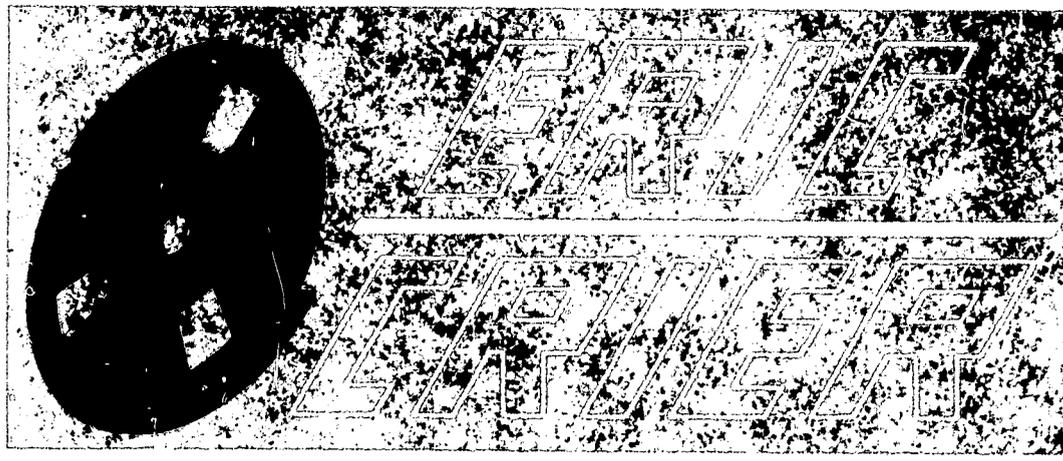


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ABSTRACT This bibliography of research studies on critical and interpretive elementary reading is divided into two major parts. In Part I, which includes reports published since 1950, subsection A contains citations and abstracts for highly relevant reports focusing specifically on critical and interpretive reading. Subsection B contains a citation and short annotation for those reports which make a relevant statement about critical and interpretive reading but whose main focus lies outside these areas. Subsection C reports studies related in a peripheral manner to these two subject areas. In Part II, reports published between 1900 and 1949 are listed alphabetically according to the author's last name without being classified in terms of relevancy. A citation and annotation are included for each item. This publication is one of a series of bibliographies related to reading in the elementary school, and the seven basic references of the ERIC/CRIER document collection were used as the source of the citations. Information for ordering the cited documents in hard copy or microfiche form from ERIC Document Reproduction Service is included. (CM)			



reading
review
series

Research on Elementary Reading:
Critical and Interpretive Reading

Compiled by
Carl B. Smith
and
Nancy Roser
Indiana University

U. S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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ERIC/CRIER Reading Review Series

Volume 2

Bibliography 19

Research on Elementary Reading:
Critical and Interpretive Reading

Compiled by
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August, 1969

The ERIC Clearinghouse on Retrieval of Information and Evaluation on Reading is a national clearinghouse which collects, organizes, analyzes and disseminates significant research, information, and materials on reading to teachers, administrators, researchers, and the public. ERIC/CRIER was established as a joint project of the International Reading Association and Indiana University in cooperation with the Educational Resources Information Center of the USOE. The Clearinghouse is part of a comprehensive information system being developed for the field of education.

This bibliography was prepared pursuant to a contract with the Office of Education, U. S. Department of Health, Education, and Welfare. Contractors undertaking such projects under Government Sponsorship are encouraged to express freely their judgment in professional and technical matters. Points of view or opinions do not, therefore, necessarily represent official Office of Education position or policy.

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INTRODUCTION

In 1966, the United States Office of Education recognized the need for more efficient use of information and research in education by creating a national network of resource centers. These centers were charged with the responsibility of acquiring, storing, retrieving, analyzing, and disseminating information in selected areas of education. The Educational Resources Information Center (ERIC) system began with twelve such centers and presently consists of nineteen.

The Clearinghouse on Reading (ERIC/CRIER), located at Indiana University, specializes in information related to the following scope notes:

The Clearinghouse on Reading is responsible for acquiring research reports, materials and information related to all aspects of reading behavior with emphasis on physiology, psychology, sociology, and the teaching of reading. Included are reports on the development and evaluation of instructional materials, curricula, tests and measurements, preparation of reading teachers and specialists, and methodology at all levels; the role of libraries and other agencies in fostering and guiding reading; and diagnostic and remedial services in school and clinic settings.¹

The ERIC/CRIER Reading Review Series has been created to disseminate the information analysis products of the Clearinghouse. Analysis of information can take place on a broad continuum ranging from comprehensive reviews of the state of the knowledge in a given area to bibliographies of citations on various topics. Four genres of documents appear in the Reading Review Series. The first type includes bibliographies, with descriptive abstracts, developed in areas of general interest. The second

¹A complete description of the organization and development of ERIC/CRIER and a review of its products and services is available from the Clearinghouse. Write to: ERIC/CRIER, 200 Pine Hall, Indiana University, Bloomington, Indiana 47401.

type consists of bibliographies of citations, or citations and abstracts, developed on more specific topics in reading. The third type provides short, interpretive papers which analyze specific topics in reading using the existing information collection. The final genre includes comprehensive state-of-the-art monographs which critically examine given topics in reading over an extended period of time.

Research on Elementary Reading: Critical and Interpretive Reading, is one of a series of bibliographies related to reading in the elementary school. This bibliography is divided into two major parts, the first of which is devoted to fairly recent reports (i.e. those written since 1950), while the second part lists reports written from 1900 to 1949. Part I of the bibliography is divided into three subsections. Subsection A contains highly relevant reports which focus specifically on critical and interpretive reading. Both bibliographic citations and abstracts are provided for these studies. Subsection B contains a citation and a one- or two-sentence annotation on those reports which make a relevant statement about critical and interpretive reading but whose main focus lies outside these areas. Subsection C also contains a citation and a one- or two-sentence annotation on reports which relate to critical or interpretive reading in a peripheral or passing manner but do not provide major statements about the areas. Part II provides a citation and an annotation on all the reports related to critical and interpretive reading contained in the ERIC/CRIER collection of documents ranging in date from 1900 to 1949. No attempt is made to classify these documents in terms of relevancy. All parts are arranged in alphabetical order according to the author's last name.

Sources of Information

The ERIC/CRIER document collection is undoubtedly one of the most complete reservoirs of information on reading in the country. Numerous professional organizations, institutions of higher learning, government agencies, and individual researchers have cooperated in building this excellent collection of research and research-related documents on reading. This bibliography has drawn on the seven basic references which make up the bulk of the ERIC/CRIER document collection. A brief description of each reference is provided below:

ERIC/CRIER BASIC REFERENCE NUMBER 1

Published Research Literature in Reading, 1950-1963, (ED 012 834).

Presents 1,913 citations and annotations on published research literature in reading taken from the annual summaries of investigations in reading compiled on a yearly basis by the Reading Research Center of the University of Chicago. Complete bibliographic data for the journal sources used to compile the listing are given. The entries are arranged alphabetically by author in yearly segments. The bibliography covers the complete reading spectrum from preschool to college and adult years and presents research on all aspects of reading, including physiology, psychology, sociology, and the teaching of reading. Complete information on the development of the bibliography is included.

This reference can be purchased from the ERIC Document Reproduction Service--known as EDRS--(See Appendix A for complete ordering information) in microfiche or hard copy reproductions.² (Microfiche \$1.50 and hard copy \$19.90). The ED number listed above must be used in ordering the reference.

The documents reported from this reference have appeared in the

²A microfiche (MF) is a 4" x 6" film card which contains up to 60 pages of text and must be read in a microfiche reader. Hard copy (HC) is a 6" x 8" reproduction, about 70 percent as large as the original text.

published journal literature for the most part and are available in libraries with good journal collections. The documents included from this reference will have the form of the following samples when they appear in the bibliography.

4423

Johnson, Lois V. "Children's Newspaper Reading," Elementary English, 40 (April 1963) 428-32, 444. Grade 5.

4171

Yandell, Maurine Dunn and Zintz, Miles W. "Some Difficulties which Indian Children Encounter with Idioms in Reading," The Reading Teacher, 14 (March 1961) 256-59. Grades 4-5.

Note that a four digit number precedes each of the above document citations. This is the ERIC/CRIER identification number for that document. This number can also serve to identify documents from this reference. Documents from Published Research Literature in Reading, 1950-1963 will have numbers from 2882 to 4803 inclusive.

ERIC/CRIER BASIC REFERENCE NUMBER 2

Published Research Literature in Reading, 1964-1966, (ED 013 969).

Presents 849 citations and annotations on published research literature in reading taken from the annual summaries of investigations in reading compiled on a yearly basis by the Reading Research Center of the University of Chicago. Complete bibliographic data for the journal sources used to compile the listing are given. The entries are arranged alphabetically by author in yearly segments. The bibliography covers the complete reading spectrum from preschool to college and adult years and presents research on all aspects of reading, including physiology, psychology, sociology, and the teaching of reading. Complete information on the development of the bibliography is included.

This reference can be purchased from the ERIC Document Reproduction Service in microfiche or hard copy. (Microfiche \$0.75 and hard copy \$9.10). The ED number listed above must be used in ordering the reference.

The documents reported from this reference have appeared in the published journal literature and are also available in libraries which have good journal collections. The documents selected from this reference will appear in the same form as those cited for Basic Reference Number 1.

Note that a four digit ERIC/CRIER identification number also precedes each of the above document citations. Documents from Published Research Literature in Reading, 1964-1966 will have numbers from 4804 to 5345 inclusive for the years 1964-1966 and numbers from 6253 to 6562 inclusive from the year 1966-1967.

Included in this bibliography are several documents from 1967 to 1968 that had not yet been incorporated into the ERIC system. These citations will appear without a four digit ERIC/CRIER identification number and an ED number.

ERIC/CRIER BASIC REFERENCE NUMBER 3

USOE Sponsored Research on Reading, (ED 016 603).

Provides a listing of important research completed on reading and closely related topics. Relevant issues of Research in Education and Office of Education Research Reports, 1956-65 were reviewed and documents which discussed research on reading and allied topics selected for inclusion. The bibliography provides a comprehensive review of all USOE projects on reading funded by the Bureau of Research since its inception in 1956. Each entry includes citation data, index terms, and a descriptive abstract of the contents of the document. All documents are available from the ERIC Document Reproduction Service. Complete information on microfiche and hard copy prices is included with each document along with the ED number necessary for ordering the document.

This reference can be purchased from EDRS in microfiche or hard copy. (Microfiche \$0.50 and hard copy \$5.30). The ED number listed above must be used in ordering this reference.

The four digit ERIC/CRIER identification number preceding each document serves to identify items from this reference. Documents from USOE Sponsored Research on Reading will have numbers from 6563 to 6706 inclusive.

