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ABSTRACT

This 70-item annotated bibliography on reading in the content areas lists general references on the topic, references relating to critical reading, and specific references in each of the four main subject fields: mathematics, science, social studies, and language arts and literature. Additional bibliographies of the research literature in content area reading are also cited. (TO)

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## READING IN THE CONTENT FIELDS

*An Annotated Bibliography*

Compiled by Leo Fay

Indiana University

Revised 1969

Ramon Ross, General Editor

U.S. DEPARTMENT OF HEALTH,  
EDUCATION & WELFARE  
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## INTRODUCTION

A **bibliography** concerned with *Reading in the Content Fields* must span a range of time, subject matter areas, and levels of maturity. To make the revision of this bibliography of most value to all concerned with reading in the content fields, the following ground rules were observed:

- All of the major subject areas were included.
- Selections were restricted largely to publications of the past ten years.
- Selections were chosen to relate to each of the major school levels — elementary, junior high school, senior high school.
- Major emphasis was given to references that would be of practical significance to teachers and administrators. Research articles were included if their results were of significance to school practice.
- Reference to ERIC/CRIER sources were included rather than listing extensive numbers of research studies.

The recent concern for developing high levels of literacy has added to the significance of this area for teachers at all levels. It is here that the skills of reading can be used most effectively.

After each of the annotations in the bibliography, the following key is used to indicate the type of article:

- R — Research
- O — Opinion
- E — Elementary Level
- S — Secondary Level

The Resources of ERIC/CRIER were utilized in compiling this bibliography.

## RESEARCH

The extensive body of research literature in content area reading has been organized into three annotated bibliographies published in the ERIC/CRIER Reading Review Series. The references in these bibliographies come from four major sources:

- Published research literature in reading 1900-1966. The citations and annotations are those that appeared in the annual summaries of research in reading compiled on an annual basis by the Reading Research Center of the University of Chicago.
- USOE sponsored research on reading. This source includes all USOE projects on reading funded by the Bureau of Research since its inception in 1956. The basic documents from this source are available from EDRS/NCR in microfiche or hard copy.
- Recent doctoral dissertation research in reading (1960-). Copies of the documents from this source are available from University Microfilms, Ann Arbor, Michigan.
- International Reading Association conference proceedings reports on elementary and secondary reading.

Additional information about these bibliographies and other publications and services of ERIC/CRIER can be obtained from:

ERIC/CRIER  
200 Pine Hall  
Indiana University  
Bloomington, Indiana 47401

LAFFEY, JAMES L. (Comp.). "Research on Reading in the Content Fields: Mathematics, Science, and Social Studies," *ERIC/CRIER Reading Review Series*, Vol. 2, Bibliography 10, 1968.

HARRIS, LARRY A. (Comp.). "Research on Reading in the Content Fields: Language Arts and Literature," *ERIC/CRIER Reading Review Series*, Vol. 2, Bibliography 11, 1968.

LAFFEY, JAMES L. (Comp.). "Research on Reading in the Content Fields: General and Other Subjects," *ERIC/CRIER Reading Review Series*, Vol. 2, Bibliography 12, 1968.

## GENERAL READINGS

The references in this section were selected on two bases. The first were those that discussed the problems of content reading in a general way, with their examples selected from among the various content areas. The second type of selection discussed topics that were of particular significance as background or foundation for reading in the content fields.

DAWSON, MILDRED A. (Comp.). *Developing Comprehension Including Critical Reading*. Newark, Delaware: International Reading Association, 1968.

This volume is a collection of articles on the broad topic of comprehension selected from the IRA Journals and conference proceedings. Papers that relate to study and reading in the content subjects are not included. However, much of the content of this volume is relevant background for improving content reading (R, O, E, S).

DAWSON, MILDRED A. (Comp.). *Developing High School Reading Programs*. Newark, Delaware: International Reading Association, 1967.

This volume is a collection of articles selected from the IRA Journals and conference proceedings. The articles are selected for their practical significance for secondary teachers. The section on "The Reading Curriculum" contains five articles concerned with the general problems of teaching reading in the content subjects (O, S).

