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ABSTRACT

This third report in the Language Research in Progress (LRIP) series summarizes information received on research current between December 1965 and June 1966. LRIP classifies documented language research activities in the U.S. and abroad and disseminates information concerning them. The information is stored at the Center for Applied Linguistics, Washington, D.C. This report is divided into three lists. Part I includes main and sub-categories and cross-references, including the Thesaurus. Reference numbers of research projects dealing with these categories follow each entry. Part II is a combined alphabetical listing of research personnel and institutions, also followed by the relevant project numbers. Part III gives investigator, institution and project title, arranged in numerical sequence by the reference numbers used in Parts I and II. LRIP will provide an abstract of any research project reported in this document. (CHK)

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Language Research In Progress : 3

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Language Research In Progress

REPORT NO. 3 JUNE 1966

A Cross-Referenced List of
Documented Language Research Projects
Current December 1965 - June 1966

PREFACE

This third Report in the Language Research in Progress (LRIP) series summarizes information received on research current between December 1965 and June 1966. The Preface to Report no. 2 (December 1965) summarized the background and scope of this project. The classification system continues to be revised and improved.

How LRIP works

So that scholars and other interested persons may be aware of current work, LRIP classifies documented language research activities in the U.S. and abroad and disseminates information concerning them. The main body of information is stored at the Center for Applied Linguistics in numbered document files, which are accessible through a "collectanea", a card-file of research summaries under four different headings. The "abstracts" are filed by subject category, and this subdivision makes up Part I of this Report. They are also filed alphabetically by researcher and institution; these two subdivisions together make up Part II. The cards are also filed in numerical order, numbers being assigned arbitrarily as new projects are added; this subdivision makes up Part III. When a project is finished, its abstract, which has been continuously updated according to information received, is transferred to a "completed research" file. Visitors to the Center for Applied Linguistics are invited to use both document and card files.

Services offered to LRIP users

LRIP is fully aware that a listing of titles is not always useful of itself. Investigators need much more information. LRIP'S abstract service provides it. All users may request abstracts of any of the research projects reported in this document. Abstracts may be requested by project number, by name of investigator, or by category listing. Abstracts of completed research may also be requested.

Documentation of research in progress

LRIP can provide such information only to the extent that it is made available by investigators. Much current research remains unlisted for lack of information sufficient to enable us to write an abstract, which must make clear to others the goals, methods, and current progress of the project in question. This is why we earnestly request investigators: (1) to continue to send us supporting documents, including copies of funded proposals, progress reports, reprints or other background material; (2) to report new research or to update continuing research, using the enclosed project description form and prepaid reply envelope.

Unfunded, private research

LRIP is interested in all language-related research, whether formally funded or not. We are aware that it is often difficult for scholars to document their efforts in a field of continuing interest, characterized by interim productivity unencumbered by fixed time schedules. It is suggested, however, that LRIP users study the enclosed project description form carefully. The information solicited by this form can suggest ways of reporting private research not ordinarily conceived as a "project".

We welcome comments and suggestions from users on all aspects of LRIP.

Alfred S. Hayes

4

Joy Varley

(i)

USING THIS REPORT

Projects are classified in three interrelated lists:

Part I (page 1) lists main and sub-categories and cross-references, including the Thesaurus. It should be borne in mind that these categories are not intended to provide an exhaustive classification of language research, but to make it as easy as possible for users with widely divergent needs and interests to find what they are looking for. Projects may be included under a main or sub-category for which the investigator has indicated that his project has implications, although it may not deal directly with that subject. Categories include both basic and applied research. Once you have found the subject you are interested in, look up the numbers in Part III. These numbers are merely arbitrarily assigned reference numbers.

Part II (page 17) is a combined alphabetical listing of research personnel and institutions. Universities and colleges in the U.S. are listed alphabetically by state, e.g. George Peabody College for Teachers is under Tennessee. Autonomous institutions (hospitals, private research centers) and foreign universities are listed under the name of the institution. Having located persons or institutions in whose work you are interested, look up the numbers in Part III.

Part III (page 25) gives investigator, institution and project title, arranged in numerical sequence by the reference numbers used in Parts I and II. Gaps in the sequence simply mean that one or more known and numbered projects are insufficiently documented or that one or more projects were completed before the period covered by this Report. Where no title was specified by the investigator, or where separately funded research with slightly different titles was encountered, a suitable single title has been devised.

