HUMPHREY 15 1 50
MARTHA J. MAXWELL 18 5 660
J. WESLEY SCHNEIDER 7 4 261
EVELYN A. HINTON 4 4 272
MICHAEL T. CONROY 15 1 60
JACK CASSIDY 17 3 192
THOMAS H. ESTES 16 7 520
ARLENE VON HORN 17 7 476
WARREN G. CUTTS 8 6 378
SHELDON UMANS 10 8 542
HARRY R. WARFEL 1 3 35
HELEN S. WOLF 17 5 356
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NANCY MAVROGENES 14 8 280
SHIRLEY AARONSON 19 1 8
WENDELL W. WEAVER 13 1 230
BARBARA ANN BECHER 4 3 133
CAROLYN B. MC CONVILL 4 1 47
RUBY W. MARTIN 16 4 215
GEORGE B. SCHICK 16 1 50
SUSAN WARFIELD BRENN 19 6 472
FRANCES BENNIE 17 2 108
SERENA NIENSTED 15 3 222
REGINALD L. JONES 5 1 36
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MARVIN GLOCK 7 4 283
EARL A. TAYLOR 5 3 164
WALLACE RAMSEY 5 2 87
M.M. MAY 2 4 644
SISTER M. HERCULOANE 4 3 207
SISTER MARY HARRIETTA 5 2 139
HELEN K. SMITH 1 1 17
RICHARD J. SMITH 12 2 134
JOHN C. WRIGHT 5 4 282
ROSHA L. CRAMER 13 4 289
SHELDON N. RUSSELL 17 8 260
EDWARD B. FYR 19 8 614
EDWIN SMITH 4 1 61
NICHOLAS P. CRISCUOLO 18 2 127
ISIDORE LEVINE 15 8 576

367
QUEST PROCEDURE (COMPREHENSION SKILLS)
QUESTION OF STRUCTURE IN THE SPELLING OF CERT
QUESTION IN CONTENT READING
QUESTION IS NOT THE ANSWER
QUESTIONS
QUESTIONS ON OBJECTIVES
QUESTIONS: AN INSTRUCTIONAL-DIAGNOSTIC TOOL
QUESTIONS: EXAMPLES = PASSA
RACIAL COMPARISON
RACIAL CULTURAL FACTORS)
RACIAL CULTURAL FACTORS, DIALECTS) = CAVEAT
RAMA: A SUPPLEMENT TO THE TRADITIONAL COLLEGE
RAMA: THE CONTENT TEACHER'S BEST FRIEND
RAPID READING: USES AND ABUSES
RATE = INTERNAL
RATE = GAINS IN READING SPEED COMPARE
RATE AND ACADEMIC PROGRESS OF TWO GROUPS OF S
RATE AND COMPREHENSION
RATE AND READING FLEXIBILITY
RATE AND STUDY-TIME DEMANDS ON SECONDARY STUDENT
RATE GAIN AT THE COLLEGE LEVEL
RATE IMPROVEMENT OR SUCCESS FOR THE WRONG READER
RATE IN 1908
RATE INCREASE THROUGH THE MAIL
RATE OF READING = AN INVESTIGATION OF AMOUNT
RATE OF READING - A CRUCIAL ISSUE
RATE OF READING A FOREIGN LANGUAGE
RATE OF READING OF COLLEGE STUDENTS
RATE OF READING: A CORRELATION AND TREATMENT
RATE: A RATIONALE FOR COMPETENCY-BASED EDUCATION OF READING
RATIONALE = CBTE A RATIONALE FOR COMPETENCY-BASED EDUCATION OF READING
RATE OF READING (SECONDARY PROGRAMS)
READ 2 = LANGUAGE IN READING
READ . . . (ATTITUDES)
READ (SECONDARY PROGRAMS)
READ - HE'S IN HIGH SCHOOL (DISABLED READERS)
READ - TARGET FOR THE SEVENTIES
READ - WHAT HAPPENED? (PARENTAL INFLUENCE)
READ : FIVE TECHNIQUES THAT WORKED FOR US (SE READING CRITICALLY - OR JOIN THE MOB (READING SKILLS)
= RETARDED COLLEGE
= CURING THE CON ARTIST (DISABLED
CINE FOR READING IMPROVEMENT (DISABLED
= THE HOUSE OF LAST RESORT (DISABLED
BD - A MAJOR SCHOOL PROBLEM (DISABLED
READ - HE'S IN HIGH SCHOOL (DISABLED
ENT IN "LAST CHANCE" READING (DISABLED
= SPECIAL ENGLISH CLASSES FOR POOR
= REMEDIAL
= MATERIALS FOR PROBLEM

MANY APPALACHIAN CHILDREN ARE "PROBLEM
FOR READING = VISUAL
TIVE VALIDITY OF THE LEE-CLARK READING
ULAR MODIFICATION FOR SECONDARY SCHOOL
= CASE STUDIES IN
= ANTI-CYCLOTRON OF
= DOGSLEY DETERMINED TO TEACH
= PANACEAS IN
= THE IMPACT OF
= SECONDARY
= THE EFFECTS OF
L (PROGRAM DESCRIPTION)
= INNOVATIONS
= TAKING STOCK: SECONDARY SCHOOL
= LETTING
= THE LIMITS OF INDIVIDUAL READING ( = READING AS AN EXISTENTIAL ACT ( = WHY IS
THE AREA: ENGLISH, SECONDARY PROGRAMS) = AMS
= A

E IMPROVEMENT OR SUCCESS FOR THE WRONG
= = THE CRITERION

COLLEGE AND ADULT PROGRAMS
= COMMUNITY COLLEGE = A

UDENTS = INTEREST IN SKILLS) = READING, RHETORIC, AND THE LANGUAGE
= SELECTED STUDY-SKILL
NG-STUDY PROGRAM
= ITY/JUNIOR COLLEGE REMEDIAL PROGRAMS - = A BEGINNER'S GUIDE