DeBOER, JOHN J., and GERTRUDE WHIPPLE. "Reading Development in Other Curriculum Areas," Chapter 4, *Development in and Through Reading*, Sixtieth Yearbook of the National Society for the Study of Education. Chicago: University of Chicago Press, 1961.

The authors' presentation is organized as follows: reading as the responsibility of other curriculum areas; the effect of improvement in reading on achievement in other areas; developmental reading in the various curriculum areas; the implications of individual differences; the content fields and the mass media; the sequential development of fundamental abilities and skills; and getting a program underway (O, R, E, S).

FIGUREL, J. ALLEN (Ed.). *Reading and Inquiry*, Proceedings of the International Reading Association, 10, 1965.

Teaching the specific thinking skills is the underlying theme of ten papers presented on reading in the content subjects. The necessity of teaching these skills from the primary grades through college is emphasized. Practical ideas for developing the various types of thinking are incorporated in each address (O, E, S).

FIGUREL, J. ALLEN (Ed.). *Forging Ahead in Reading*, Proceedings of the International Reading Association, 12, 1967 (Copyright 1968).

A series of four articles discusses the skills needed for reading social studies and science material. Special attention is given to the retarded reader (O, E, S).

FIGUREL, J. ALLEN (Ed.). *Reading as an Intellectual Activity*, Proceedings of the International Reading Association, 8, 1963. New York: Scholastic Magazines.

A sequence of five papers relating to reading in the content areas was presented at the 1963 IRA Convention. The topics include: assessing the reading needs of students; organizational patterns for effective instruction; critical reading in content areas; and developing reading competencies through social studies, literature, mathematics and science (O, E, S).

FIGUREL, J. ALLEN (Ed.). *New Frontiers in Reading*, Proceedings of the International Reading Association, 5, 1960. New York: Scholastic Magazines.

Part IV of the proceedings is concerned with reading in relation to the entire curriculum. The paper by Arthur I. Gates, "The Nature and Function of Reading in the Content Areas," is an excellent summary as well as challenge for future developments in the area (O, E, S).

HAFNER, LAWRENCE E. *Improving Reading in Secondary Schools: Selected Readings*. MacMillan, 1967 (paperback).

This book of readings is an excellent reference for the secondary teacher. The section on reading in the content areas contains fifteen articles that provide a well balanced discussion of this topic.

HILL, MARGARET K. "Reading in the Content Fields," in Mildred A. Dawson (Ed.), *Combining Research Results and Good Practice*, Proceedings of the International Reading Association, Vol. 11, Part 2, 1966 (Copyright 1967), 19-28.

This article reviews literature published between 1925 and 1959. The most relevant articles to the content fields are summarized and their conclusions discussed (R, O, E, S).

HILL, WALTER. "Content Textbook: Help or Hindrance?", *Journal of Reading*, 10 (March 1967), 408-413.

Research is cited to indicate the formidable reading learning task presented by the American content area textbook. A systematic program is urged for the development of the necessary reading study skills needed to handle such reading loads (R, O, S).

JOLY, R. W. "Reading Improvement in Subjects other Than English," *High Points*, 47 (January 1965), 22-30.

The author described tried and successful practical procedures for improving the ability of students to learn and enjoying learning content subjects by reading. Procedures reviewed concerned mathematics, merchandising, biology, and social studies (O, S).

JONES, D. M. *Teaching Reading Skills in the Content Areas*, Yearbook of the Claremont Reading Conference, 30, 1966, 159-169.

Six questions are raised relative to the determination of the reading skills necessary in the various content areas. The conclusions include ideas for the teaching of specific skills and the preparation of special materials (O, E, S).

KINGSTON, A. J. "What Do We Mean by Reading in the Content Areas?" *Journal of Developmental Reading*, 7 (Spring 1964) 146-147.

This article discusses the responsibility of subject matter teachers to help students read flexibly, purposefully, selectively and, hopefully, to "think" as they read (O, S).

MICHAELS, M. L. "Subject Reading Improvement: A Neglected Teaching Responsibility!" *Journal of Reading*, 9 (October 1965), 16-20.