P A R T I
Thesaurus and Category Listing

Achievement - See PROFICIENCY AND ACHIEVEMENT

ACOUSTIC MEASUREMENTS (pitch, frequency, duration, etc.) (PHONETICS) 23, 312, 316,
324, 329, 346, 401, 486, 533, 572, 573

ACQUISITION OF MEANING (MEANING) 47, 458, 504, 511

AGING (PSYCHOLINGUISTICS) 172, 504

Air pressure studies - See ARTICULATION (PHONETICS)

Animal communication - See SEMIOTICS (PSYCHOLINGUISTICS)

APHASIA (SPEECH PATHOLOGY) 286, 312, 318, 340, 355, 449, 463, 495, 567, 570

APTITUDE TESTING 124, 537

AREA STUDIES

AREAS UNDER STUDY 82

ARTICULATION (and oral pressure and air pressure studies) (PHONETICS) 310, 311,
312, 329, 330, 331, 347, 372, 378, 453, 485, 531

Articulation, poor - See SPEECH DEFECTS, FUNCTIONAL (SPEECH PATHOLOGY)

ASSOCIATES, MULTIPLE (WORD ASSOCIATIONS) 184

ASSOCIATION, CONTROLLED (WORD ASSOCIATIONS) 148, 458, 504

ASSOCIATION, FREE (WORD ASSOCIATIONS) 266, 458

ASSOCIATIVE CLUSTERING (WORD ASSOCIATIONS) 148, 431, 458, 499, 504

ATLASES 76

Attitudes (towards language) - See SOCIOLINGUISTICS, LANGUAGE & CULTURE

AUDIO-LINGUAL

METHODS 225, 456, 473, 537

MATERIALS 210, 445, 473, 528, 548

AUDIO-VISUAL

METHODS 57

MATERIALS 66, 198, 445

AUDITORY COMMUNICATION 83, 310, 314, 319, 322, 346, 457, 522, 533, 569, 571, 572

AUDITORY DISCRIMINATION 114, 226A, 226D, 314, 320, 344, 378, 437, 442, 453, 457,
476, 488, 493, 506, 546, 571, 572

PSYCHOACOUSTICS 314, 401, 571

SPEECH PERCEPTION 316, 357, 371, 372, 465, 466, 468, 476, 484, 486, 505, 511

HEARING LOSS - SPEECH TRAINING 522, 533, 569

XXXXX = main category; XXXXX = sub-category; xxxxx = cross-reference

Refer to numerical listing of projects in Part III

AUDITORY DISCRIMINATION (AUDITORY COMMUNICATION) 114, 225A, 226D, 314, 320, 344,
 378, 437, 442, 453, 457, 476, 488, 493, 506, 546, 571, 572

AUDITORY PERCEPTUAL LEARNING (PERCEPTUAL LEARNING) 226C, 310, 361, 457, 466, 495,
 506, 508, 514, 522

Auto-Instruction - See SELF-INSTRUCTION

AUTOMATIC ABSTRACTING (COMPUTER STUDIES) 383, 402, 415, 443, 555

AUTOMATIC ANALYSIS (COMPUTER STUDIES) 209, 296, 340, 408, 409, 410, 415, 417, 418,
 421, 422, 427, 434, 439, 440, 475, 521, 527, 532, 539, 555

BIBLIOGRAPHIES 383, 440, 475, 540

BILINGUALISM (SOCIOLINGUISTICS, LANGUAGE & CULTURE) 57, 87, 528, 552, 560A, 560B

BIOLOGY 322

BLINDNESS AND LANGUAGE 319, 409

BRAIN RESEARCH 314, 344

LATERAL DOMINANCE 226B, 355, 449

SPEECH MECHANISMS 328, 334, 340, 463

Breathing (and oral and nasal pressures) - See ARTICULATION (PHONETICS)

Cantometrics - See SEMIOTICS (PSYCHOLINGUISTICS)

CATEGORIES OF MEANING (MEANING) 47, 458, 504

Child Language - See LANGUAGE DEVELOPMENT (PSYCHOLINGUISTICS)

Child Rearing - See SOCIALIZATION (PSYCHOLINGUISTICS)

CINEFLUOROGRAPHY (PHONETICS) 311, 312, 324, 330, 363, 371, 372, 378, 442, 453

CLASSICAL LANGUAGES (Dead languages, etc.) 549, 553

Cleft Palate - See SPEECH DEFECTS, ORGANIC (SPEECH PATHOLOGY)