EMSSION = THE EFFECT OF NON-OVERT TOKEN ( = READING
= SUMMER READING PROGRAM ON A POINT
D FUNCTIONAL ARTICULATORY DISORDERS IN

READERS VIEW THEIR PROBLEMS
= READERS
READERS = MEDI
READERS
READERS = THE READING AIDS
READERS, COURSE DESCRIPTION) = A CLASSROOM E
READERS
READERS: DID PARENTS READ TO THEM AT HOME?
READERS: WHY AREN'T THEY WORKING?
READERS = WE CREATE THE PROBLEMS = LANGUAGE
READINESS AND DEVELOPMENTAL VISUAL PERCEPTION
READINESS TEST = THE RELIABILITY AND PREDICTION
READING = CURRIC

READERS
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READERS = READING (COMPREHENSIVE SKILLS)
READERS = READING (INSTRUCTIONAL METHODS)
READERS = READING (READING IN GENERAL)

READERS = READING - STATE OF THE ART
READERS = READING AND EVOLUTION (INSTRUCTIONAL METHODS)
READERS = READING FOR TWO PARTICULAR PURPOSES
READERS = READING GOES TO JAIL - AND SENDS A WORD TO AL
READERS = READING IN THE SECONDARY SCHOOL: ISSUES AND I... = READING IN THE SEVENTIES
READERS = READING MAKE MORE SENSE (PROGRAMS)
READERS = READING PROCESS)

READERS = READING SO SPECIAL? (READING IN GENERAL)
READERS = READING WHO? PERSONNEL, READING TEACHERS
READERS = READINGS FOR TEENS: AN ELECTIVE UNIT (CONTENT
READERS = READMOBILE TAKES TO THE ROAD (SECONDARY PROGR
READERS = REAP - A STRATEGY FOR IMPROVING READING/WRITING
READERS = REASONING THROUGH READING (CRITICAL READING)
READERS = REASONS = READING RAT

READERS = RECENT DEVELOPMENTS IN GREAT BRITAIN
READERS = RECENT DEVELOPMENTS IN READABILITY APPRAISAL
READERS = RECENT RESEARCH IN COLLEGE AND ADULT READING
READERS = RECENT RESEARCH IN COLLEGE AND ADULT READING
READERS = RECENT RESEARCH IN COLLEGE AND ADULT READING

READERS = RECOMMENDED READING IMPROVEMENT PROGRAM FOR A
READERS = RECREATIONAL READING OF JUNIOR HIGH SCHOOL STUDENTS, REDUCTION OF UNCERTAINTY (MATERIALS, READABILITY DRIVEN TESTING FOR FUNCTIONAL LITERACY
READERS = REFERENCES
READERS = REFERRED AND SELF-INITIATED STUDENTS IN READING

READERS = REFLECTIONS = COMMON

READERS = REFLECTIONS ON READING RESEARCH
READERS = REFORM IN ORTHOGRAPHIES (WORD SKILLS)
READERS = REINFORCED CLOSE PROCEDURE UPON READING COMPREHENSION AND ADULT BASIC EDUCATION
READERS = REINFORCEMENT THROUGH MAGIC SQUARES (INSTRUCTIVE REINFORCEMENT SYSTEM

READERS = RELATION TO READING IN GRADE TWO = AUDITORY

CHARLES C. COFFEY 3 1 64
MADELINE I. HARDY 12 5 379
PAT HICKERSON 13 7 507
RALPH C. STAIGER 5 1 40
PAT HICKERSON 13 4 263
CAROLYN G. ENNS 18 3 132
R. BAIRD SHUMAN 19 1 36
BONITA M. GILLESPIE 18 5 391
RENE J. RACETTE 11 6 441
JEAN F. ROSSMAN 17 8 622
W. JOHN HARKER 15 6 451
VINCENT P. SKINNER 2 130
SISTER M. BERNETTA 52 8 82
JAMES C. DOBSON 6 4 278
JOHN LANDIS 16 5 374
GEORGE J. BECKER 15 6 436
ARNOLD LAZARUS 7 2 141
JACQUELINE CHINN 18 8 599
ALBERT J. HARRIS 16 1 8
GERALD H. MARING 19 6 447
BARBARA F. FREED 17 3 195
RALPH M. WILLIAMS 4 1 3
RICHARD J. SMITH 12 2 134
STANLEY E. BOCHTLER 17 7 527
RICHARD W. BURNET 9 5 322
MARGARET J. EARLY 16 5 364
ANDREAS P. LENHER 12 1 5
ISIDORE LEVINE 10 3 156
RICHARD T. GREEN 18 4 301
LANCE M. GENTILE 19 5 378
S. DONALD MARSH 13 7 519
GAIL B. KETTLEHELL 14 5 309
KAREN M. GATES 14 2 89
Marilyn G. EANET 19 6 647
John S. SIMMONS 8 5 311
GEORGE D. SPACHE 7 1 2
JOHN E. MERRIT 17 5 367
ALBERT J. KINGSTON 11 1 44
EDWARD G. SUMMERS 6 1 5
DANIEL G. SAYLES 4 4 217
SAVIN COHEN 9 3 163
ANTHONY T. SOARES 11 1 24
WILLIAM S. PALMER 17 7 552
THOMAS F. MCDONALD 17 5 363
A GARR CRANNEY 10 3 185
CHARLES A. DARBY 9 3 186
HOWARD M. EVANS 16 1 38
ANN B. NUERNBERGER 16 8 634
EMMETT ALBERT BETTS 17 2 132
ANDREW J. HEITZMAN AN 11 3 213
ANDREW J. HEITZMAN 15 5 330
RICHARD T. VACCA 18 6 567
RICHARD C. SINATRA 16 5 395
SISTER M. CABRINI C.S 7 1 24
STILL A MATTER OF FAITH