ERIC/CRIER BASIC REFERENCE NUMBER 4

Recent Doctoral Dissertation Research in Reading, (ED 012 693).

Lists dissertations completed in colleges and universities since 1960 in the areas of preschool, elementary, secondary, college, and adult reading. Relevant issues of Dissertation Abstracts were reviewed, and dissertations on reading were noted. A comprehensive analytical abstract was prepared by a professional in reading who worked from the summary reported for each dissertation. In many instances the dissertation itself was reviewed in preparing the abstract. As much information as possible on the procedures, design, and conclusions of each investigation was included in the abstract. Each entry includes complete bibliographic data. Three hundred seventy-nine theses are listed alphabetically by the author's last name.

This reference can be purchased from the ERIC Document Reproduction Service in microfiche or hard copy. (Microfiche \$2.00 and hard copy \$11.05). The ED number listed above must be used in ordering the reference.

Copies of the documents reported from this reference can be ordered from University Microfilms, Ann Arbor, Michigan in positive microfilm or hardbound xerographic form.

The order number and microfilm and xerography prices are included with the citation data for each entry in the bibliography. The order number and author's name must accompany requests for dissertations. Orders should be sent to: University Microfilms, A Xerox Company, 300 North Zeeb Road, Ann Arbor, Michigan 48106. There is a minimum charge of \$3.00 for any order plus shipping and handling charges and any applicable taxes. Payments should not be sent with orders; the purchaser will be billed at the time of shipment.

Further information on ordering dissertations can be obtained by writing University Microfilms. The documents included from this reference will have the form of the following sample when they appear in the bibliography:³

5679

Stull, Lorren LaMar. Auditory Assistance of Reading as a Factor in Intermediate Grade Pupils' Interpretations of Verbal Arithmetic Problems. 159p. (Ed.D., The Pennsylvania State University, 1964) Dissertation Abstracts, 25, No. 12, Part 1, 7113. Order No. 65-4424, microfilm \$2.75, xerography \$7.40 from University Microfilms. Grades 4-6.

The four digit ERIC/CRIER identification number preceding each document serves to identify items from this reference. Documents from Recent Doctoral Dissertation Research in Reading will have numbers from 5348 to 5727 inclusive.

ERIC/CRIER BASIC REFERENCE NUMBER 5.

International Reading Association Conference Proceedings Reports on Elementary Reading, (ED 013 197).

Lists the important papers published in the yearly conference proceedings of the International Reading Association in Elementary Reading since 1960. The complete text of each paper is provided. The 345 papers are presented within the following categories--(1) The Objectives and Goals in Reading, (2) Reading Programs, (3) Teacher Education, (4) Reading Materials, (5) Methods and Grouping, (6) Reading Skills, (7) Early Reading Instruction, (8) Pre-School Reading, (9) Reading Readiness, (10) Reading in the Content Areas, (11) Reading and the Bilingual Child, (12) First-Grade Reading, (13) Linguistics and Reading Instruction, (14) Reading and the Disadvantaged, (15) Reading in Other Countries, and (16) The Diagnosis and Treatment of Reading Difficulty. This bibliography should be useful to practitioners and researchers interested in elementary reading. An author index is included.

³Another compilation of doctoral research related to reading listing theses completed from 1919 to 1960 is also available. The document is available through EDRS. The complete citation and ED number are as follows: Doctoral Studies in Reading, 1919-1960 (ED 011 486, microfiche \$0.50, hard copy \$4.50).

This reference can be purchased in microfiche and hard copy from the ERIC Document Reproduction Service. (Microfiche \$4.25 and hard copy \$56.85).

The documents contained in this reference can be ordered only as a complete unit from the ERIC Document Reproduction Service. The ED number listed above must be used in ordering the document collection. The documents included from this reference will have the form of the following samples when they appear in the bibliography:

5909

Bamman, Henry A. "Developing More Effective Readers," Vistas in Reading. International Reading Association Conference Proceedings, 11, Part 1 (1966) 59-62. Grade 5.

5089

Coulter, M. L. "Verbal Problem Solving in the Intermediate Grades," Reading and Inquiry. International Reading Association Conference Proceedings, 10 (1965) 303-06. Grades 4-6.

The four digit ERIC/CRIER identification number preceding each document serves to identify items from this reference. Documents from International Reading Association Conference Proceedings Reports on Elementary Reading will have numbers from 5908 to 6252 inclusive.

ERIC/CRIER BASIC REFERENCE NUMBER 6

International Reading Association Conference Proceedings Reports on Secondary Reading, (ED 013 185).

Lists the important papers on junior and senior high school reading published in the yearly conference proceedings of the Association since 1960. The complete text of each paper is provided. The papers are presented within the following categories--(1) Reading Programs, (2) Reading Personnel, (3) Methods and Grouping, (4) Developing Reading Skills, (5) Materials, (6) Reading and Content Areas, (7) Developing Interests and Tastes, (8) Linguistics and the Teaching of Reading, (9) The Library and the Reading Program, (10) Reading and the Bilingual Student, (11) Reading and the Disadvantaged, and (12) The Diagnosis and Treatment of Reading Difficulties. This bibliography should be useful to practitioners and

researchers interested in secondary reading. An author index is included.

This reference can be purchased in microfiche or hard copy from the ERIC Document Reproduction Service. (Microfiche \$2.25 and hard copy \$29.00).

The documents contained in this reference can be ordered only as a complete unit from EDRS. The ED number listed above must be used in ordering the document collection. No documents from this Basic Reference are included in the bibliography on critical reading.

ERIC/CRIER BASIC REFERENCE NUMBER 7

Published Research Literature in Reading, 1900-1949, (ED 013 970).

Presents 2,883 citations and annotations on published research literature in reading taken from the annual summaries of investigations in reading compiled on a yearly basis by the Reading Research Center of the University of Chicago. Complete bibliographic data for the journal sources used to compile the listings are given. The entries are arranged alphabetically by author in yearly segments. The bibliography covers the complete reading spectrum from preschool to college and adult years and presents research on all aspects of reading, including physiology, psychology, sociology, and the teaching of reading. Complete information on the development of the bibliography is included.

This reference can be purchased from the ERIC Document Reproduction Service in microfiche or hard copy. (Microfiche \$2.00 and hard copy \$24.90).

The documents reported from this reference have been added as a supplementary section to the bibliography to aid the researcher interested in earlier research on critical reading. The documents in this reference have appeared in the published journal literature and are available in libraries which have good journal collections. The documents from this reference will have the following form when they appear in the bibliography:

2485

Collier, Rex Madison. "The Effect of Propaganda upon Attitude

Following a Critical Examination of the Propaganda Itself,"
The Journal of Social Psychology, 20, First Half (August 1944)
3-17.

241

Lyman, R. L. "How High-School Seniors Explain Common Errors
in Reasoning," English Journal, 12 (May 1923) 293-305.

Note that an ERIC/CRIER identification number precedes each of the above document citations. This number serves to identify documents from this reference. Documents from Published Research Literature in Reading, 1900-1949 will have numbers from 2 to 2883 inclusive.

Purpose of the Bibliography

Numerous requests are received at ERIC/CRIER for information on a variety of topics. Since each request cannot be handled individually because of the cost and time involved in custom searches of the document collection, the more frequently requested topics are given special attention by the Clearinghouse staff. A bibliography is subsequently prepared and made available to users of the ERIC system through the ERIC Document Reproduction Service, The National Cash Register Company, 4936 Fairmont Avenue, Bethesda, Maryland 20014. Copies of the bibliography are available in microfiche (MF) or hard copy (HC).

Critical and Interpretive Reading Defined

It is unlikely that all persons using this bibliography will have exactly the same purpose in mind or even the same concept of what constitutes critical and interpretive reading. Consequently, the broadest possible definition was used in deciding whether or not documents should be included in this bibliography. The strategy for including documents was to select on a broad basis so that users could reject items of little special

interest to them.

A very general definition of critical and interpretive reading is simply "reading between the lines." In other words, it is not merely re-statement of the facts presented by the author, but rather application of a variety of skills including analysis, judgment, and reordering of the printed word in terms of criteria established through previous experience. Documents listed in this bibliography, therefore, range from those which discuss identification of author purpose to those which emphasize application of explicit criteria. Also included within this broadly-based definition of critical reading are skills of drawing inferences and making predictions.

Updating the Bibliography

Any bibliography quickly becomes dated. Therefore, additional searching on critical and interpretive reading will be necessary in order to include recent documents not listed herein. Users are encouraged to search the usual abstracting and indexing tools such as Education Index, Sociological Abstracts, Psychological Abstracts, and Current Index to Journals in Education to gather recent published literature. Current issues of Dissertation Abstracts will alert the user to appropriate doctoral dissertations. Research in Education⁴ is the best possible source of new USOE reports. IRA Conference Proceedings are usually available in a local library and occasionally in Research in Education.

⁴Subscriptions are available from: Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402, for \$21.00 a year, domestic mailing and \$26.75, foreign mailing.

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Part I

**Recent Information on Critical and
Interpretive Reading, 1950 Onward**

Subsection A

Highly Relevant Studies

3806

Artley, A. Sterl. "Critical Reading in the Content Areas," Elementary English, 36 (February 1959) 122-30. Grades 1-6.

The development of critical reading through instruction in content areas is discussed. Critical reading is described as the process of judging with severity the ideas expressed by a writer. The following areas are surveyed: (1) the relationship of critical to literal reading, (2) factors that predispose a reader to do critical reading in content areas, (3) the basic abilities of critical reading, and (4) the levels and placement of critical reading skills. It is pointed out that the development of critical reading ability is a responsibility faced by all teachers since it involves both an understanding of the factors that condition a high level of critical reading and a knowledge of the skills and abilities that are a part of the act of critical analysis for each content area. A bibliography is included.

6050

Artley, A. Sterl. "Implementing a Critical Reading Program on the Primary Level," Reading and Inquiry. International Reading Association Conference Proceedings, 10 (1965) 111-12. Grades 1-3.

Basing views upon a belief that children in the primary grades should examine reading materials critically in order to arrive at judgments, solutions, and conclusions, Artley proposes that critical reading skills be taught within the primary grades. Types of questions which evoke analysis of the problem situation, evaluative responses, and variant solutions are examined.

5909

Bamman, Henry A. "Developing More Effective Readers," Vistas in Reading. International Reading Association Conference Proceedings, 11, Part 1 (1966) 59-62. Grade 5.

The efficient reader not only has adequately developed his sight vocabulary and word attack skills but also reads with a purpose. At the same time, he employs his own experiences and withholds judgment in order to calculate what is relevant to his purpose. He can determine the author's implied meaning, is sensitive to writing styles, and can establish

standards for excellence. If a teacher uses the proper questioning techniques, a child should develop the inquiring habits of an efficient reader. He should become skilled in asking his own questions and thus read widely to apply his skills throughout all areas of the curriculum.