CLUSTERING IN RECALL (MEMORY) 259, 499, 504, 565

Code Switching - See BILINGUALISM or DIALECTS (SOCIOLINGUISTICS, LANGUAGE & CULTURE)

CODING (MEMORY) 180, 297, 458, 507

COMMON LANGUAGES

ENGLISH (including TEFL) 62, 93, 98, 103, 138, 200, 265, 294, 400, 406, 408,
 411, 412, 413, 420, 423A, 424, 427, 434, 445, 446, 447, 453, 456, 466, 478,
 483, 487, 488, 546, 547, 554, 558, 560B, 564

FRENCH 219, 262, 411, 415, 443, 453, 473, 564

GERMAN 138, 410, 415, 434, 453, 564

ITALIAN 570

RUSSIAN 103, 114, 176, 289, 395, 402, 406, 408, 415, 418, 419, 420, 421, 422,
 425, 426, 434, 475, 492, 564

SPANISH 57, 200, 261, 432, 434, 453, 456, 556

XXXXX = main category; XXXXX = sub-category; xxxxx = cross-reference

Refer to numerical listing of projects in Part III

Comparison of meaning systems - See CATEGORIES OF MEANING (MEANING)

COMPOSITION 73, 98, 265, 447, 455, 577

EVALUATION 93, 96

COMPREHENSIBILITY/INTELLIGIBILITY 264, 573

COMPUTER STUDIES 23, 286, 314, 357, 371, 395, 400, 405, 407, 413, 416, 419, 420, 423A, 423B, 426, 428, 439, 440, 441, 443, 465, 475, 482, 509, 519, 522, 524, 527, 532, 538, 554, 555, 564, 565

AUTOMATIC ABSTRACTING 383, 402, 415, 443, 555

AUTOMATIC ANALYSIS 209, 296, 340, 408, 409, 410, 415, 417, 418, 421, 422, 427, 434, 439, 440, 475, 521, 527, 532, 539, 555

MACHINE COMMUNICATION 319, 357, 408, 409, 414, 442, 486

MACHINE TRANSLATION 103, 406, 407, 408, 409, 411, 412, 415, 425, 434, 465, 564, 574

CONCEPT FORMATION 78, 122, 126, 150, 225, 226B, 226C, 282, 286, 322, 456, 458, 503, 504, 507, 510, 514, 515, 560B, 569

Concordances and word-indexes - See AUTOMATIC ANALYSIS (COMPUTER STUDIES)

CONSTITUENT STRUCTURES (GRAMMATICAL ANALYSIS) 144, 406, 577

CONTACT, LANGUAGES IN (SOCIOLINGUISTICS, LANGUAGE & CULTURE) 75, 76, 200

CONTENT ANALYSIS 42, 263, 266, 532, 577

CONTRASTIVE STUDIES 478, 483, 488, 529, 530, 554

GRAMMAR 86

PHONOLOGY 26, 86, 289, 446, 554

CONTROLLED ASSOCIATION (WORD ASSOCIATIONS) 148, 458, 504

COURSES FOR SELF-INSTRUCTION 432, 493, 547, 569

CURRICULUM PLANNING 62, 98, 265, 455, 515, 519, 520, 528, 577

DATA PROCESSING 209, 363, 405, 407, 434, 499

Deafness - See AUDITORY COMMUNICATION

DELAYED AUDITORY FEEDBACK (VERBAL BEHAVIOR) 125, 283, 286, 317, 355, 438, 506, 522

DEMOGRAPHY 87

DEPENDENCY THEORY (GRAMMATICAL ANALYSIS) 418, 424, 425, 427, 555

DIALECTOLOGY/DIALECTS (SOCIOLINGUISTICS, LANGUAGE & CULTURE) 40, 76, 294, 398, 409, 423B, 519, 561, 573

Dialects, Social - See SOCIAL DIALECT STUDIES (SOCIOLINGUISTICS, LANGUAGE & CULTURE)

Dictionaries - See THESAURI

XXXXX = main category; XXXXX = sub-category; xxxxx = cross-reference

Refer to numerical listing of projects in Part III

DISCOURSE ANALYSIS (units up to and beyond the sentence) 264, 296, 421, 439, 501, 565