TEACHER ESTIMATES OF READING LEVELS

UCTION IN BRITISH COLUMBIA'S SECONDARY

ABILITY IN READING ENGLISH? (ENGLISH

EDUCATION =

COMPUTING AND EVALUATING RESIDUAL GAIN

= STARTING FROM

= HIGH SCHOOL

= COMPARABLE CLOSE

= COMPARABLE CLOSE

= TEACHER ESTIMATES OF READING LEVELS

= SPEED READING

= A CRUCIAL PROBLEM FACING

= COGNITIVE SKILLS DEVELOPMENT FOR

= PRE-SERVICE READING INSTRUCTION AT THE

= A SIGN THAT ALL CAN READ

= FIVE TECHNIQUES THAT WORKED FOR US

= THE FIRST YEAR

= JUNIOR HIGH BOATS SUPER STARS

= READING AS AN ELECTIVE

= READING AT NORTH CENTRAL HIGH

= PAIRING OF REMEDIAL STUDENT

= AS A TEACHER I'VE BEEN LEARNING

= PAIRING OF REMEDIAL STUDENTS

= PSYCHOLINGUISTIC KNOWLEDGE TO IMPROVE

SCHOOL TEXTBOOKS: ASSOCIATION WITH CONTENT AREA

SCHOOL YEARS? (BEGINNING READING, DIAGNOSIS)

SCHOOL: HOW IT BEGAN AND HOW IT ENDED

SCHOOL: ISSUES AND INNOVATIONS

SCHOOLS = THE ST

SCHOOLS = READING INSTR

SCHOOLS = THE MEAN

SCHOOLS = MASS MEDIA IN SECONDARY

SCHOOLS = SELF-CONTAINED,

SCHOOLS = A REVIEW OF INTENSIVE

SCHOOLS = BLACK STUDIES AND PARAPROFESSIONAL

SCHOOLS - STILL A MATTER OF FAITH

SCHOOLS IN CALIFORNIA = PRESENT PRAC

SCHOOLS OF THOUGHT

SCHOOLS?:

SCHOOLS: HOW DO THEY READ?

SCIENCE

SCIENCE - LEARNING IN SEVERAL DIRECTIONS

SCIENCE FICTION AS A MODE FOR INTERDISCIPLINA

SCIENCE FICTION IN A JUNIOR COLLEGE READING P

SCIENCE READING

SCIENCE WORDS STUDENTS KNOW

SCORES = COMPARABLE CLOSE

SCORES = COMPARABLE CLOSE

SCORES = TEACHER ESTIMATES OF READING LEVELS

SCORES IN PERSPECTIVE

SCORES IN THE READING PROGRAM = METHODS OF

SCORES USING THE DALE-CHALL FORMULA = A TABL

SCRATCH (INSERVICE)

SCREENING AND DEVELOPMENT OF THE REMEDIAL REA

SEAFORD COMMUNITY = REMEDIAL READING A

SECOND LANGUAGE = WILL INSTRUCTION IN READI

SECONDARY AND ADULT EDUCATION

SECONDARY AND COLLEGE READING TESTS

SECONDARY CONSULTANT: REMEDIAL TEACHER OF CON

SECONDARY EDUCATION (TEACHER QUALIFICATIONS)

SECONDARY ENGLISH TEACHERS

SECONDARY LEARNING PROGRAM OF INVOLVEMENT =

SECONDARY PROGRAMS

SECONDARY PROGRAMS

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SECONDARY PROGRAMS

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SECONDARY PROGRAMS

SECONDARY PROGRAMS, TUTORING)