6140

Caudle, Jean I. "The Specific Reading Skills Necessary for Social Studies in the Elementary School," Improvement of Reading Through Classroom Practice. International Reading Association Conference Proceedings, 9 (1964) 33-34. Grades 4-6.

The close relationship between reading skills common in the teaching of reading and specific skills necessary in social studies as a content area is shown. Comprehension is dependent upon common vocabulary and upon reading skills adapted to the specialized nature of the material. Locating and evaluating skills are discussed as well as those involving relationship perception and idea organization.

5089

Coulter, M. L. "Verbal Problem Solving in the Intermediate Grades," Reading and Inquiry. International Reading Association Conference Proceedings, 10 (1965) 303-06. Grades 4-6.

To determine whether students in grades 4, 5, and 6 would show significant gains in verbal problem solving performance subsequent to special instruction in selected arithmetic-reading skills, an investigation was conducted on the relationship between reading competence and problem solving. The usefulness of experimental teaching materials to provide effective instruction in verbal problem solving and the ability of an experimental test instrument to measure children's competence in reading arithmetic problems were also studied. The experimental program was followed by 39 fourth-, fifth-, and sixth-grade classes, while 39 similar classes continued their regular arithmetic programs. A series of 20 45-minute lessons including two sets of verbal problems developed around 10 skill areas was taught weekly by the experimental class teachers. It was concluded that children who received special instruction in reading arithmetic problems appeared to gain both in reading and arithmetic performance. Skills instruction related to vocabulary, the literal interpretation of problems, and the selection of the proper solution process was most effective. The experimental Reading-Arithmetic Skills Program Test substantially contributed to the measurement of the arithmetic reading competencies of intermediate grade children. A table and references are included.

6312

Covington, M. V. "Some Experimental Evidence on Teaching for Creative Understanding," The Reading Teacher, 20 (February 1967) 390-96. Grade 5.

Creative problem solving as one aspect of creative thinking was investigated. The skills selected were fluency in idea generation, the ability to evaluate ideas in light of the constraints of a given problem, and a capacity for question asking. For two major studies, 16 problem-solving episodes were developed as content for teaching at the fifth-grade level. Results indicated (1) that even pupils of lower IQ or those having restricted reading proficiency can benefit from this instruction if the reading level is adjusted and (2) that there is a need for the development of long term curricula combining direct and explicit training of high-order thought process with a continuous program for the improvement of reading skills. References are included.

6064

Durr, William K. "Building Initial Critical Reading Abilities," Vistas in Reading. International Reading Association Conference Proceedings, 11, Part 1 (1966) 55-58. Grades 1-6.

Levels of reading including direct decoding, inference drawing, and critical analyzing are explained. Methods are defined for promoting critical analysis among children by providing exercises in differentiating fact from opinion and in recognizing assumptions.

3827

Eller, William and Dykstra, Robert. "Persuasion and Personality: Readers' Predispositions as a Factor in Critical Reading," Elementary English, 36 (March 1959) 191-97, 202. Grades 3-6.

Investigations to determine the effects of biases and attitudes on critical reading ability are surveyed. The paucity of research on school age children is noted. One study designed to find the relationship between students' attitudes toward a subject and their ability to read critically about that subject is summarized, and studies of the effects of mass media communication on the individual are described. Examinations of the predispositions of readers, listeners, or viewers are considered under two categories: individual considerations and social and cultural considerations. A bibliography is given.

6389

Eller, W. and Wolf, Judith G. "Research for the Classroom--Developing Critical Reading Abilities," Journal of Reading, 10 (December 1966) 192-98. Grade 6.

Numerous investigations on critical reading support two contentions: (1) critical reading ability is influenced by various factors which may be inherent either in the reader or in the reading material and (2) critical reading ability can be fostered through systematic training. These studies imply that while intelligence and general reading comprehension are essential to critical reading performance, they do not guarantee the ability to read critically. Specific provisions should be made for the development and improvement of this ability, but instruction should be adjusted to individual differences in basic reading abilities. Fluctuations in critical reading performance should be expected. References are cited.

3845

Gray, William S. "New Approaches to the Study of Interpretation in Reading," Journal of Educational Research, 52 (October 1958) 65-67. Grades 3-6.

Eleven reading research studies, published from 1912 to 1957, are examined for their contributions to the improvement of techniques for the study of interpretation in reading. Both Thorndike's 1917 study, an attempt to identify objectively the processes involved in understanding what is read, and Judd and Buswell's study of different types of silent reading are discussed as milestones in the development of techniques of studying reading interpretation. Also included in the discussion are studies attempting to identify through the use of various correlation techniques the factors which exert most influence on comprehension. Several studies based on retrospective and introspective techniques, used quite frequently by more modern investigators, are described. These studies used individual interviews and analysis of oral responses which were usually taped. References are given.

4237

Groff, Patrick J. "Children's Attitudes toward Reading and their Critical Reading Abilities in Four Content-Type Materials," Journal of Educational Research, 55 (April 1962) 313-17. Grades 5-6.

An experiment was designed to determine how children's attitudes toward the content of the material being read affects critical reading test scores. The subjects, 305 fifth and sixth graders of average ability, were given three attitude questionnaires to complete: (1) Remmers' Scale for Measuring Attitude toward Any School Subject, (2) Tenenbaum's School Attitudes Questionnaire, and (3) a modified form of Thorndike's Fictitious Annotated Titles Questionnaire. Four original experimental reading passages and an experimental reading test consisting of reading for immediate recall and of critical reading were administered. Significant differences and coefficients of correlations were obtained between all the experimental and personal variables in the study. Data

from the sex groups and the total group were intercorrelated. The findings seemed to indicate that the reading comprehension of an individual child was influenced to a degree by his attitude toward the content of material being read. References and tables are included.

3741

Hunt, Lyman C., Jr. "Can We Measure Specific Factors Associated with Reading Comprehension?" Journal of Educational Research, 51 (November 1957) 161-72. Grades 2-6.

The measurement of specific factors associated with reading comprehension was investigated. Six skills, identified in the Davis Study as being statistically significant, were reexamined. In order to determine if each item group was a unique measure of its designated skill, a differential item analysis was conducted. Special effort was made to select items for each of the six skills which would be relatively like those within their groups and relatively different from those in the other item groups. A random sampling of the responses of 370 examinees was used to obtain the difficulty and discrimination indices for the items within each skill measure. Discriminatory power for each skill was expressed in biserial and point biserial values. The results of the differential item analysis and the analysis of the relationships among the initial skill measures supported the view that each group of items, other than vocabulary items, measured a common factor of reading comprehension. Tables and a bibliography are included.

6068

Huus, Helen. "Critical and Creative Reading," Reading and Inquiry. International Reading Association Conference Proceedings, 10 (1965) 115-17. Grades 5-6.

The author distinguishes between critical and creative reading as follows: critical reading requires evaluation of materials based upon known standards and norms; creative reading is concerned with new ideas, insights, and approaches. Skills necessary for critical reading are inference and evaluation, abilities which are applied for the purpose of seeking information about adequacy of content, author qualifications, and technique of style. Pleasure is a result of creative reading because the reader gives something of himself to the process of accomodating new learnings, attitudes, or feelings. Creative reading requires comparison and synthesis; it depends upon a flow of imagination and ideas. From creative reading, literary taste grows.

6070

Jenkinson, Marion D. "Laying the Foundations for a Critical Reading Program in the Primary Grades," Reading and Inquiry. International Reading Association Conference Proceedings, 10 (1965) 112-14. Grades 1-3.

A major misconception currently held by reading teachers is that training in critical reading skills should be delayed until later grades. In refuting this point, the author emphasizes that primary children are capable of making judgments concerning abstractions within range of their actual or vicarious experiences. Another premise indicates that critical reading does not develop naturally and must be implemented from grade 1. Three main facets are considered: (1) understanding the range of verbal comprehension development of which primary children are capable, (2) cultivating creative questions from both teacher and reader, and (3) providing a variety of opportunities for the expression of critical reaction.

6386

King, Martha L. and Ellinger, Bernice D. "An Annotated Bibliography of Critical Reading Articles," Elementary English, 44 (April 1967) 365-77. Grades 1-6.

Brief annotations are provided for published articles which are divided into three categories: (1) a theoretical statement, (2) a report of a research study, and (3) a description of teaching methods and materials. An analysis of the articles included in the bibliography revealed that 10 percent were published during the 1940's; 35 percent, during the 1950's; and 55 percent, during the first half of the 1960's. One hundred and nineteen references are given.

5196

Long, Barbara H. and Henderson, E. H. "Originality, Reading, and Arithmetic," Perceptual and Motor Skills, 21 (October 1965) 553-54. Grades 5-6.

A study was conducted to determine whether the imagination of a highly original child would contribute to his interest in reading and to his ability to hypothesize plot development, yet hinder his ability to solve arithmetic problems. Tolrance's Parallel Lines Test (1962), a nonverbal test of creativity, was given to 111 pupils. The 15 highest scoring boys and the 15 highest scoring girls were selected to form the "original" group. The 15 lowest scoring boys and the 15 lowest scoring girls were selected to form the "nonoriginal" group. The reading and arithmetic scores from the Iowa Tests of Basic Skills of both groups were examined. Analysis of variance revealed an effect for IQ (Otis) and an

interaction between originality, reading, and arithmetic. References are given.

5197

Lundsteen, Sara W. "Critical Reading and Listening," Reading and Inquiry. International Reading Association Conference Proceedings, 10 (1965) 306-08. Grades 5-6.

The relationships between critical listening, critical reading, and related variables at the elementary school level were investigated. Twelve volunteer classes, totaling 287 pupils in the fifth and sixth grades, of a Texas city school were assigned randomly to experimental and control groups. Reading ability was measured by the Stanford Achievement Test, Total Reading, Form N. General listening was measured by an experimental test developed by Pratt. Critical reading was measured by an experimental test developed by Hendrickson. A test of critical listening developed by the author was used. Analysis of variance and t-tests were used to test the significance of the difference between the performance of the control group which followed the usual English curriculum. The experimental group had 18 lessons in critical listening during a 9-week period. The correlation between critical listening and critical reading was .52; general reading, .47; general listening, .64; California Test of Mental Maturity: Language, .43. Non-Language, .26. These correlational results suggested the possibility of an independent but inter-related ability or abilities of critical listening positively related to, but not congruent with, other verbal and thinking abilities. To ascertain lateral transfer from training in critical listening to other areas, the experimental teachers and pupils were asked to respond anonymously to one-page check sheets. Of the academic areas, reading was the most frequently reported area of transfer.

6411

Lundsteen, Sara W. and Michael, W. B. "Validation of Three Tests of Cognitive Style in Verbalization for the Third and Sixth Grades," Educational and Psychological Measurement, 26 (February 1966) 449-61. Grades 3 and 6.