DISTURBED SPEECH (Psychotic, neurotic, mentally disturbed, drug-induced speech change) (PSYCHOLINGUISTICS) 266, 284, 307, 347, 3.3, 448, 524

Drug-induced speech change - See DISTURBED SPEECH (PSYCHOLINGUISTICS)

Duration - See ACOUSTIC MEASUREMENT (PHONETICS)

Dyslexia - See READING

ECOLOGY 87, 200

ENGLISH (including TEFL) (COMMON LANGUAGES) 62, 93, 98, 103, 138, 200, 265, 294, 400, 406, 408, 411, 412, 413, 420, 423A, 424, 427, 434, 445, 446, 447, 453, 456, 466, 478, 483, 487, 488, 546, 547, 554, 558, 560B, 564

ENGLISH - TEACHER TRAINING (TEACHER TRAINING) 66, 96, 98, 447, 456

Esophageal speech - See SPEECH CORRECTION & PROSTHESIS (SPEECH PATHOLOGY)

ETHNOLINGUISTICS 31, 40, 82, 90, 200, 479, 480, 534

Ethnology - See ETHNOLINGUISTICS

EVALUATION (of grammatical theories) (GRAMMATICAL ANALYSIS) 75

EVALUATION OF METHODS OF INSTRUCTION 62, 96, 437, 548

EVALUATION OF SELF-INSTRUCTIONAL MATERIALS (SELF-INSTRUCTION) 261, 432, 492, 493

EVALUATION OF WRITTEN COMPOSITIONS 93, 96

Exotic languages - See NEGLECTED LANGUAGES

Extralinguistic phenomena - See SEMIOTICS (PSYCHOLINGUISTICS)

Films - See METHODS AND MATERIALS (AUDIO-VISUAL)

FOREIGN LANGUAGES - TEACHER TRAINING 225, 262

Foreign Languages - See COMMON LANGUAGES (English, French, German, Italian, Russian, Spanish)

NEGLECTED LANGUAGES (all others)

FREE ASSOCIATION (WORD ASSOCIATIONS) 266, 458

Free Recall - See RECALL METHOD (VERBAL LEARNING, RESPONSE MEASURES)

FRENCH (COMMON LANGUAGES) 219, 262, 411, 415, 443, 453, 473, 564

Frequency - See ACOUSTIC MEASUREMENT (PHONETICS)

FREQUENCY COUNTS 395, 402, 409, 423A, 440, 443

PHONEMES 453

WORDS 286, 395, 554, 568

XXXXX = main category; XXXXX = sub-category; xxxxx = cross-reference

Refer to numerical listing of projects in Part III

GENERATIVE GRAMMAR (GRAMMATICAL ANALYSIS) 75, 255, 289, 400, 475, 503, 562
 GERMAN (COMMON LANGUAGES) 138, 410, 415, 434, 453, 564
 Glossaries - See THESAURI
GLOSSOLALIA 377
GRAMMATICAL ANALYSIS 31, 357, 412, 516, 523, 555
 CONSTITUENT STRUCTURES 144, 406, 577
 DEPENDENCY THEORY 418, 424, 425, 427, 555
 GENERATIVE GRAMMARS 75, 289, 400, 475, 503, 562
 TAGMEMICS 500, 501
 TRANSFORMATION THEORY 24, 264, 408, 417, 427, 447, 451, 455, 475, 490, 491,
 499, 547, 555
 EVALUATION 75
GRAMMATICAL STRUCTURE 31, 209, 264, 286, 395, 403, 413, 425, 447, 451, 455, 475,
 539, 558, 561, 565, 577
GRAPHEMICS 86, 114, 414, 521

 "Hard" Languages - See NEGLECTED LANGUAGES
HARDWARE 226E, 361, 391 (See also: COMPUTERS and OTHER HARDWARE (PHONETICS))
 LANGUAGE LABORATORIES 262, 530, 537
 TEACHING MACHINES 318, 226E, 569
 Harshness - See VOICE QUALITY
 Hearing - See AUDITORY COMMUNICATION
HEARING LOSS - SPEECH TRAINING (AUDITORY COMMUNICATION) 522, 533, 569
HESITATION PHENOMENA (pauses, etc.) (VERBAL BEHAVIOR) 144, 283, 353, 369, 573
HISTORICAL LINGUISTICS (Comparative Studies) 40, 527, 534, 539, 541, 542, 549,
 553, 561
 Hoarseness - See VOICE QUALITY