SECONDARY READING = USING

JACOB G. BEARD

ELI T. ROSS

ALBERT SCHATZ

RICHARD W. BURNETT

FAY F. BOWREN

G. M. CHRONISTER

MARGARET J. EIRLY

JOSEPH G. KELLEY

DAN DRAISER

ERNEST W. KINNE

RAY C. RIST

HOWARD M. EVANS

MARTIN V. GABRAHAM

ALBERT C. YODER

DON BUTCOFSKY

JOHN S. SIMMONS

LOUIS E. BARRILEAUX

JUDITH N. THELEN

JAMES QUINA

ROBERT E. MOORE

ROBERT T. TAYLOR

DAVID W. KNIGHT

EARL F. FANKIN

JOHN R. BORROM

ELAINA WUNDERLICH

BRENDA GOLEMBSKY SMI

ROBERT J. TRACY

CHARLES R. GOLTZ

PATTI DENNEY

DOROTHY CHENG VELA

JOSEPH TUCKER

MAURICE KAUFFMAN

LOIS A. BADER

NANCY A. MAVROGENE

RICHARD D. ROBINSON

SHELDON N. RUSSELL

ROBERT STANCIFIELD

CHARLES E. GOUDY

IRVIN BELTRAME

ROSE KENDALL

E. J. FRANCO

NATHANIEL SHAPIRO

JR STAFF

DOROTHY MAGNUSSEN

CONSTANCE JOAN BAER

ANTHONY E. ROY

CHARLES G. GOLS

ROBERT T. TAYLOR

MAXINE D. Cohn

NANCY MAVROGENE
DARLA H. SHAW  18  3  203
RICHARD J. SMITH 13  5  345
MARY K. TORMEY  2  2  30
JONATHAN ANDERSON 12  3  219
EARL F. RANKIN  9  1  10
JILL CATHERINE FRANKE 18  1  23
LADENSA JOHNSON YUTHA 14  4  231
EUNICE SHAED NEWTON  4  4  259
GERALDINE E. LAROCQUE 18  3  219
SUSAN WARFIELD BRENN 19  6  472
ERNEST B. NIERATKA 19  2  137
GERALD G. GLASS 10  3  161
PATRICIA HEARD  8  5  315
ROBERT A. PALMATIER 18  3  215
CECELIA ALGER 14  5  187
HERBERT J. WALBERG 11  5  327
BERYL I. VAUGHAN  6  3  169
ARLENE VON HORN  10  7  476
JAMES A. GROB 13  4  285
HONORAS B. HILTON  2  4  26
RIONDEAU J. LAFFITE  7  3  165
CHESTER E. TILLMAN 19  4  302
ANTHONY T. SOARES 11  1  14
RUBY W. MARTIN 18  6  445
MARY MAHER BOEHEMHEIN 19  2  112
STEVEN DEYAN 19  2  143
JERWIN H. FIELDS  4  4  254
MARTHA J. MAXWELL 14  6  359
HELEN W. PAINTER  8  4  240
MAXINE D. COHN 14  2  109
HUBERT BERTMONT 17  7  524
MARTHA J. MAXWELL 17  4  301
PRISCILLA GALLOWAY 17  3  216
EVELYN A. HINTON  4  4  272
Marilyn J. RENFRO 19  3  241
M. BERNICE BRAGSTAD 19  3  226
WALTER G. PATTERSON  1  4  31
JOHN C. WRIGHT  9  4  238
MARCIE NORTHERN  5  3  208
CHARLES A. DARBY 19  3  186
ETHNA M. WINSTON  9  3  170
ALBERT J. KINGSTON 10  1  39
DAVID W. KNIGHT 15  7  504
KAREN STROM SPRING 19  2  131
ROBERT EMANS 10  5  300
WALTER J. PAUK  6  2  136
BARBARA MC CULLOUGH 19  8  653
DONALD E. P. SMITH  5  1  61
LOREN V. GRISOM  2  1  69
R. A. WARLOCK  2  3  37
R. A. WARLOCK 14  8  525
PORTER MAIN  3  1  60
VIRGINI LOKKE  2  2  67
GEORGE J. BECKER 15  6  436
MADE MATERIALS

YOUR HOROSCOPE PREDICTS: YOU CAN

THE CONTENT AREAS ARE CHANGING

NO DEVELOPMENT OF THE REMEDIAL READING DISADVANTAGED PART III - PRACTICE: THE READING EVALUATION BY THE HIGH SCHOOL = THE

ENGLISH TEACHER AS READING

IVE STRATEGIES FOR THE SPECIAL READING

REPORT ON A PERFORMANCE CURRICULUM FOR IMPROVEMENT IN THE CLASSROOM THROUGH THE ENTIRE STUDENT BODY IN READING = THE ROLE OF THE CLASSROOM S, TUTORING = AS A

AL PROBLEM FACING SECONDARY EDUCATION = MAKING

NG THE ENTIRE STUDENT BODY IN READING = THE IMPROVEMENT IN THE CLASSROOM THROUGH REPORT ON A PERFORMANCE CURRICULUM FOR = TEACHING ADULTS TO READ WITH SES AT THE COLLEGE LEVEL = A STUDY OF ARCH IN READABILITY TELL THE CLASSROOM = THE COMMUNITY COLLEGE READING

PREPARATION OF A READING = THE READING

TIVE READING GUIDE-O-RAMA: THE CONTENT TURE TO THE DISADVANTAGED PART VI: ONE TS OF SECONDARY SCHOOL STUDENTS = THE

REMEDIAL CURRICULUM FOR TRAINING READING = THE NEED FOR SPECIAL REMEDIAL = TELEVISION TRAINING FOR READING

CONSULTANT: REMEDIAL TEACHER OF CONTENT ILS DEVELOPMENT FOR SECONDARY ENGLISH COMPETENCY-BASED EDUCATION OF READING

LIE READING SPECIALISTS AND FRESHMEN FOR IMPROVING PREPARATION OF SECONDARY

TEACH READING (COMPREHENSION SKILLS)

TEACH READING TOO

TEACH STUDENTS TO FOLLOW DIRECTIONS (COMPREHENSIVE TEACH, AND TAPE ALL OF IT (AUDIO VISUAL MATER

TEACHER = RES

TEACHER = AFFECT

TEACHER = SCREENING A

TEACHER = TEACHING READING AND LITERATURE TO

TEACHER - A PLAN

TEACHER AND THE COPYRIGHT LAW

TEACHER AS GUIDANCE COUNSELOR

TEACHER AS READING TEACHER

TEACHER ATTITUDES TOWARD READING

TEACHER ATTITUDES TOWARD TEACHING READING IN

TEACHER BIASES?