The interrelationships among three experimental measures of the three qualitative levels of verbal thinking--abstract, functional, and concrete; a test of critical listening; a reading test, STEP form B; and a standardized test of scholastic ability, SCAT form B, were studied. The subjects were 178 pupils in four sixth-grade classes chosen randomly from the Galeta school system in California. The six tests were administered with responses reflecting the qualitative verbal thinking levels, and the results were analyzed by using product-moment correlation coefficients among all possible pairings of variables and by t-tests of significance. Measures of verbal thinking with an abstract

quality were significantly and positively related, regardless of the stimulus material, while no such significant relationship appeared for either functional or concrete thinking. None of the relationships was high enough to warrant substitution of one process measure for another. There was a significant dominance of concrete choices among the third-grade children, while the choice of abstract responses was much higher among sixth graders. A surprising result of this study, however, was that as the complexity of the verbal stimulus increased, the abstract cognitive style of thinking among the third-grade children increased. References are included.

6412

Lyda, W. J. and Duncan, Frances M. "Quantitative Vocabulary and Problem Solving," The Arithmetic Teacher, 14 (April 1967) 289-91. Grade 2.

An 8-week study to test the null hypothesis that direct study of quantitative vocabulary does not have an impact on problem solving was conducted in Peach County, Georgia, with 25 second-grade pupils at Peach County Training School. The quantitative vocabulary to be studied was selected from second-grade arithmetic textbooks used in that school system. Part of the regular daily arithmetic period was spent in vocabulary study and was followed by objective testing to determine effectiveness. Grade equivalent gains of 2.9 months in reading, 1.4 months in arithmetic computation, and 2.3 months in arithmetic reasoning were demonstrated. T-test significance was 4.07 in reading, 5.62 in arithmetic computation, and 3.43 in arithmetic reasoning. It was concluded that direct study of quantitative vocabulary contributed significantly to growth in problem solving and should be incorporated into arithmetic classwork.

3875

Maney, Ethel S. "Literal and Critical Reading in Science," Journal of Experimental Education, 27 (September 1958) 57-64. Grade 5.

The relationships between general reading comprehension, scientific reading comprehension, and verbal intelligence, as revealed by fifth-grade children, were investigated. Subjects were 513 fifth graders in the last month of school in 9 urban and 9 suburban classes in the Philadelphia area. A special test to assess scientific reading comprehension, the Intermediate Reading Test: Science, was constructed. Reliability of the test was determined. In addition, the Gates Reading Survey, Level of Comprehension, and the Pintner General Ability Test, Verbal Series, were administered. Terminology is defined and procedures listed. Intercorrelations, chi-square, point biserial correlations, and several measures of item analysis were used to analyze the data. There was a substantial correlation between literal and critical

reading comprehension in science. There was a very high relationship between verbal intelligence and general reading ability. There was a high relationship between verbal intelligence and literal science reading and between general reading comprehension and literal science comprehension. Conclusions, implications, and a bibliography are included.

5208

Manning, J. C. "Evaluation of Levels-Designed Visual-Auditory and Related Writing Methods of Reading Instruction in First Grade," The Reading Teacher, 19 (May 1966) 611-16. Grade 1.

Three methods of first-grade reading instruction employing similar basal reader story content were evaluated. Treatment groups involved 920 first graders in two adjacent school districts in California; one-third of the pupils were Mexican-Americans. The mean IQ tested significantly below the norm IQ range for all three groups. The 35 teachers, matched in teaching abilities, were supervised and conferred with on a weekly basis. Procedure for group A, which followed the teacher's manual for directed teaching, was less structured than for groups B and C. Provision for instruction differentiation was followed by the teachers of groups B and C, with much of the material pupil-directed and self-corrected. Group C was directed similarly to group B except for the addition of supplementary writing based upon the basal reader vocabulary. Following the 140-day experiment, the reading abilities of the three treatment groups were measured and analyzed statistically on five levels of accomplishment for vocabulary, phrase reading, and oral and silent reading. Significant differences in methods employed are stated.

6153

Massey, Will J. "Critical Reading in the Content Areas," Reading as an Intellectual Activity. International Reading Association Conference Proceedings, 8 (1963) 104-07. Grades 1-6.

The critical reader must be able to perceive relationships, appraise author statements, draw inferences, and reserve conclusions. All of these skills can be taught by the effective teacher to a child at any stage of his development, provided he has adequate past experiences, language facility, and an opportunity to apply thinking skills. Some examples from literature and social studies illustrate possibilities for cultivating critical reading skills through formulating judgments, ascertaining relevancy, and judging validity.

3754

McCallough, Constance M. "Responses of Elementary School Children to

Common Types of Reading Comprehension Questions," Journal of Educational Research, 51 (September 1957) 65-70. Grades 1-2, 4.

An investigation was made to see whether essentially different factors were being assessed when young children were tested for different types of comprehension skills. Previous research has indicated that the comprehension skills so tested with fairly mature people were highly correlated, and it was suggested that a common factor was involved. Two hundred fifty-eight children in the first, second, and fourth grades were given, respectively, the Pre-reading Tests, the Second Grade Readiness Tests, and the Fourth Grade Readiness Tests of the Ginn Basic Reading Tests. It was found that children at all levels examined were able to think about story material in the four ways tested: (1) main idea, (2) details, (3) sequence, and (4) creative reading. A positive relationship was found among the comprehension types, suggesting the possibility of a common factor. However, the finding did not justify the idea of testing children with one type of question in order to predict their abilities in all types of comprehension. Tables are included.

375,

McCullough, Constance M. "What Does Research Reveal about Practices in Teaching Reading?" English Journal, 46 (November 1957) 475-90. Grades 2-5.

Certain research supported practices used in teaching reading are summarized. The following areas of reading instruction are covered in the research articles reviewed: developing vocabulary, developing comprehension, developing reading speed, developing tastes and appreciation, grouping for instruction, and evaluating growth in reading skills. A 119-item bibliography is included.

4117

Moore, Walter J. "Research in the Concepts of Creativity and Maturity in Reading," University of Kansas Bulletin of Education, 15 (February 1961) 45-58. Grades 2-6.

Research in the concepts of creativity in reading is surveyed. The topics considered are the concepts of maturity in reading, the dimensions of mature reading performance, progress designed to develop creative, mature readers, creative reading at the college level, creative reading at the high school level, creative reading at the junior high school level, and creative reading at the elementary school level. References are included.

3650

Nardelli, Robert R. "Some Aspects of Creative Reading," Journal of Educational Research, 50 (March 1957) 495-508. Grade 6.

The effect of a short period of instruction upon the ability of sixth-grade pupils to draw inferences and to recognize propaganda devices, to determine the relationship between creative reading ability and such factors as chronological age, mental age, intelligence, and reading ability, and to determine pupil and teacher reaction to a unit of instruction in creative reading activities was studied. Tests of creative reading were prepared with the following titles: (1) Interpreting Authors' Suggestions, (2) Interpreting Feelings, and (3) Recognizing Propaganda Devices. The tests were administered to a control and an experimental group of sixth graders. Following this, the experimental group was given 10 hours of instruction designed to improve their ability on the three parts of the measuring instrument. At the end of 6 weeks, the two groups were again tested. The experimental group showed a statistically significant mean gain over the control group on the tests of creative reading. A high degree of relationship existed between intelligence test scores, reading achievement, and mental age and the ability to do creative reading. Some propaganda devices were more easily comprehensible to sixth graders than others. Pupil and teacher reaction to the experiment is discussed. The tests and the lesson units are described in detail. References and tables are given.

3546

Piekarz, Josephine A. "Getting Meaning from Reading," Elementary School Journal, 56 (March 1956) 303-09. Grade 6.

The case studies of two sixth-grade pupils identified as a higher-level reader and a lower-level reader in terms of their ability to derive accurate understanding from reading material were compared. The subjects were selected on the basis of equality in intelligence level and in general reading competency as indicated by standardized reading tests. The sixth-grade students read a passage concerning parent-child relations silently to themselves, then reread the selection orally in short units and verbalized their thoughts. Thirty questions were asked and answered orally, with an explanation by the subject of how he arrived at an answer. Analysis of the case studies indicated that the higher-level reader made a greater variety and larger number of responses than did the lower-level reader. The higher-level reader remained objective and impersonal in relation to the selection. He combined his general background in enriching the authors' meanings, while he restricted his responses to the ideas expressed in the passage. Intelligence level, critical-thinking ability, personal adjustment, and selected environmental factors did not appear to discriminate between the two pupils with respect to competence in interpretation.

7313

Reddin, E. "Listening Instruction, Reading, and Critical Thinking," The Reading Teacher, 21 (April 1968) 654-58. Grades 4-6.

The effect of a series of 18 lessons in listening on the reading skills of main ideas and details and on critical thinking was sought. Both experimental and control groups were given Type GS (Reading to Appreciate General Significance) and Type ND (Reading to Note Details) from the Gates Basic Reading Tests as pretest and post-test measures. In addition, a Test of Critical Thinking for grades 4, 5, and 6 was administered prior to and at the end of the experiment. Analysis of covariance was used in comparing means of final scores of experimental and control groups, with initial scores used as the covariate. No statistically significant differences were found between groups at any grade level on any of the tests except in one instance: grade-6 experimental pupils achieved better in reading for details than did their controls.

4974

Robinson, H. Alan. "Reading Skills Employed in Solving Social Studies Problems," The Reading Teacher, 18 (January 1965) 263-69. Grade 4.

Twelve fourth graders attending the University of Chicago laboratory schools participated in a study to determine the reading skills actually used by pupils of this age when they solve social studies problems. All subjects scored from above-average to superior in reading ability on a standardized test. The average age was 9.6, and the average IQ was 127. Each subject met with the examiner individually to work on a social studies problem which consisted of two parts--the location of specific information and some interpretation of ideas. He was asked to solve the problem by reading any of the materials supplied, to write a rough report of his findings, to "think out loud," and to explain his actions to the examiner. Lists of comprehension and reference skills were compiled in two tables. Results showed that many necessary skills were inadequately developed. Suggestions for improving these skills are given for the classroom teacher. References are mentioned.

3264

Shores, J. Harlan and Saupe, J. L. "Reading for Problem-Solving in Science," Journal of Educational Psychology, 44 (March 1953) 149-58. Grades 4-6.

The relationship between the Test of Reading for Problem-solving in Science and other measures was studied with 800 middle-class students from central Illinois. The Test of Reading for Problem-solving

in Science for grades 4, 5, and 6 consists of two passages of approximately 800 words each. Following each passage are 24 multiple-choice items. Reliability of the test was assessed by the Kuder-Richardson formula. Correlations were made between the Science Test, New California Short-form Test of Mental Maturity, Progressive Achievement Tests, and sociometric measures. Correlations between the Science Test and the sociometric measures were so low that they were not reported. Intercorrelations among the Science Test, mental age, reading age, and arithmetic age were significantly positive. The highest correlation was between science reading and reading age. The lowest correlation was between science reading and chronological age. It was concluded that reading in grades 4, 5, and 6 for the purpose of solving science problems had a common factor with measured mental ability and general achievement. References are included.