This dissertation investigates the specific difficulties encountered in reading various content subjects. Two reading approaches are studied; their strengths and weaknesses are analyzed and recommendations suggested. Teachers will find this article enlightening and helpful in realizing what skills should be developed in content subjects to help students improve the study habits needed in high school and college (R, S).

ROBINSON, H. ALAN. *Recent Developments in Reading*, Supplementary Educational Monograph, Number 95, December 1965.

Recent developments in reading instruction in the content areas and developing competence in reading are two sections devoted specifically to reading in the content areas. Throughout this monograph, however, especially in experimental procedures in reading and in specific trends and recent developments in reading, skills related to this aspect of reading are discussed (O, R, E, S).

SHELDON, WILLIAM D. "Organizing a Developmental Reading Program in the Content Areas," in Donald L. Cleland (Ed.), *Reading in the Content Areas*, Report of the Fifteenth Annual Conference on Reading, University of Pittsburgh, 1959, 39-48.

The basic skills required for reading in the content areas are outlined. Sample lessons are given in science, social studies, and mathematics as illustrations (O, E).

SHEPHERD, DAVID L. "Teaching Science and Mathematics to the Seriously Retarded Reader in the High School," *Reading Teacher*, 17 (September 1963), 25-30.

Informal diagnostic procedures are suggested as well as procedures for helping retarded readers use their textbooks more effectively. The importance of relating to students' backgrounds and the need for vocabulary development are also emphasized (O, S).

SMITH, NILA BANTON. "Reading in Subject Matter Fields," *Educational Leadership*, 22 (March 1965), 382-385.

The present social revolution prompted the author to review the reading skills needed for efficient reading in the social studies, science, mathematics, and literature. The development of concepts at home and at school and specific comprehension and interpretation skills are emphasized (O, E, S).

SMITH, NILA BANTON. "Patterns of Writing in Different Subject Areas," *Journal of Reading*, 9 (October, November 1964), 31-37, 97-102.

In two articles the author analyzes the common reading skills and the specialized skills demanded in reading the patterns of writing in literature, science, mathematics, and social studies. Secondary textbooks were examined as a basis for the thorough analysis (R, O, S).

WAGNER, G. "What Schools Are Doing: Developing Reading Power in the Content Areas," *Education*, 85 (October 1964), 122-124.

The author concisely lists criteria for teachers to judge their competency for teaching reading as it is related to the content subjects. Included is a bibliography to reading guides dealing with methods and curriculum (O, E, S).

WHIPPLE, GERTRUDE. "Sequence in Reading in the Content Areas," in H. M. Robinson (Ed.), *Sequential Development of Reading Abilities*, Proceedings of the Annual Conference on Reading, University of Chicago, 21, 1960, 124-129.

Factors which determine the sequence in developing reading abilities in the content areas are discussed. Practical suggestions are given concerning each factor (O, E).

WHIPPLE, GERTRUDE. "Essential Types of Reading in the Content Fields," in J. Allen Figurel (Ed.), *Improvement of Reading Through Classroom Practice*, Proceedings of the International Reading Association, 9, 1964, 31-33.

Requirements for good reading instruction in the content fields are discussed. Oral versus silent reading, skimming, assimilative reading, and critical reading are discussed as the most important aspects of reading needed to attain the objectives of content subjects (O, E).

## CRITICAL READING IN THE CONTENT AREAS

The references in this section relate to the problems of developing thoughtful, critical readers in the various disciplines. A teacher interested in this topic would do well to read the anthology, *Critical Reading* by Martha L. King, Bernice D. Ellinger, and Willavene Wolf. Philadelphia: L. P. Lippincott, 1967.

ARTLEY, A. STERL. "Critical Reading in the Content Areas." *Elementary English*, 36 (February 1959), 122-130.

After defining critical reading as "the process of judging with severity the ideas expressed by a writer," the author suggests that critical reading also applies to the nature of the reaction a reader makes to the ideas he encounters and to the use he makes of them. Factors that predispose a reader to do critical reading in the content areas and the basic abilities of critical reading are also reviewed (O, E, S).

GROFF, PATRICK J. "Children's Attitudes Toward Reading and Their Critical Reading Abilities in the Four Content-Type Materials," *Journal of Educational Research*, 55, 1962, 313-317.