TEACHER CERTIFICATION

TEACHER EDUCATION IN SECONDARY SCHOOL READING

TEACHER EDUCATION PROGRAMS

TEACHER EFFECTIVENESS IN READING INSTRUCTION

TEACHER ESTIMATES OF READING LEVELS COMPARED

TEACHER ESTIMATES VERSUS READING TEST RESULTS

TEACHER I'VE BEEN LEARNING (SECONDARY PROGRAM

TEACHER IN HELPING STUDENTS IMPROVE IN READING

TEACHER IN THE READING PROGRAM = RE

TEACHER IN THE VOCATIONAL CLASSROOM

TEACHER INTERFERENCE DURING THE PROCESS OF RE

TEACHER OF CONTENT TEACHERS

TEACHER ON SHORT NOTICE

TEACHER PREPARATION AT THE GRADUATE LEVEL

TEACHER PREPARED MATERIAL FOR SLOW READERS

TEACHER QUALIFICATIONS) = A CRUCI

TEACHER RENEWAL RELEVANT (INSERVICE) = A CRUCI

TEACHER ROLE) = SERVI

TEACHER SELF-IMPROVEMENT PROGRAMS = EFFECTIN

TEACHER TRAINING =

TEACHER-MADE MATERIALS

TEACHER-ORIENTED VERSUS MACHINE-ORIENTED DEVE

TEACHER? = WHAT DOES RESE

TEACHER: A PROFILE

TEACHER: A PROGRAM METAMORPHOSIS

TEACHER: HEART OF THE CURRICULUM

TEACHER'S BEST FRIEND = SELEC

TEACHER'S EXPERIENCE = TEACHING READING AND

TEACHER'S ROLE IN THE DEVELOPMENT OF LIFETIME

TEACHERS = A PERF

TEACHERS = SECONDARY C

TEACHERS = COGNITIVE SK

TEACHERS = A RATIONALE FOR

TEACHERS = FIRST COUSINS: CO

TEACHERS = ONE MILLION REASONS

JACQUELINE CHINN 18 8 599

MARY BULLERMAN 19 1 21

BARBARA MC CULLOUGH 18 8 503

LAURA S. JOHNSON 17 2 129

JONATHAN ANDERSON 8 6 402

RICHARD J. SMITH 16 3 245

ANN POLLARD WILLIAMSO 17 3 228

DOROTHY CHENOWETH KLA 10 8 552

SAUL BACNER 18 2 136

KARL KOENKE 16 3 220

ALEX M. CAUGHRAN 17 1 8

BEBE ZIEBEL 18 1 44

RICHARD J. SMITH 16 3 245

DORIS L. MUELLER 17 3 202

RICHARD J. DULIN 12 6 99

RICHARD RYSTROM 15 4 273

CATHERINE MC KEE 7 2 69

ARNOLD ZAESKE 2 3 31

RUTH K.J. CLINE 12 8 634

RITA SAVER 11 6 415

ELAINE WUNDERLICH 14 5 303

J. HARVEY LITTRELL 12 1 18

RITA BEAN 16 2 128

WALTER G. PATTERSON 1 4 31

JOSEPH B. TREMONI 7 4 290

JOYCE D JOHNSTON 16 1 27

ROBERT S.V. PETERSON 17 6 617

RICHARD D. ROBINSON 16 6 440

FLORA MORRIS BROWN 15 4 286

SAM V. DAUZAT 15 2 103

BETTY DANIEL ROE 15 4 277

SHELDON N. RUSSELL 17 8 600

SHIRLEY M. JAMES 19 4 320

DARLA H. SHAW 16 3 203

MARIYLIN BIRKLEY 14 2 94

DAVID J. YARINGTON 15 2 115

FRANCES LANE HARRIS 10 8 560

GEORGE BILL NIKAS 8 3 214

WAYNE D. LEWIS 8 1 161

THOMAS R. SCHNELL 18 1 8

FRANK J. GUSZAK 16 6 444

PHYLLIS WYNN WIGGINS 15 7 482

DICK CUNNINGHAM 15 6 350

SAUL BACNER 18 5 363

HELEN W. PAINTER 8 4 240

KENNETH L. DULIN 15 2 109

DAVID J. YARINGTON 13 1 21

ANDREW J. HEITZMAN 9 1 30

JAMES A. BYRNE 1 2 46

RICHARD R. ROBINSON 16 6 440

JO M. STANCHFIELD 16 1 34

RICHARD L. DULIN 17 1 517

PHILLIP B. SHAW 3 3 149

HAROLD H. ROEDER 17 8 604
SULTANT = CONTENT

HELPING SECONDARY SCHOOL

PREPARING FUTURE SECONDARY

BLACK DIACLICT AND READING: WHAT

PREPARATION FOR THE

SECONDARY STUDENTS AND

BLACK DIACLICT IN A SUMMER WORKSHOP

RSNTELL, QUALIFICATIONS) = SHOULD ALL

SULTANT = CONTENT

THE READING WHO? (PERSONNEL, READING

TEACHING READING, AN ESSENTIAL PART OF

ACH = THE PROCESS: SHARED LEARNING EXPERIENCE IN

EMS: EFFECTIVE TECHNIQUE FOR AFFECTIVE

ERIALS =

ACH =

TEACHING READING, AN ESSENTIAL PART OF

ERTISTICS =

LITERATURE =

NEW MATERIALS ON

PROGRAM =

BEHAVIORAL OBJECTIVES AND THE

MORE MYTHS ON THE

LINGUISTIC RESEARCH AND THE

NEGLECTED STEPS IN THE

INTEGRATING THE

DIAGNOSTIC

AN EXPERIMENT IN THE

A REVIEW OF MODULAR PREPARATION FOR

APPLYING A DYNAMIC THEORY OF VISION TO

OUTDOOR EDUCATION AS A METHOD OF

ARY SCHOOL TEACHERS GAIN COMPETENCE IN

ED PHILLOSOPHY =

ANTAGED PART 1 = A DEFINITION

ED PART 11 - PRACTICE: THE TEACHER =

D PART VI: ONE TEACHER'S EXPERIENCE =

GED PART 11 - THEORY: THE CURRICULUM =

ANTAGED PART IV -- METHODS =

SPECIFIC PRACTICES: AN ASSIGNMENT

TAGED PART V -- PRACTICE: MATERIALS =

EVEL = FOUR METHODS OF

TEACHERS AND SPECIALISTS

TEACHERS AND WORD ANALYSIS SKILLS

TEACHERS CONSIDER THE ROLE OF THE READING CON

TEACHERS FOCUS ON CREATIVE IDEAS

TEACHERS GAIN COMPETENCE IN TEACHING READING

TEACHERS IN READING

TEACHERS NEED TO KNOW

TEACHERS OF READING

TEACHERS READ TEXTBOOKS =

TEACHERS SOLVE JUNIOR HIGH SCHOOL READING PRO

TEACHERS TAKE MORE READING COURSES? (READING

TEACHERS)