3896

Socher, E. Elona. "Literal and Critical Reading in Social Studies," Journal of Experimental Education, 27 (September 1958) 49-56. Grade 5.

The relationships between verbal intelligence and general reading, literal comprehension and critical interpretation were investigated in relation to social studies, using 513 fifth-grade children. A reading skills test developed for the social studies area, its validation, and reliability prediction are described. The Gates Reading Survey, Form I, Level of Comprehension, was administered to appraise general reading ability, and the Pintner General Ability Test, Form A, to obtain verbal intelligence quotients. Product-moment correlation was used to estimate the relationship between intelligence, general reading ability, and literal comprehension and critical interpretation in social studies. Partial correlation was used to estimate the relationship between the three types of reading ability when intelligence was partialled out. Chi-square was used to determine the relationship between literal reading and each critical reading skill. Point-biserial correlation was utilized to estimate the relationship between literal reading and each critical reading skill. Significant relationships were found between verbal intelligence, literal comprehension, and general reading ability. Substantial relationships were found between verbal intelligence, literal comprehension, and critical interpretation; general reading ability and critical interpretation; and literal comprehension and critical interpretation. It was concluded that reading comprehension in social studies is a composite of many skills and abilities functioning at various levels of mental activity. Further research is suggested. A bibliography is provided.

3897

Socher, E. Elona. "The Nature of Critical Reading," Elementary English, 36 (January 1959) 47-58. Grades 1-6.

The nature of critical reading is investigated, and an attempt is made to identify basic factors affecting the development of the specific skills and abilities necessary for fostering critical reading. Three definitions of critical reading are identified as follows: (1) a major heading under comprehension, (2) higher-level comprehension abilities in general, or (3) a rather specific comprehension ability. Three groups of factors in factor analysis studies are discussed: "word," "verbal," and "abstract reasoning" factors. Cited studies deal with thinking as an inherent part of reading and with critical thinking as one segment of thinking in general. Research studies in the areas of experiences, concepts, and language-development are reviewed. It is concluded that literal and critical reading cannot be differentiated on the basis of either thinking processes or the language-experience relationships. Instead, differentiation can be made on the basis of the reader's purpose for reading (literal reading) as contrasted with his need to deal with the facts in some way (critical reading). A bibliography is appended.

6085

Thompson, Evelyn S. "New Approaches to Teaching the Study Skills," Vistas in Reading. International Reading Association Conference Proceedings, 11, Part 1 (1966) 62-63. Grades 1-6.

An appeal is made for a broadened definition of the term "study skills" which will include the combination and interaction of a variety of reading and thinking abilities. The two premises that reading is a thinking process and that children should be taught to think before being plunged into situations commanding intricate thinking processes are emphasized. It becomes the responsibility of the teacher to develop the thinking reader by avoiding "packaged" assignments, pat answer situations, factual recall evaluations, and emphasis upon trivialities.

6158

Thompson, Evelyn S. "Sequential Skills of a Literature Program," Reading and Inquiry. International Reading Association Conference Proceedings, 10 (1965) 72-74. Grades 4-6.

High levels of mental activity are necessary for the development of skill in critical and creative reading. The supreme test of a skillful reader is his level of creative reading--his establishment of new order from relationships involving past experiences. Thus, he becomes a partner to the author's act of communication. Abilities necessary to read critically are dependent upon mastery of fundamental skills and upon curiosity, interest, and imagination. Critical reading seems plausible at all levels of the elementary school; therefore, the classroom teacher is important in developing higher level reading skills. In

order to do this, it is necessary for the teacher to be aware of the stage of development of each child's thinking ability.

6046

Veatch, Jeannette. "The Conference in the Individualized Reading Program: The Teacher-Pupil Dialogue," The Individualized Reading Program: A Guide for Classroom Teachers. International Reading Association Conference Proceedings, 11, Part 3 (1966) 13-18. Grades 1-6.

Specific directions related to teacher-pupil preparation for individual conferences and questions related to comprehension skills, mechanical skills, and oral reading ability are included. Within the comprehension area, questions are directed toward various levels of comprehension skills including inferential and critical reading.

6159

Warieberg, Helen. "Teaching Reading Skills in the Content Fields--The Art of Questioning," Improvement of Reading Through Classroom Practice. International Reading Association Conference Proceedings, 9 (1964) 34-35. Grades 4-6.

The importance of questioning for the purpose of directing pupils to think about what they read is discussed. Emphasized are questions which relate new ideas to the child's experiential background, develop critical thinking, and integrate the structures of the disciplines.

6161

Whipple, Gertrude. "Essential Types of Reading in the Content Fields," Improvement of Reading Through Classroom Practice. International Reading Association Conference Proceedings, 9 (1964) 31-33. Grades 4-6.

Critical reading is listed as one of five types of reading utilized to attain the objectives of the content subjects. It is the slowest kind of reading, being reflective in nature and requiring both a background of experiences and freedom from personal bias. The importance of the teacher in helping children to develop critical attitudes by stressing the how and why of events is explained.

3917

Williams, Gertrude. "Provisions for Critical Reading in Basic Readers," Elementary English, 36 (May 1959) 323-30. Grades 1-6.

Provisions for critical reading in basic readers, from the days of the New England Primer to the present, were investigated. A study was made of the critical reading skills treated in the manuals and textbooks of certain unspecified basic series published or revised within the past 10 years. Eighty books were selected for the study. Each level of reading, preprimer through sixth grade, was represented in each of 10 basic series. Note was made of the specific critical reading skills in widely used readers. The following findings were summarized: (1) Although 33 critical reading skills were organized from 186 thinking abilities that appeared in the 10 recent basic series, only three of the skills were listed in all 10. (2) Systematic and gradual development of critical reading skills was provided for in several recent basic reading materials. (3) Critical thinking was listed in only one basic series. (4) Educators disagreed about the critical reading skills that should be taught at the elementary school level. (5) Several basic reading series encouraged the use of thinking skills in the content fields. (6) Provisions were made in all series for developing the fundamental reasoning abilities required for active thinkers. Implications for teaching are listed. Tables and references are included.

Subsection B
Relevant Studies

6136

Aaron, I. E. "Developing Reading Competencies Through Social Studies and Literature," Reading as an Intellectual Activity. International Reading Association Conference Proceedings, 8 (1963) 107-10. Grades 4-6.

Discusses reading in literature and social studies as a question of mastery of basal reading skills.

6138

Bamman, Henry A. "Developing Reading Competencies Through Mathematics and Science," Reading as an Intellectual Activity. International Reading Association Conference Proceedings, 8 (1963) 110-12. Grades 4-6.

Discusses the following problem areas of reading in the content areas of math and science: vocabulary, comprehension, rate, diversified materials, and relationship inference.

3387

Bliesmer, Emery P. "Reading Abilities of Bright and Dull Children of Comparable Mental Ages," Journal of Educational Psychology, 44 (March 1953) 149-58. Grade 5.

Compares seven specific types of comprehension scores made by 28 bright pupils (C.A.'s of 10 years or less) with those of 28 dull pupils (C.A.'s of 14 years or above), all 56 of whom had mental ages between 10.7 and 12.6.

5064

Bornuth, J. R. "Validities of Grammatical and Semantic Classification of Cloze Test Scores," Reading and Inquiry. International Reading Association Conference Proceedings, 10 (1965) 283-86. Grades 5-6.

Classifies (according to their semantic and grammatical relationships to deleted words) the responses of 50 fifth- and sixth-grade pupils to a cloze test consisting of 1,040 items in 20 passages and determines which categories are most valid when cloze tests are used to measure reading comprehension and passage difficulty.

6139

Botel, Morton. "The Study Skills in Mathematics," Reading and Inquiry. International Reading Association Conference Proceedings, 10 (1965) 89-92. Grades 2-4.

Explains the close connection between a mathematical sentence expressed in symbols and a life situation expressed in words.

6056

Burrow, Alvina Treut. "Creative Writing Is Related to Reading," Reading as an Intellectual Activity. International Reading Association Conference Proceedings, 8 (1963) 270-72. Grades 1-6.

Suggests the possibility of generating enthusiasm and delight by coordinating reading and creative writing in the elementary classroom.

5984

Caskey, Helen J. "Meeting Barriers to Comprehension," Vistas in Reading. International Reading Association Conference Proceedings, 11, Part 1 (1966) 248-52. Grades 4-6.

Reviews four ways teacher guidance may help a child read with greater understanding, including an appeal to teachers to allow pupils the opportunity to apply their reading to new situations.

6058

Chamber, Dewey W. "Children's Literature and Creative Thinking," Vistas in Reading. International Reading Association Conference Proceedings, 11, Part 1 (1966) 87-89. Grades 1-6.

Offers a kaleidoscope of opportunities in literature for developing and encouraging creativity in children; describes the creative exchange that occurs between author and young reader or listener; and lists reading to children and dramatic play as opportunities for initial stages of developing the creative thinker in society.

5996

Durrell, Donald. "Evaluating Pupil Team Learning in Intermediate Grades," New Frontiers in Reading. International Reading Association Conference Proceedings, 5 (1960) 112-15. Grades 4-6.

Reports the findings of a study in which pupil team-learning was used as a method of providing for individual differences.

6333

Emans, R. and Fisher, Gladys M. "Teaching the Use of Context Clues," Elementary English, 44 (March 1967) 243-46. Grades 3-10.

Reports an experiment in which a total of 781 pupils in grades 3 to 10 were administered six test exercises representing differing techniques for the use of context clues. Relative difficulty of each clue was determined and related to the subject's sex, IQ, and achievement.

6143

Fay, Leo. "Reading Study Skills: Math and Science," Reading and Inquiry. International Reading Association Conference Proceedings, 10 (1965) 92-94. Grades 4-6.

Concludes (1) that elementary teachers must guide children in applying reading study skills in their content fields, especially in math and science, and (2) that problem solving demands full application of a range of comprehension and critical reading skills.

6391

Hafner, L. E. "Research for the Classroom: Using Context to Determine Meanings in High School and College," Journal of Reading, 10 (April 1967) 491-98. Grades 5-6.

Cites 38 titles in a review of the literature pertaining to the use of context, to methods of instruction that promote effective use of context, and to factors related to this ability.

6145

Herber, Harold L. "Reading Study Skills: Social Studies," Reading and Inquiry. International Reading Association Conference Proceedings, 10 (1965) 94-96. Grades 4-6.