This study reports a low positive correlation between certain pupil attitudes and their critical reading abilities when pupils are reading boys' stories, girls' mild adventure stories, airplane or flying stories, and manners or social relations stories (R, E).

KING, MARTHA L., BERNICE D. ELLINGER, and WILLAVENE WOLF. *Critical Reading*. New York: J. B. Lippincott, 1966.

This excellent book of readings covers all aspects of critical reading. Research and practical suggestions are combined to give the teacher at any level a complete reference on critical reading. Many articles relate directly to the teaching of critical reading in the content areas (R, O, E, S).

LACKEY, G. H., Jr., and D. ROLLINS. "History and Current Events: A Time and Place for Critical Reading," *Journal of Reading*, 8 (May 1965), 373-377.

The authors describe the attempts of one school to transform the teaching of critical reading and analysis from a nebulous concept to a definite operational procedure. Results are tentative but indicate a practical and promising approach. Administrators and teachers will find helpful suggestions for planning the curriculum so that specific reading skills will be taught in the social studies classes (R, S).

## MATHEMATICS

In compiling this section of the bibliography an effort was made to use sources from mathematics education. Hence, several references are included from *The Arithmetic Teacher* and the *Mathematics Teacher*. Persons interested in this area will find the major sources included within the publications of the two professional organizations, The National Council of Teachers of Mathematics and the International Reading Association.

AARON, I. E. "Reading in Mathematics," *Journal of Reading*, 8 (May 1965), 391-395.

The author explains how teachers can develop the following specialized reading skills and understandings in mathematics: 1) the mathematical vocabulary; 2) the concept background necessary for understanding ideas presented in mathematical publications; 3) reading mathematical material; 4) the developing of proficiency in the special reading tasks in mathematics; 5) the developing of skill in interpreting mathematical symbols and abbreviations. Differentiating instruction for excellent and poor readers in mathematics is included (O, S).

BALOW, IRVING H. "Reading and Computation Ability as Determinants of Problem Solving," *Arithmetic Teacher*, 11, 1964, 18-22.

This article reports a study of the relationship of intelligence and reading, computation and problem solving of sixth grade students (R, E).

BELL, MAX S. "Developing Competence in Reading: In Mathematics," in H. Alan Robinson (Ed.), *Recent Developments in Reading*, 27, University of Chicago, 1965, 155-158.

The author believes that competence in the reading of mathematics develops through the selection of appropriate materials; new math materials, teaching strategies and common pitfalls of instruction are discussed. Conditions for learning through discovery and the building of confidence are seen as the ones which develop competence in the reading of mathematics (O, E).

CALL, R. J., and N. A. WIGGINS. "Reading and Mathematics," *Mathematics Teacher*, 59, 1966, 149-157.

A study of the effects of a special reading program on the ability to solve word problems in a second year high school algebra course is reported (R, S).

HAMILTON, R. C...S. "The Construction and Administration of a Reading Comprehension Test Using Mathematical Material," *British Journal of Educational Psychology*, 23 (November 1953), 203-205.

Although this article is much older than most included in the bibliography, it offers a somewhat unique instrument. It might prove helpful to those wishing to construct such an instrument (R, E, S).

HARTUNG, MAURICA L. "Methods and Materials for Teaching Reading: in Mathematics," in H. M. Robinson (Ed.), *Sequential Development in Reading Skills*, Proceedings of the Annual Conference on Reading, University of Chicago, 22, 1960, 140-144.

Changes in mathematics instruction in the elementary and high school are reviewed. Eight problems to be encountered in the new mathematics are discussed (O, E, S).

HEDDENS, JAMES W., and KENNETH J. SMITH. "The Readability of Elementary Mathematics Books," *Arithmetic Teacher*, 11, 1964, 466-468.

The Spache and Dale-Chall Readability formulas are used to determine the readability of five textbooks in arithmetic for grades one through six (R, E).

HICKERSON, G. A. "Similarities Between Teaching Language and Arithmetic," *Arithmetic Teacher*, 6 (November 1959), 241-244.