TEACHERS, PRESERVICE

TEACHERS, PRESERVICE, INSERVICE

TEACHERS, TOO, CAN IMPROVE THEIR READING

TEACHERS' AWARENESS OF READING SKILLS

TEACHERS' DUAL ROLE

TEACHERS' FAMILIARITY WITH READING SKILLS

TEACHES READING THROUGH MUSIC (CONTENT AREA: TEACHING

TEACHING = SKELETAL PO

TEACHING ADULT READING IMPROVEMENT

TEACHING ADULTS TO READ

TEACHING ADULTS TO READ = COOPERATIVE LEARNI

TEACHING ADULTS TO READ WITH TEACHER-MADE MAT

TEACHING COMPREHENSION OF THE CONDITIONAL

TEACHING COMPREHENSION: A TASK ANALYSIS APPRO

TEACHING ENGLISH =

TEACHING ILLITERATES TO READ: THE ROLE OF LIT

TEACHING LITERARY DEVICES AND THE READING OF

TEACHING LITERATURE: A REVIEW

TEACHING MAP READING SKILLS IN GRADE NINE

TEACHING MOTIVATION IN A HIGH SCHOOL READING

TEACHING OF READING

TEACHING OF READING

TEACHING OF READING (COMPREHENSION, METHODS)

TEACHING OF READING AND LITERATURE

TEACHING OF READING IN HIGH SCHOOL

TEACHING OF READING SKILLS

TEACHING READING

TEACHING READING

TEACHING READING = HELPING SECOND

TEACHING READING - TECHNOLOGY, CRAFT OR APPLI

TEACHING READING AND LITERATURE TO THE DISADV

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TEACHING READING IMPROVEMENT AT THE COLLEGE L

ROBERT FARRAR KINDER = 12 1 9

DELWYN G. SCHUBERT = 2 4 62

KARL D. HESSE = 17 3 210

OLIVE STAFFORD NILES = 16 5 308

DAVID L. SHEPHERD = 1 2 33

LOIS A. BADER = 15 7 492

MARGARET O. KNAPP = 19 3 231

RUTH STRANG = 4 3 53

PRISCILLA GALLOWAY = 17 3 216

DEBORAH ELKINS = 8 4 205

EDWARD B. FRY = 19 8 614

E. COSTON FREDERICK = 16 1 10

S. DONALD MARANI = 13 7 519

STANLEY I. MOUR = 8 2 135

WILLIAM W. OWSALT = 1 4 16

LYLE L. MILLER = 1 4 70

LEONARD S. BRAAM = 16 8 608

LINDA B. ATKINSON = 16 8 612

LEONARD S. BRAAM = 7 3 108

MARY ELLEN GIBBS = 14 1 23

JAMES T. FLEMING = 12 3 211

MARCY CROMLEY = 19 4 291

HALLACK MC CORD = 5 1 60

JUDITH WOOD = 11 7 528

DONALD W. MOCKER = 18 6 440

FRANCES LANE HARRIS = 10 8 560

MARY KLEIN = 19 2 154

W. JOHN MARKER = 16 5 379

RUTH STRANG = 1 1 22

RICHARD N. CORTRIGHT = 2 2 3

RICHARD F. THOMPSON = 17 2 113

L. RAMON VEAL = 10 2 108

PETER L. SANDERS = 12 4 263

MARIAN MARTIN = 11 2 111

OLIVE STAFFORD NILES = 16 2 104

RUTHELLEN CREWS = 15 6 411

THOMAS G. DEVINE = 9 4 275

ARNOLD LAZARUS = 7 3 215

S. ALAN CHESLER = 19 5 360

RUTH STRANG = 8 3 147

RUTH CATES BAIRD = 2 1 3

DAVID FLIGHT = 18 2 153

S. ALAN COHEN = 6 1 15

JEANNE SMITH = 12 3 229

DAVID L. SHEPHERD = 1 2 33

JOHN R. SCUDDER = 15 8 560

SAUL BACHNER = 17 7 512

SAUL BACHNER = 18 2 136

SAUL BACHNER = 18 5 363

SAUL BACHNER = 18 1 50

SAUL BACHNER = 18 2 238

SAUL BACHNER = 18 6 481

SAUL BACHNER = 18 4 292

JEAN B. MAYHEW = 3 2 75
= LITERATURE AND A CONCERN FOR HUMAN = NEW
= AN ANALYSIS OF
RONMENT = CONDITIONING
KS) = SEEING THE UNI-
EHION = A PILOT STUDY ON THE USE OF
= APPLYING A DYNAMIC THEORY OF
NG INSTRUCTION (CORRELATES OF READING:
= LITTLE RED RIDING HOOD (EPORER'S TNT: TALKS NEED TAPES (AUDIO
L IT, TEACH, AND TAPE ALL OF IT (AUDIO
= VISUAL READINESS AND DEVELOPMENTAL
= THE IDEA OF
READERS = A COMPARISON OF THE
= INFORMAL TESTING IN
= PROGRAM DESIGN FOR A
= CAT- A GAME FOR EXTENDING
NG PUPILS AND ADULTS IN TERMS OF SIGHT
= SOME THOUGHTS ON
= MEANS OF
= LEARNIN' WORDS: EVALUATING
= GH THE USE OF MORPHEMS =
= WORD CHALLENGE, A CAPSULE A WEEK - A PAINLESS REMEDY FOR
USING A LEARNING STATIONS APPROACH TO
= THE "MASTER WORD": INTENSIVE
= THE INADEQUACIES OF
= MYTHS WE TEACH BY (WORD SKILLS,
OSESOPHOBIA, ITS SYMPTOMS AND TREATMENT (ROACH TO PRONOUNCING UNFAMILIAR WORDS (NS WITH A SINGLE PHONEME (WORD SKILLS, IN THEY LIKE TO GIVE THEM WHAT THEY NEED (VELOPMENT OF MEANING VOCABULARY, SIGHT OCEDURE FOR THE DEVELOPMENT OF MEANING
= THE READING TEACHER IN THE
= IMPROVING COMMUNICATION SKILLS IN
NTUCKY = REPORT OF THREE SEMESTERS OF
= A THEORY OF
= EFFECT ON ACADEMIC ACHIEVEMENT OF A