Discusses how teachers can help students transfer reading skills to social studies materials by providing motivation and purpose, guidance in using the skills, and an opportunity to react to new ideas. Discusses levels of comprehension including the highest, or associational, level which requires application of previous concepts to new situations.

6146

Hill, Margaret Keyser. "Reading in the Content Fields," Combining Research Results and Good Practice. International Reading Association Conference Proceedings, 11, Part 2 (1966) 19-28. Grades 2-6.

Outlines reading in the content fields by offering pertinent comments and research results from experts in the field of reading.

7205

Hunkins, F. P. "The Influence of Analysis and Evaluation Questions on Achievement in Sixth Grade Social Studies," Educational Leadership, 25 (January 1968) 326-32. Grade 6.

Compares social studies achievement for 260 sixth-grade pupils divided into two groups. One group used text-type materials stressing questions requiring analysis and evaluation; the other group used materials containing questions requiring knowledge.

6010

Hunt, Lyman C. "Should the Professor Return to the Classroom? or I Taught Individualized Reading in the Third Grade," Improvement of Reading Through Classroom Practice. International Reading Association Conference Proceedings, 9 (1964) 92-93. Grade 3.

Stresses the importance of quiet reading time and of follow-up individual teacher-pupil conferences to success in a third-grade individualized reading program.

6149

Huus, Helen. "Antidote for Apathy--Acquiring Reading Skills for Social Studies," Challenge and Experiment in Reading. International Reading Association Conference Proceedings, 7 (1962) 81-88. Grades 1-6.

Hypothesizes that the answer in social studies is pupil skills, materials, and teacher attitude and preparation.

6069

Jan-Tausch, James. "Concrete Thinking as a Factor in Reading Comprehension," Challenge and Experiment in Reading. International Reading Association Conference Proceedings, 7 (1962) 161-64. Grades 4-6.

Arrives at seven suggestions about the relationship between reading comprehension and concrete thinking after administering specific standardized tests.

6151

Jenkins, William A. "Reading Skills in Teaching Literature in the Elementary School," Improvement of Reading Through Classroom Practice. International Reading Association Conference Proceedings, 9 (1964) 324-25. Grades 3-6.

Discusses 10 vital reading skills that must be considered when teaching literature including interpreting vocabulary and discourse, grasping tone and mood, comprehending detail, determining main idea, and drawing generalizations.

6071

Jenkinson, Marion D. "Reading--Developing the Mind," Changing Concepts of Reading Instruction. International Reading Association Conference Proceedings, 6 (1961) 170-73. Grades 1-6.

Discusses the nature of thinking in reading and some of the obvious pitfalls in language functioning.

4423

Johnson, Lois V. "Children's Newspaper Reading," Elementary English, 40 (April 1963) 428-32, 444. Grade 5.

Reports the results of a questionnaire study of the regularity of newspaper reading among 564 children in grades 4, 5, and 6, including information about parts of the paper read and liked, parts never read, reasons for contrasting reports in papers, and school subjects in which the newspaper reading was most helpful.

4292

Maw, Wallace H. and Maw, Ethel W. "Children's Curiosity as an Aspect of Reading Comprehension," The Reading Teacher, 15 (January 1962) 236-40. Grade 5.

Compares student curiosity as ranked by teacher-, peer-, and self-judgments with correct and "foolish" statements made in sentences.

6019

McHugh, Walter J. "Pupil-Team Learning in the Intermediate Grades," Changing Concepts of Reading Instruction. International Reading Association Conference Proceedings, 6 (1961) 78-81. Grades 4-6.

Discusses pupil-team organization with regard to word skills, oral reading, recall and workbook practice, critical thinking, and elaborative thinking.

6020

Metzler, Helen. "Providing for Individual Differences in Reading," Improvement of Reading Through Classroom Practice. International Reading Association Conference Proceedings, 9 (1964) 95-96. Grade 5.

Evaluates individualized reading as the greatest opportunity for developing and measuring the child's progress in reading.

3887

Richardson, Claudia and Church, Joseph. "A Developmental Analysis of Proverb Interpretations," Journal of Genetic Psychology, 94 (June 1959) 169-79. Grades 2-6.

Compares and analyzes the meanings of seven proverbs as reported by 64 children aged 7.10 to 12.5 years and those by 30 normal adults between 14 and 67 years of age.

6155

Root, Shelton L., Jr. "Literary Understanding in the Reading Program of the Primary Grades," Reading and Inquiry. International Reading Association Conference Proceedings, 10 (1965) 70-72. Grades 1-3.

Concludes that generating a population of literate readers requires time to hear stories, to discuss books, to sit quietly and read, to share book experiences, and to learn from reading.

6156

Simmons, John S. "The Reading of Literature: Poetry as an Example," Vistas in Reading. International Reading Association Conference Proceedings, 11, Part 1 (1966) 93-100. Grades 4-6.

Suggests that children be introduced to poetry study by gradual transition from initial study of the novel and short story and emphasizes the unique problems poetry generates in the classroom.

6494

Singer, Harry. "Changing Patterns of Factors in Power of Reading, Elementary Through College Levels," The Philosophical and Sociological Bases of Reading, Yearbook of the National Reading Conference, 14 (1965) 41-56. Grades 3-6.

Presents results of statistical treatment of scores on linguistic, perceptual, and other measures administered to approximately 250 pupils each in grades 3 through 6. Compares substrata-factor patterns from grade 6 through college and relates these changing patterns in reading to theories of intellectual development.

4992

Singer, Harry. "Substrata-Factor Evaluation of a Precocious Reader," The Reading Teacher, 18 (January 1965) 288-96. Grades 1 and 4.

Analyzes the performances of a 5½-year-old girl in terms of a variety of mental and verbal measures, including reading, and compares her achievements with standard score norms based on a sample of 60 fourth graders.

4993

Singer, Harry. "Substrata-Factor Theory of Reading Grade and Sex Differences in Reading at the Elementary School Level," Improvement of Reading Through Classroom Practice. International Reading Association Conference Proceedings, 9 (1964) 313-20. Grades 3-6.

Secures data on a total of 927 third through sixth graders who were tested to compare mean standard scores by grade level for two dependent variables and 42 independent variables. Shows sex comparisons within grades on variables in which mean scores were significantly different between performances of boys and girls.

4148

Smith, Henry P. and Dechant, Emerald V. Psychology in Teaching Reading. (Englewood Cliffs, New Jersey: Prentice-Hall, 1961) 453p. Grades K-6.

Compiles and interprets physiological and psychological research dealing with the reading-learning process, including topics such as the perceptual nature of reading, learning principles and the reading process, physiological correlates of reading, motivation and reading interests, personality factors in the reading process, and readability and legibility.

6157

Socher, E. Elona. "Developments in Reading Abilities Evaluation," New Frontiers in Reading. International Reading Association Conference Proceedings, 5 (1960) 108-12. Grades 4-6.

Discusses the statistical treatment and the testing for reliability of three content area tests: the Intermediate Reading Test, Social Studies; the Intermediate Test, Science; and the Diagnostic Inventory in Science.

5679

Stall, Lorren LaMar. Auditory Assistance of Reading as a Factor in Intermediate Grade Pupils' Interpretations of Verbal Arithmetic Problems. 159p. (Ed.D., The Pennsylvania State University, 1964) Dissertation Abstracts, 25, No. 12, Part 1, 7113. Order No. 65-4424, microfilm \$2.75, xerography \$7.40 from University Microfilms. Grades 4-6.

Investigates the effect of auditory assistance on 838 fourth-, fifth-, and sixth-grade children's ability to take an arithmetic verbal-

problems test and reports only one instance in which the provision of auditory reading assistance worked effectively to product higher scores.

7383

Thatcher, D. A. "Reading Instruction, Creativity, and Problem-Solving," The Reading Teacher, 21 (December 1967) 235-40, 260, 297. Grades 5-6.

Compares performance on creativity and problem-solving tests for fifth and sixth graders taught by either a basal reader or an individualized reading approach.

6086

Umstatted, Diana. "Developing Advanced Word Perception Skills," Reading and Inquiry. International Reading Association Conference Proceedings, 10 (1965) 30-32. Grades 4-6.

Stresses the importance of upper elementary students knowing how to attack the numerous new reading situations they continue to confront.

3069

Vernon, M. D., "The Visual Presentation of Factual Data," British Journal of Educational Psychology, 20 (November 1950) 174-85. Grade 6.

Compares the relative efficiency with which grammar-grade pupils mastered two sets of data on vital statistics: (A) in each of three forms as pictorial charts, graphs, and tables of figures, (B) as charts accompanied by a written text.

6049

Wonsavage, Elaine P. "Research Reveals Questions Educators Raise about Individualized Reading," Reading as an Intellectual Activity. International Reading Association Conference Proceedings, 8 (1963) 235-38, Grades 1-6.

Indicates results from a questionnaire sent to 90,000 principals and supervisors in 1962 concerning teacher readiness and understanding, materials and skills.

4171

Yandell, Maurine Dunn and Zintz, Miles V. "Some Difficulties which Indian Children Encounter with Idioms in Reading," The Reading Teacher, 14 (March 1961) 256-59. Grades 4-5.

Reports results of a study to determine the extent to which ethnic groups of children understand "English idiomatic expressions as found in standard reading texts in the fourth, fifth, and sixth grades."

Subsection C

Related Studies

6267

Barrett, C. Patricia and Barrett, G. V. "Enjoyment of Stories in Terms of Role Identification," Perceptual and Motor Skills, 23 (December 1966) 1164.

Reports the expressed preferences of 40 urban Negro fourth graders (21 boys and 19 girls) for a story about a white boy in the U.S., a boy in a foreign land, or an urban Negro boy.

6281

Hochner, S. and Insko, C. A. "Communicator Discrepancy, Source Credibility, and Opinion Change," Journal of Personality and Social Psychology, 4 (December 1966) 614-21.

Measures opinion regarding optimal amount of sleep, disparagement of the communication, and disparagement of the source, using as subjects 504 undergraduates who were exposed to communications which advocated differing amounts of sleep and which were ascribed to either a high-credible or a low-credible source.

4372

Bovyer, George G. "Stories and Children's Concepts of Sportsmanship in the Fourth, Fifth, and Sixth Grades," Elementary English, 39 (December 1962) 762-65.

Investigates middle-grade pupils' knowledge of the concept of sportsmanship, as measured by the number of different, relevant ideas written by each child, and compares changes in number of ideas (an exploration into possible growth of knowledge of sportsmanship) after exposure to teachers' oral readings of 12 short sports stories illustrating the concept.

6308

Colfax, J. D. "How Effective Is the Protest Advertisement?" Journalism Quarterly, 43 (Winter 1966) 697-702.

Investigates readership of, and response to, a war protest advertisement which appeared simultaneously in two daily newspapers. Three hundred telephone subscribers residing in the papers' circulation area were selected and 268 contacted for interview, along with 55 sponsors.