Arithmetic is presented as a system of symbolism just as language is. Assuming that the same principles underlie the understanding and use of both language symbols and arithmetic symbols, the author attempts to show point by point the relationship between good language instruction and good arithmetic instruction (O, E).

KERFOOT, JAMES F. "The Vocabulary in Primary Arithmetic Texts," *Reading Teacher*, 14 (January 1961), 177-180.

An analysis of selected primary grade math books was made. Vocabulary lists plus selected references are included in the article (R, E).

OLANDER, HERBERT. "Developing Competence in the Reading of Arithmetic and Mathematics Material," in Donald L. Cleland (Ed.), *Reading in the Content Areas*, Proceedings of the Fifteenth Annual Conference in Reading, University of Pittsburgh, 1959, 107-115.

The relationship between the acquisition of number concepts or skills and the improvement of reading comprehension are discussed. Techniques are suggested for the improvement of reading in arithmetic material (O, E).

SPENCER, PETER L., and DAVID H. RUSSELL. "Reading in Arithmetic," Chapter 9, *Instruction in Arithmetic*, Twenty-fifth Yearbook. Washington: National Council of Teachers of Mathematics, 1960, 202-223.

This very useful chapter presents a discussion of the nature of reading in arithmetic, some of the problems involved therein, a survey of research dealing with reading in problem solving, and suggestions of ways teachers might help their pupils in this area. An extensive bibliography is included (O. R. E).

YOUNG, WILLIAM E. "The Language Aspects of Arithmetic," *School Science and Mathematics*, 57 (March 1957) 171-174.

The importance of mathematical terms is emphasized by the author who states that of the most common words in our language one word in every four is a mathematical term. Five practical suggestions are given whereby understanding can precede verbalization (O, S).

## SCIENCE

The selections in this area reflect the relative lack of literature on science reading at the secondary level. The secondary teacher is referred to the books of readings by Dawson and Hafner and to the IRA conference proceedings for specific references.

BENNETT, L. M. and C. CLODFELTER. "Study of the Integration of an Earth Science Unit Within the Reading Program of a Second Grade by Utilizing the Word Analysis Approach," *School Science and Mathematics*, 66, 1966, 729-736.

Report of a study of three different procedures for integrating the teaching of reading skills with a science unit (R, E).

BLOUGH, G. O. "Developing Competence in the Interpretation of Scientific Materials," in Donald L. Cleland (Ed.), *Report of the Fifteenth Annual Conference on Reading*, University of Pittsburgh, 1959, 93-99.

The common goals of science instruction and reading are discussed. Some of the difficulties encountered by science teachers who attempt to teach reading are identified (O, E).

EDIGER, M. "Reading in the Elementary School Science Program," *Science Education*, 49, 1965, 389-390.

Activities are suggested for use with reading experiences in science (O, E).

LOCKWOOD, J. B. "Research Problems in Reading Science," *School Science and Mathematics*, 59 (October 1959), 551-556.

Several studies concerned with reading in the area of science are summarized. Contains several implications for writers and publishers of science books (R, E).

PARKER, D. H. "Reading in Science: Training or Education," *Science Teacher*, 30, 1963, 43+.

Procedures are suggested for developing a reading program in science (O, E).

PODENDORF, I. "Accent on Thinking in Science for Children in the 60's Through Reading and Research," *Science Education*, 46, 1962, 184-185.

Reports a summary of a conference at which some of the basic problems concerned with science and the teaching of reading were discussed (O, E).

SHORES, J. HARLAN. "Reading of Science for Two Separate Purposes as Perceived by Sixth Grade Students and Able Adult Readers," *Elementary English*, 37 (November-December 1960), 461-468, 546-553.

In these articles the importance of purpose for the mature, efficient reading of science content is demonstrated by research findings. Sixth grade pupils are quite immature in their ability to read science materials for various purposes and consequently direct instruction to this end is needed (O, R, E).

## SOCIAL STUDIES

The National Council for the Social Studies has periodically published bulletins and yearbooks that contain material relevant to reading in the social studies. The proceedings of the IRA conventions are also a rich source for articles on this topic.