VALUES
VALUES IN COLLEGE READING FILMS
VARIABLES PREDICTIVE OF READING GROWTH
VERBAL BEHAVIOR IN A CONTROLLED LEARNING ENVI
VERBS ARE WHERE THE ACTION IS (MATERIALS, BOOK
VERSE THROUGH POETRY
VERTICAL METHODS OF INCREASING RATEN OF COMPUT
VIDEOTAPING IN READING REMEDIATION
VISION AND SCHOOL ACHIEVEMENT
VISION TO TEACHING READING
VISION) = PROLEGOMENA TO READING
VISUAL DEFICIENCIES AND READING DISABILITY
VISUAL LITERACY
VISUAL MATERIALS) = THE BOOK R
VISUAL MATERIALS)
VISUAL PERCEPTION FOR READING
VISUAL POWER (CORRELATES OF READING)
VISUAL PROFILES OF RETARDED AND NON-RETARDED
VISION AND DEVELOPMENTAL VISUAL PER
VISION SENSATION AND PERCEPTION OF DISABLED R
VISUAL TRAINING AND READING PERFORMANCE
VO-ED READING
VO-ED READING CENTER
VOCABULARY = A SINGLE PROCEDURE FOR THE DEVE
VOCABULARY AND CONCEPT DEVELOPMENT
VOCABULARY AND KNOWLEDGE OF ALLUSIONS
VOCABULARY AND THE FUNDAMENTAL READING SKILL
VOCABULARY DEVELOPMENT
VOCABULARY DEVELOPMENT
VOCABULARY DEVELOPMENT EFFORTS
VOCABULARY DEVELOPMENT FOR THE COLLEGE BOUND
VOCABULARY DEVELOPMENT IN CONTENT AREAS THROUGH
VOCABULARY GAME
VOCABULARY ILLS = ONE
VOCABULARY PRACTICE
VOCABULARY PROJECT FOR NINTH-GRADE STUDENTS
VOCABULARY TRAINING TO
VOCABULARY TRAINING
VOCABULARY WORDBOOKS
VOCABULARY)
VOCABULARY)
= A STRUCTURE APPROACH
VOCABULARY A STRUCTURE APPROACH
VOCABULARY, INSTRUCTIONAL ACTIVITIES) = NORD
VOCABULARY, OR FOREIGN VOCABULARY = A SINGLE
VOCABULARY, SIGHT VOCABULARY, OR FOREIGN VOCABULARY
VOCABULARY: MAKE IT A STIMULANT, NOT A DEPRESS
VOCATIONAL CLASSROOM
VOCATIONAL COURSES
VOLUNTARY READING IMPROVEMENT COURSES AT THE
VOLUNTARY REMEDIAL READING PROGRAMS
VOLUNTARY UNIVERSITY READING PROGRAMS

FREDERICK J. SIEGER 15 2 139
BRIAN DURKIN 2 4 17
WALLACE RAMSEY 3 3 158
LEONARD SCHAEFFER 12 7 541
ANNELSE S. HOUK 12 7 549
JANE SHERIDAN 17 3 206
FLORENCE SCHALE 8 5 296
WALLACE RAMSEY 12 7 549
ELLIOTT B. FORREST 7 4 316
S. ALAN COHEN 6 1 15
HARRY R. WAREFEL 1 3 35
CARL L. ROSEN 9 1 57
NANCY EEARLE 18 2 106
LEE H MOUNTAIN 19 2 122
ISAAC ASIMOV 17 4 264
LAURA S. JOHNSON 17 2 129
SISTER M. BERNETTA 5 2 82
RALPH W. HOUSE 5 4 279
GEORGE D. SPACHE 5 2 101
SISTER M. BERNETTA 5 2 82
ALBERT J. HARRIS 4 4 246
LOUIS ANAPOLLO 10 6 372
THOMAS L. DERBY 18 7 541
DANIEL J. KELLEY 19 2 121
HARRY W. JOHNSON 4 3 174
JOHN H. LANGER 10 7 688
A.V. MANZO 13 5 367
EARL A. TAYLOR 5 3 164
ROBERT R. REILLEY 2 4 64
ALBERT J. KINSTON 8 4 265
FRANK HEYS 6 2 140
RICHARD A. BRULAND 18 3 212
REGINA HEAVEY 6 4 281
LOU E. BURMEISTER 19 6 481
EUGENIA W. COLLIER 1 3 65
BARBARA I. CRIST 19 2 147
LARRY L. CHANCE 18 3 244
APRILEN E. VON HORN 17 2 476
ERNIST THOMPSON 2 1 62
JEANNE R. JACKSON 6 4 221
JOHN R. WARNER 2 2 54
HOWARD LIVINGSTON 10 2 223
MILDRED GISHNOUX DOWNE 1 3 13
HELEN S. WOLF 17 5 356
J. HOWARD JOHNSTON 16 5 376
RUBY L. THOMPSON 15 1 13
HARRY W. JOHNSON 4 3 174
HARRY W. JOHNSON 4 3 174
TIMOTHY P. WARNER 15 6 590
JOYCE D. JOHNSTON 18 5 376
EDITH M. YOUNG 19 5 376
HARRIET A. ROSE 8 2 126
ROBERT M. ROTH 4 2 87
BARBARA BURGESS 19 6 644
WORKING WITH ADULT ILLITERATES