6309

Collier, Marilyn. "An Evaluation of Multi-Ethnic Basal Readers," Elementary English, 44 (February 1967) 152-57.

Uses data from a content analysis of four publishers' series of multiethnic reading texts through third-grade level to evaluate the presentations of the texts concerning 10 facts including race, neighborhood, and occupations.

6313

Crabtree, J. F. "A Study of the Relationship Between 'Score,' 'Time,' 'I.Q.,' and 'Reading Level' for Fourth-Grade Students Using Programmed Science Material," Science Education, 51 (April 1967) 298-304.

Uses six versions of a science program to calculate mean differences between the variables of score, time, IQ, and reading level and to establish interrelationships between these variables for 53 male and 41 female fourth graders.

4394

Denny, Terry P. and Weintraub, Samuel. "Exploring First Graders' Concepts of Reading," The Reading Teacher, 16 (March 1963) 363-65.

Summarizes 10 references on beginners' concepts of reading.

5103

Dillehay, R.C., Insko, C. A., and Smith, M. B. "Logical Consistency and Attitude Change," Journal of Personality and Social Psychology, 3 (June 1966) 646-54.

Reports and interprets changes in cognitive consistency for 82 and 81 subjects at two levels of university education. Subjects rated probable truth and desirability of 48 propositions forming 16 syllogisms, then read persuasive communications directed at 4 of 16 minor premises, then rerated truth of all propositions.

5108

Eagly, Alice H. and Manis, M. "Evaluation of Message and Communicator as a Function of Involvement," Journal of Personality and Social Psychology, 3 (April 1966) 483-85.

Analyzes the evaluative responses of 124 ninth-grade students of two persuasive messages constructed to be involving and uninvolved for them. The purpose was to investigate the effects of ego-involvement on the individual's evaluation of the message and the communicator.

6341

Fuller, G. B. and Ende, R. "The Effectiveness of Visual Perception, Intelligence and Reading Understanding in Predicting Reading Achievement in Junior High School Children," Journal of Educational Research, 60 (February 1967) 280-82.

Correlates reading achievement with visual perception, intelligence, and reading for understanding for 347 junior high school students from a high socioeconomic area.

6349

Greenberg, B. S. and Miller, G. R. "The Effects of Low-Credibility Sources on Message Acceptance," Speech Monographs, 33 (June 1966) 127-36.

Assesses and compares measures of attitude change and evaluation of communicator credibility for four experiments in which adults read persuasive communications presented under differing communicator-identification conditions.

7178

Gruner, C. R. "Editorial Satire as Persuasion: An Experiment," Journalism Quarterly, 44 (Winter 1967) 727-30.

Investigates whether the satire of Art Buchwald changed the attitudes of 146 college students (100 in the experimental group and 46 in the control) toward trade unions and Red China.

7213

Johnson, H. H., Torcivia, J. M., and Poprick, Mary A. "Effects of Source Credibility on the Relationship Between Authoritarianism and Attitude Change," Journal of Personality and Social Psychology, 9 (June 1968) 179-83.

Examines the effects of manipulating the credibility of a source on the relationship between authoritarianism and attitude change. Subjects were 152 undergraduates who read a communication attributed to two different sources: a medical expert and a medical quack.

6413

Lynch, M. D. "Avenues for Reducing Tension Produced by Attack on Belief," Journalism Quarterly, 44 (Summer 1967) 267-75.

Examines the means of reducing tension produced when a strongly held belief was subjected to a strong attack for six classes of undergraduates.

6430

Mazurkiewicz, Albert J. "TTA and TO Reading Achievement When Methodology Is Controlled--Extended into Second Grade," The Reading Teacher, 20 (May 1967) 726-29.

Compares instructional level, reading achievement, and other skills for a total of 794 second graders taught in i/t/a during first grade with those of 471 second graders taught in T.O.

7259

McGinnies, Elliott. "Studies in Persuasion: IV. Source Credibility and Involvement as Factors in Persuasion with Students in Taiwan," Journal of Social Psychology, 74 (April 1968) 171-80.

Analyzes the effects of source credibility and involvement as factors in persuasion with 83 male and 129 female students at National Taiwan University who read a composite argument criticizing United States policy in Vietnam.

6020

Metzler, Helen. "Providing for Individual Differences in Reading," Improvement of Reading Through Classroom Practice. International Reading Association Conference Proceedings, 9 (1964) 95-96.

Evaluates individualized reading as the greatest opportunity for developing and measuring the child's progress in reading.

7271

Miller, G. R. and Lobe, Jon. "Opinionated Language, Open- and Closed-Mindedness and Response to Persuasive Communications," Journal of Communication, 17 (December 1967) 333-41.

Investigates the amount of attitude change resulting from exposure to communications containing opinionated and nonopinionated language and studies the effects of receiver personality with 40 open-minded and 40 closed-minded undergraduates.

7273

Mills, J. and Jellison, J. M. "Avoidance of Discrepant Information Prior to Commitment," Journal of Personality and Social Psychology, 8 (January 1968) 59-62.

Tests the hypothesis that, prior to commitment, people who are certain that an alternative is the best spend less time reading an advertisement favoring a different alternative.

4459

Nolan, Carson Y. "Reading and Listening in Learning by the Blind," Exceptional Children, 29 (March 1963) 313-16.

Describes a pilot study of 70 blind pupils in grades 6-10 to compare efficiency of learning by listening with braille reading.

3659

Reed, James C. and Pepper, Roger S. "The Interrelationship of Vocabulary, Comprehension and Rate among Disabled Readers," Journal of Experimental Education, 25 (June 1957) 331-37.

Bases conclusions on the results of three studies, including 100 subjects in each, in which a two-way analysis of variance was used to determine the interrelationship of rate, vocabulary, and comprehension.

7331

Ryan, Eunice G. and Torrance, E. P. "Training in Elaboration," Journal of Reading, 11 (October 1967) 27-32.

Correlates gains in creative thinking abilities and reading skills for 24 seventh graders (eight girls and 16 boys) in two classes of remedial and developmental reading after a 2-month program designed to improve elaborative thinking.

7361

Smith, Helen K. "The Responses of Good and Poor Readers When Asked to Read for Different Purposes," Reading Research Quarterly, 3 (Fall 1967) 53-83.

Explores the product and process of reading comprehension of 15 good twelfth-grade readers and 15 poor twelfth-grade readers who were asked to read for two different purposes: details and general impressions.

6097

Smith, Nila Banton. "Perspectives: Teaching Young Children to Read," Vistas in Reading. International Reading Association Conference Proceedings, 11, Part 1 (1966) 581-86.

Defines the problems involved in terminology and reading instruction.

7371

Strang, Ruth and Rogers, Charlotte. "How Do Students Read a Short Story?" English Journal, 54 (December 1965) 819-23, 829.

Examines individual differences in the interpretive responses of three classes (70 students) of eleventh graders in reading a short story and compares responses of 14 high- and 14 low-level readers.

6510

Summers, E. G. and Laffey, James. "Doctoral Dissertation Research in Reading for 1964, Part I," Journal of Reading, 10 (December 1966) 169-84, 187.

Annotates 19 doctoral dissertations reported in Dissertation Abstracts, Ann Arbor, Michigan, for 1964. A brief summary of doctoral research in elementary, secondary, and college and adult reading is also included.

6044

Van Allen, Roach. "Three Approaches to Teaching Reading," Challenge and Experiment in Reading. International Reading Association Conference Proceedings, 7 (1962) 153-56.

Reports a San Diego County, California Reading Study Project which investigated three methods of teaching reading: basic reading, individualized reading, and language-experience approach.

7230

Weaver, Wendell W. and Kingston, Albert J. "Research for the Classroom: Questioning in Content Reading," Journal of Reading, 11 (November 1967) 140-43, 150.

Reviews 25 studies pertaining to questioning procedures in content materials and reading improvement books.

6160

Whipple, Gertrude. "Implementing the Changing Concepts of Reading Instruction in the Primary Grades," Changing Concepts of Reading Instruction. International Reading Association Conference Proceedings, 6 (1961) 29-32.

Presents a discussion of five concepts of reading growth which apply to all subjects and all levels.

6047

Whitehead, Robert. "Oral Interpretation of Literature," Vistas in Reading. International Reading Association Conference Proceedings, 11, Part 1 (1966) 84-86.

Stresses both the importance of reading aloud to children and the necessity of developing good techniques in so doing.

7417

Whittaker, J. O. and Meade, R. D. "Sex and Age as Variables in Persuasibility," Journal of Social Psychology, 73 (October 1967) 47-52.

Investigates sex, age, and cultural differences in persuasibility for 291 college sophomores in the United States, Hong Kong, Rhodesia, Lebanon, Brazil, and Peru and for 51 14-year-olds, 47 16-year-olds, 56 19-year-olds, and 28 young adult Americans.

3077

Zeligs, Rose. "The Meaning of Democracy to Sixth-Grade Children," Journal of Genetic Psychology, 76 (June 1950) 263-81.

Analyzes the responses of 150 sixth-grade children to a series of questions relating to the meaning of the word democracy and the activities through which democracy is practiced.

Part II

**Information on Critical and
Interpretive Reading, 1900-1949**

3

Abbott, Allan and Trabue, M. R. "A Measure of Ability to Judge Poetry," Teachers College Record, 22 (March 1921) 101-26.

Describes the procedure in preparing an objective test of independent critical judgment with regard to poetry.

2094

Bateman, Richard M. and Remmers, H. H. "A Study of the Shifting Attitude of High School Students When Subjected to Favorable and Unfavorable Propaganda," Journal of Social Psychology, 13 (May 1941) 395-406.

Reports the results of an experiment with 70 high school pupils to determine the effect of the use of propaganda on their attitude toward particular social institutions.

1437

Betts, Emmett Albert, Chairman. Reading Disabilities and Their Corrections. A Critical Summary of Selective Research. Third Annual Research Bulletin of the National Conference on Research in Elementary School English (Detroit, Michigan: C. C. Certain, Editor, Box 67, North End Station, 1935) 28p.

Presents critical summaries of 45 selected studies of reading disabilities and summarizes important implications and conclusions.

2798

Blayne, Thornton C. "Validity of Self-Evaluation Charts in Developmental Reading Programs," Elementary English, 26 (May 1949) 279-81, 292.

Presents records for 45 pupils in grades 9 to 11 which support the contention that individual progress charts and self-evaluation are valuable aids in improving reading competence.

2485

Collier, Rex Madison. "The Effect of Propaganda upon Attitude Following a Critical Examination of the Propaganda Itself," The Journal of Social Psychology, 20, First Half (August 1944) 3-17.