CARPENTER, H. M., and M. V. GAVER. "Making History Live Through Reading," in W. H. Cartwright and R. L. Watson (Eds.), *Interpreting and Teaching American History*, Yearbook of the National Council for the Social Studies, 31, 1961, 398-414.

Guidelines for the selection and use of reading materials in history instruction are provided. Trends in the reading habits of young people and in the publishing business are discussed. Recommended bibliographies are included (O, E).

CARPENTER, HELEN McCracken (Ed.), *Skill Development in Social Studies*, Thirty-Third Yearbook, National Council for the Social Studies, Washington, 1963.

The theme of the yearbook relates to reading and related study skills. Chapter VI by Helen Huus is concerned specifically with the problems of reading in the social studies, developing vocabulary, adjusting or adapting rate of reading, forming relationships, and expanding concepts through reading. An annotated bibliography is included (O, R, F, S).

DALLMAN, MARTHA E. "Classroom Reading for Social Studies," *The Grade Teacher* (October 1960), 404.

Contains practical tips for the classroom teacher in reading for information, vocabulary development, remembering what is read, and evaluation of what is read (O, E).

FAY, LEO, THOMAS HORN, and CONSTANCE McCULLOUGH. *Improving Reading in the Elementary Social Studies*, Bulletin 33. Washington: National Council for the Social Studies, 1961.

The authors of this bulletin organized their discussion about nine questions commonly asked by elementary teachers concerning reading in the social studies. Included are such topics as coping with individual differences; effective use of the textbook; developing skill in reading charts, graphs, tables and maps; using reference books and library resources; and developing critical reading skills. An annotated bibliography is included (O, E).

FIGUREL, J. A. "Developing Competence in the Interpretation of Social Studies Materials," in Donald L. Cleland (ed.), *Reading in the Content Areas*, Report of the Annual Conference on Reading, University of Pittsburgh, 1959, 83-92.

A selected review of the literature and current trends in social studies materials are presented. Skills relevant to the reading and studying of social studies materials are discussed (O, E).

HUUS, HELEN. *Children's Books to Enrich the Social Studies for the Elementary Grades*, Bulletin 32. Washington: National Council for the Social Studies, 1961.

Teachers interested in extending reading in their social studies program beyond the textbook will find this extensive, well-organized bibliography of children's books extremely useful (O, E).

McAULAY, J. D. "Social Studies Dependent on Reading," *Education*, 82, 1961, 87-89.

Problems confronting the teacher of social studies are discussed; special emphasis is on the use of textbooks, role of current materials, and the slow reader. Practical suggestions are made.

MICHAELIS, JOHN U. (Ed.). *Social Studies in Elementary Schools*, Chapter VI. Thirty-second Yearbook of the National Council for the Social Studies. Washington: National Education Association, 1962.

This chapter is concerned with skills and processes in the social studies. Of special significance in relation to reading are the discussions on critical thinking and problem solving, communication skills, and map reading skills (O, E).

MURDOCK, FAITH, ELMER E. PFLIEGER, and GERTRUDE WHIPPLE. "Skills in the Social Studies: Communication Skills in the Social Studies," in John U. Michaelis (Ed.), *Social Studies in the Elementary Schools*, 32, 1961, 398-414.

An outline for the communication skills utilized in social studies is presented for the areas of speaking and listening, reading, study, library, and writing. The outlines presented cover grades one through eight (O, E, S).

NOWELL, LILLIAN. "Developing Concepts in the Social Sciences," *Reading Teacher*, 17 (September 1963), 10-15.

After outlining the problems the students face with the many complex and abstract concepts found in the social studies, the author describes several classroom procedures the teacher might use to help his students in concept development (O, S).

PRESTON, RALPH C. "Methods and Materials for Teaching Reading: In Social Studies," in H. M. Robinson (Ed.), *Sequential Development of Reading Skills*, Proceedings of the Annual Conference on Reading, University of Chicago, 22, 1960, 135-139.

Practical suggestions are made for the use of reading materials with social studies at all grade levels (O, E).

PRESTON, RALPH C., J. WESLEY SCHNEYER, and FRANC J. THYNG. *Guiding the Social Studies Reading of High School Students*, Bulletin 34. Washington: National Council for the Social Studies, 1963.