HOWN BY READING CLINIC SUBJECTS ON THE STUDENTS ENROLLED AT THE UNIVERSITY OF MENT FOR DISADVANTAGED AMERICAN INDIAN

GH SCHOOL READING PROBLEMS IN A SUMMER FOR PROBLEM READERS: WHY AREN'T THEY

OPMENTAL READING FOR UNITED AUTOMOBILE

NSFER TECHNIQUES IN READING LABORATORY

RTS = LEARNING

= Vowel Spelling in the 500 Most-Used Words

WORK = WRITING

WORK (Elementary Programs, Media)

WORKERS = Improving Reading of Industrial 

WORKERS, DEVELOPMENTAL READING FOR UNITED AUT

WORKING WITH ADULT ILLITERATES

WORKING WITH SUFFIXES

WORKING? = Material

WORKSHOP = Teachers Solve Junior Hi

WRITING COMMUNAL POETRY

WRITING IN DIFFERENT SUBJECT AREAS: PART II

WRITING IN DIFFERENT SUBJECT AREAS

WRITING: BETTER COMPREHENSION

YOUTH = Reading Improve

VOLUNTEER READING TUTOR

Vowel Spelling in the 500 Most-Used Words

WARTBURG COLLEGE

WESTERN NEW YORK: A SURVEY

WICHITA = Dropout Rate and Academic Progress

WIDE RANGE ACHIEVEMENT TEST = Comparison of

WISC = INTELLECTUAL STRENGTHS AND WEAKNESSES

WONDERMENT (MATERIALS, BOOKS)

WOODS (POETRY, COMPREHENSION SKILLS)

WORD (PROGRAM DESCRIPTION)

WORD (PROGRAM DESCRIPTION)

WORD (PROGRAM DESCRIPTION)

WORD (PROGRAM DESCRIPTION)

WORD (RATE)

WORD ANALYSIS SKILLS

WORD AS THE UNIT OF LANGUAGE

WORD CHALLENGE, A VOCABULARY GAME

WORD LIST: Quick Gauge of Reading Ability

WORD PERCEPTION = SENSE

WORD POWER: How to use what they like to give

WORD SKILLS

WORD SKILLS, VOCABULARY

WORD SKILLS, VOCABULARY

WORD TO ALL (PROGRAM DESCRIPTION)

WORD "Approach to Vocabulary Training

WORDBOOKS

WORDS = Analysis of

WORDS (Communication Skills)

WORDS (Vocabulary)

WORDS STUDENTS Know

WORDS, the Measure of a Man

WORDS: Evaluating Vocabulary Development Effo

WORK

WORK = WRITING

WORKERS = Improving Reading of Industrial 

WORKING WITH ADULT ILLITERATES

WORKING WITH SUFFIXES

WORKING? = Material

WRITING COMMUNAL POETRY

WRITING IN DIFFERENT SUBJECT AREAS: PART II

WRITING IN DIFFERENT SUBJECT AREAS

WRITING: BETTER COMPREHENSION

YOUTH = Reading Improve

EUNICE SHAED NEWTON 8 3 169

RUDOLPH FIEHLER 2 1 14

EDWIN T. SANDBERG 2 2 60

WALTER HILL 19 1 13

EVELYN A. HINTON 4 4 272

WARREN D. FORTENBERRY 7 7 66

MILDRED C. RUCK 7 2 120

ARTHUR T. ALLEN 15 2 132

NORMAN FREDMAN 19 1 51

LLOYD W. KLINE 17 6 444

LLOYD W. KLINE 17 4 288

LLOYD W. KLINE 15 7 376

REATA M. ENGELMART 8 5 330

DELYN G. SCHUBERT 2 4 62

WENDELL W. WEAVER 10 4 262

EUGENIA W. COLLIER 1 3 65

MARGARET LA FRAY 12 4 305

STANFORD E. TAYLOR 6 3 187

RUBY L. THOMPSON 15 1 13

EMMET ALBERT BETTS 17 2 136

J. HOWARD JOHNSTON 18 5 376

HOWARD LIVINGSTON 10 2 133

STANLEY E. BOCHTLER 17 7 527

ERNEST THOMPSON 2 1 62

JOHN R. WARNER 2 2 54

RUDOLPH FIEHLER 2 1 14

ARTHUR J. NEWMAN 16 3 241

HELEN S. WOLF 17 5 356

DAVID W. KNIGHT 15 7 504

EILEEN FITZPATRICK RO 8 9 17

ANTHONY V. MANZO 18 3 212

OSCAR S. CAUSEY 2 4 3

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JUDITH H. COHEN 13 4 275

WILLIAM H. HASTINGS 9 4 253

WILLIAM H. HASTINGS 9 4 253

MICHAEL P. O'DONNELL 17 1 32

ARNOLD ZAESKE 1 2 11

W. JOHN HARKER 18 6 451

DEBORAH ELKINS 6 4 245

SUSAN HARFIELD BRENN 19 6 472

ANTHONY V. MANZO 18 6 635

NILA BANTON SMITH 6 9 97

NILA BANTON SMITH 8 1 31

WILLIAM L. SMITH 15 5 355

RAYMOND L. KIMBALL 15 5 342
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