Reports results of a controlled experiment including 109 college students to determine whether and to what extent the attitudes of a group of individuals will be affected by propaganda material even though they are clearly aware of its design and are critically examining its content.

2717

Crossen, Helen Jameson. Effect of Attitudes of the Reader upon Critical Reading Ability. (Chicago: The University of Chicago, 1947) 133p.

Presents the results of a carefully controlled experiment involving 351 ninth-grade pupils to discover the relationship, if any, between ability of pupils to read critically about a given topic and their attitude toward that topic.

2330

Davis, Frederick B. "Two New Measures of Reading Ability," Journal of Educational Psychology, 33 (May 1942) 365-72.

Reports the development of two measures of reading ability--word knowledge and reasoning in reading--through the application of the techniques of factorial analysis.

1452

Dawey, Joseph C. "The Acquisition of Facts as a Measure of Reading Comprehension," Elementary School Journal, 35 (January 1935) 346-48.

Summarizes the results of tests given to approximately 140 pupils to determine the relation between the ability to secure facts and the ability to do inferential thinking regarding historical material read.

1868

Dolch, E. W. "Fact Burden and Reading Difficulty," Elementary English Review, 16 (April 1939) 135-38.

Presents findings of a tentative study regarding the fact burden of school textbooks, with comparisons of books from first- to sixth-grade levels, dealing with geography, history, science, and health.

1873

Eberhart, Wilfred. "Evaluating the Leisure Reading of High-School Pupils," School Review, 47 (April 1939) 257-69.

Makes use of the cumulative-record technique of evaluating leisure reading to secure data on trends in amount of reading, types of books read, and types of nonfiction preferred by several hundred pupils in grades 7 to 11.

1760

Eells, Walter Crosby. "Comparison of Scales for Evaluation of Periodicals," Journal of Educational Psychology, 28 (November 1937) 637-40.

Presents data concerning relative ranking of magazines on two scales designed to evaluate cultural content of periodicals and shows the standing on these scales of magazines furnished for the C.C.C. camps by the United States Army.

716

Good, Carter V. "The Effect of Extensive and Intensive Reading on the Reproduction of Ideas or Thought Units," Journal of Educational Psychology, 18 (October 1927) 477-85.

Reports the results of an experiment with college students to determine the relative advantages of extensive and intensive reading as measured by the reproduction of ideas.

607

Good, Carter V. "The Effect of Mental-Set or Attitude on the Reading Performance of High-School Pupils," Journal of Educational Research, 14 (October 1926) 178-86.

Presents the results obtained by using different forms of the Thorndike-McCall Reading Scale with the directions altered to encourage various mental attitudes.

2647

Gray, William S. "The Social Effects of Reading," School Review, 55 (May 1947) 269-77.

Reviews the results of scientific studies concerning the effect of reading on accuracy of information, attitudes, morale, beliefs, judgments, and actions and presents data concerning the effect of attitude on critical reading.

2136

Grim, Paul R. "Interpretation of Data and Reading Ability in the Social Studies," Educational Research Bulletin, 19 (September 25, 1940) 372-74.

Presents data and correlations which show that ability to interpret data and ability to read the social sciences are somewhat related but also differentiated functions at the junior high school level.

1053

Gumlick, Helen R. and Allphin, Helen. "Improving Ability to Interpret Stories," Denver Public Schools Bulletin, 4 (January 1931) 2-4.

Describes the methods used and the results secured in efforts to improve the interpretation of stories among third- and fourth-grade pupils.

1054

Hartley, Helene Willey. Tests of the Interpretative Reading of Poetry for Teachers of English. Teachers College Contributions to Education, No. 433. (New York: Teachers College, Columbia University, 1930) 48p.

Discusses the construction, validity, and reliability of two forms of a test for teachers which is designed to measure comprehension of the complete meaning of poems.

718

Hay, Homer W. and McKown, Harry C. "An Evaluation of the High School Magazine," University of Pittsburgh School of Education Journal, 3 (November-December 1927) 21-26.

Presents an analysis of the content of 103 high school magazines and discusses critically nine arguments often used in support of such magazines.

616

Helseth, Inga Olla. Children's Thinking. Teachers College Contributions to Education, No. 209. (New York: Teachers College, Columbia University, 1926) 164p.

Presents the results of studies of the improvement in thinking about questions from United States history made by a class of 16 seventh- and eighth-grade pupils.

2498

Higgins, Conwell Dean. "Pupil Inference--Variety, Depth, and Direction of Error," The Journal of Experimental Education, 13 (September 1944) 46-52.

Reports the results of nine simple experiments to determine those aspects of inductive reasoning involved in making original inferences from biological data.

1592

Hill, Mary Buffum. "Experimental Procedures in the Study of the Process of Word Discrimination in Reading," Journal of Educational Research, 29 (February 1936) 473-82.

Reports the results of a critical examination of the validity of the techniques already used in the study of word discrimination reading.

185

Huey, Edmund B. "On the Psychology and Physiology of Reading, II," American Journal of Psychology, 12 (April 1901) 292-313.

Reports the results of experiments to determine reading rate, reading unit perception, and interpretative reading processes.

200

Jordan, R. H. "A Three-Fold Experiment in High-School English," English Journal, 10 (December 1921) 560-69. Describes the tests used and presents the results secured in a study of ability to interpret current events.

1390

Kelley, Victor H. "An Experimental Study of Certain Techniques for Testing Word Meanings," Journal of Educational Research, 27 (December 1933) 277-82.

Considers the validity of four types of word meaning tests: multiple choice, same-opposite-neither, matching, and multiple-choice-sentence.

1393

Kramer, Grace A. The Effect of Certain Factors in the Verbal Arithmetic Problem upon Children's Success in the Solution. Johns Hopkins University Studies in Education, No. 20. (Baltimore: Johns Hopkins Press, 1933) 106p.

Summarizes the results of studies of the influence of interest, sentence, form, style (language detail), and vocabulary upon the success of sixth-grade children in solving verbal arithmetic problems.

241

Lyman, R. L. "How High-School Seniors Explain Common Errors in Reasoning," English Journal, 12 (May 1923) 293-305.

Presents conclusions from studies to determine the ability of pupils to detect reasoning errors in the materials read.

643

Meeker, Harold Llewellyn. An Experiment in Teaching Pupils How to Answer Questions. Unpublished Master's Thesis, Department of Education, University of Chicago, 1926.

Presents the results of an experiment to determine methods of teaching high school pupils how to find answers to six types of questions.

1501

Miller, Georgia E. "A Technique for Developing Comprehension of Literature," English Journal, 23 (December 1934) 810-18.

Describes the results of a controlled experiment among freshmen and senior high school pupils to determine the value of daily drill exercises in thoughtful reading supplementing the regular work of the course.

1505

Moore, Herbert. "Training College Freshmen to Read," Journal of Applied Psychology, 18 (October 1934) 631-34.

Presents evidence of the value of discussions on how to read and study, supplemented by exercises in finding central meanings, increasing reading rate, building up words, analyzing words, and comparing the meanings of similar proverbs.

647

Munroe, Ruth. "The Relative Strength of Advertising Appeals," Library Journal, 52 (February 1, 1927) 123-27.

Reports the results of a study of the effectiveness of each of six motives used in efforts to induce people to read.

321

Ritter, B. T. and Lofland, W. T. "The Relation Between Reading Ability as Measured by Certain Standard Tests and the Ability Required in the Interpretation of Printed Matter Involving Reason," Elementary School Journal, 24 (March 1924) 529-46.

Presents and interprets the results of a study among 1,400 pupils in grades 4 to 8, inclusive.

1411

Robinson, F. P. and McCollom, F. H. "Reading Rate and Comprehension Accuracy as Determinants of Reading Test Scores," Journal of Educational Psychology, 25 (February 1934) 154-57.

Presents data showing the relative importance of rate of reading and accuracy of comprehension in determining reading test scores.

1517

Salisbury, Rachel. "Some Effects of Training in Outlining," English Journal (College Edition), 24 (February 1935) 111-16.

Presents the results of an experiment with 474 high school pupils to determine the value of a definite period of training in outlining, considered both as a thought-getting and a thought-giving process.

1933

Scarlet, Will. Report on Remedial Reading, New York City High Schools, February, 1937 to January, 1938. High School Remedial Project No. 465-97-3-103, Conducted by the Board of Education of the City of New York and the Works Progress Administration (New York: Board of Education, 1938) 61p.

Describes the results of a high school remedial reading project the aim of which was to discover, evaluate, and develop remedial and corrective methods and techniques.

1103

Shaffer, Laurance F. Children's Interpretations of Cartoons. Teachers College Contributions to Education, No. 429. (New York: Teachers College, Columbia University, 1930) 74p.

Analyzes the interpretations made by approximately 150 children in each grade, from the fourth through the twelfth, of 10 cartoons dealing with social, political, and economic problems.

877

Snyder, Edwin D. "Factual Versus Story Material," University of Pittsburgh School of Education Journal, 4 (March-April 1929) 94-96.

Reports the results of a study of the relative merits of presenting informational material in factual form and presenting such material in story form.

2187

Teller, James D. "Improving Ability to Interpret Educational Data," Educational Research Bulletin, 19 (September 25, 1940) 363-71, 390..

Compares the progress of a group of college and graduate students receiving specific training in the interpretation of historical data with that of a group receiving conventional training.

377

Thorndike, Edward L. "The Psychology of Thinking in the Case of Reading," Psychological Review, 24 (May 1917) 220-34.

Analyzes pupils' answers to questions on a reading test and discusses the findings in terms of the psychology of thinking.

378

Thorndike, Edward L. "Reading as Reasoning. A Study of Mistakes in Paragraph Reading," Journal of Educational Psychology, 8 (June 1917) 323-32.

Presents typical errors of interpretation in paragraph reading and discusses their psychological and pedagogical significance.

379

Thorndike, Edward L. "The Understanding of Sentences. A Study of Errors in Reading," Elementary School Journal, 18 (October 1917) 98-114.

Describes the mistakes made by pupils in interpreting paragraphs and presents conclusions concerning the nature of interpretation.

387

True, John Albert. A Study of Interpretation in Silent Reading. Unpublished Master's Thesis, Department of Education, University of Chicago, 1922.

Presents scores on six standardized silent reading tests and three general intelligence tests and their intercorrelations.

994

Waples, Douglas. "Propaganda and Leisure Reading," Journal of Higher Education, 1 (February 1930) 73-77.

Presents the results of an analysis of plays, novels, and moving pictures to determine the sex situations presented and offers constructive suggestions relative to the leisure reading of college students.

429

Woody, Clifford. "Measurement of a New Phase of Reading," Journal of Educational Research, 8 (November 1923) 315-26.

Describes the preparation of a test which measures ability to select the central thought of a passage.

Appendix A

How to Order Microfiche and Hard Copy Reproductions of Documents from the ERIC Document Reproduction Service

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