Discussed in this bulletin are such topics as why the high school student needs guidance in reading social studies materials, providing for individual differences in reading, teaching students how to read their social studies textbooks, and ways of stimulating wide reading in the social studies (O, S).

WITTY, PAUL A. "Role of Reading in the Social Studies." *Elementary English*, 39, 1962, 562-569+.

The necessity for formal reading instruction in the content areas is emphasized. Five essential aspects for reading proficiency are discussed (O, E).

## LANGUAGE ARTS AND LITERATURE

The relationship of reading to the language arts and specifically to literature is a matter of major interest in the publications of both the IRA and NCTE. In reviewing this area it is recommended that one obtain bibliographies from the two associations and review their journals and other publications. Elementary teachers will find *Elementary English* and *The Reading Teacher* most helpful. For secondary teachers *The English Journal* and the *Journal of Reading* are the most appropriate sources.

AARON, I. E. "Developing Reading Competencies Through Social Studies and Literature," in J. Allen Figurel (Ed.), *Reading as an Intellectual Activity*, Proceedings of the International Reading Association, 8, 1963, 107-110.

Development of the basic reading skills through the use of literature and social studies is discussed (O, E, S).

BLOOMER, RICHARD H. "Connotative Meaning and the Reading and Spelling Difficulty of Words," *Journal of Educational Research*, 55 (November 1961), 107-112.

The relationship between the emotional tone and the emotional intensity of words and between the spelling and reading difficulty of these words is examined. No relationship between emotional tone and spelling difficulty was found (R, E, S).

COOPER, DAVID. "Implications from Semantics for the Teaching of Mature Reading Skills in Secondary School English Classes," doctoral dissertation, Stanford University, Vol. 24, No. 3, 1963, 1085. (Order No. 63-6407, Microfilm \$2.75; Xerography \$8.20, 178 pages.)

This dissertation provides ideas that the secondary English teacher might use to develop more mature readers (O, S).

HUUS, HELEN. "Interpreting Research in Children's Literature," in Mildred A. Dawson (Ed.), *Children, Books, and Reading*, Perspectives in Reading No. 3. Newark, Delaware: International Reading Association, 1964, 123-145.

Research studies in children's literature are reviewed and interpreted. The studies are organized around reading preferences, poetry, mass media, reading materials, and the effects of reading (R, O, E).

JENKINS, WILLIAM A. "Reading Skills in Teaching Literature in the Elementary School," in J. Allen Figurel (Ed.), *Improvement of Reading Through Classroom Practice*, Proceedings of the International Reading Association, 9, 1964, 324-325.

Ten reading skills needed in reading literature are discussed (O, E).

LIVINGSTON, HOWARD F. "The Effects of Instruction in General Semantics on the Critical Reading Ability of 10th Grade Students." doctoral dissertation, New York University. Vol. 26, No. 7, 1964, 3783-3784. (Order No. 65-6581, Microfilm \$4.00; Xerography \$5.80, 118 pages.)

An investigation was undertaken to determine whether critical reading ability of tenth grade students improved as a result of instruction in selected principles and techniques of general semantics. The results favored the experimental groups (R, S).

PITTMAN, GRACE. "Young Children Enjoy Poetry," *Elementary English*, 43, 1966, 56-59.

An analysis of poetry interests of a group of third grade children is reported. A discussion of the implications for the teaching of reading skills is included (R, O, E).

RAMSEY, WALLACE Z. "An Experiment in Teaching in High School English Classes," *English Journal*, 46 (November 1957), 495-500.

This study is a report of an experiment that attempted to teach reading skills through the use of literature. Practical suggestions are given for use by other secondary teachers (R, O, S).

SEBESTA, SAM (Ed.). *Ivory, Apes, and Peacocks: The Literature Point of View*, Proceedings of the International Reading Association, Vol. 12, Part 2, 1967 (Copyright 1968).

This entire volume discusses the development of reading skills in and through literature (O, E, S).

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*Reading and the Kindergarten* Dolores Durkin

*Reading in the Content Fields* Leo Fay

*Individualized Reading* Harry W. Sartain