 Immediate Recall - See SHORT TERM MEMORY
INCIDENTAL (VICARIOUS) LEARNING (VERBAL LEARNING, EXPERIMENTS) 140, 153
INDIVIDUAL DIFFERENCES (VERBAL LEARNING, RESPONSE MEASURES) 124, 148
INFANT VOCALIZATIONS (cooing, babbling, etc.) (PSYCHOLINGUISTICS) 51, 322, 331,
 361, 448, 472, 522, 523
INFORMATION PROCESSING MODELS 271, 509
INFORMATION STORAGE AND RETRIEVAL 383, 405, 408, 409, 412, 415, 427, 434, 439,
 440, 465, 532

XXXXX = main category; XXXXX = sub-category; xxxxx = cross-reference
Refer to numerical listing of projects in Part III

INTELLIGIBILITY/COMPREHENSIBILITY 264, 573
 Interference - See LINGUISTIC INTERFERENCE
INTERPERSONAL INTERACTIONS (verbal and social) (PSYCHOLINGUISTICS) 24, 31, 322,
 379, 399, 465, 468, 479, 480, 494
INTONATION (paralanguage, prosodic features) (PSYCHOLINGUISTICS) 13, 269, 316,
 347, 413, 453, 475, 481, 483, 485, 487, 533, 563, 572
ITALIAN (COMMON LANGUAGES) 570

LANGUAGE & CULTURE, SOCIOLINGUISTICS 31, 42, 48A, 48B, 76, 87, 90, 200, 219, 398,
 399, 478, 479, 481, 489, 516, 534, 543, 552
BILINGUALISM 57, 87, 528, 552, 560A, 560B
DIALECTS/DIALECTOLOGY 40, 76, 294, 398, 409, 423B, 519, 561, 572
LANGUAGES IN CONTACT 75, 76, 200
MULTILINGUALISM 87, 200, 289
 *SOCIAL DIALECT STUDIES 48, 48A, 48B, 78, 83, 91, 141, 294, 327, 478, 480, 481,
 488, 489, 504, 513, 515, 516, 519, 520, 523, 579, 580, 581
LANGUAGE DEVELOPMENT (PSYCHOLINGUISTICS) 24, 47, 48, 48A, 48B, 73, 78, 80, 83, 91,
 127, 140, 141, 258, 269, 286, 303, 314, 322, 371, 449, 451, 456, 457, 489, 498,
 503, 504, 505, 506, 507, 508, 509, 510, 511, 513, 515, 519, 522, 523, 528, 559,
 576, 577
LANGUAGE LABORATORIES (HARDWARE) 262, 530, 537
LANGUAGE LEARNING MODELS 144, 176, 287, 508, 509, 510, 568
LANGUAGES IN CONTACT (SOCIOLINGUISTICS, LANGUAGE & CULTURE) 75, 200
 Language Therapy - See SPEECH CORRECTION & PROSTHESIS (SPEECH PATHOLOGY)
LATENCY (REACTION TIME) (VERBAL LEARNING, RESPONSE MEASURES) 490, 560A
LATERAL DOMINANCE (BRAIN RESEARCH) 226B, 355, 449
 Lexemics - See WORD FORMATION
LEXICOGRAPHY 86, 200, 403, 410, 474, 539
 Lexicology - See LEXICOGRAPHY
LINGUISTIC INTERFERENCE 75, 483, 578
LITERACY 520, 521

*See also: Current Social Dialect Research at American Higher Institutions,
 Clearinghouse for Social Dialect Studies (CAL and NCTE), April 1966.

XXXXX = main category; XXXXX = sub-category; xxxxx = cross-reference
Refer to numerical listing of projects in Part III

LITERATURE, APPLICATION OF LINGUISTICS TO 296, 410, 538, 540

LONG TERM MEMORY 499

MACHINE COMMUNICATION (COMPUTER STUDIES) 319, 357, 408, 409, 414, 442, 486

MACHINE TRANSLATION (COMPUTER STUDIES) 103, 406, 407, 408, 409, 411, 412, 415, 425, 434, 465, 564, 574

Man-Machine Communication - See MACHINE COMMUNICATION (COMPUTER STUDIES)

MATHEMATICAL LINGUISTICS 408, 409, 475

MEANING 103, 147, 150, 266, 286, 415, 503, 555

ACQUISITION OF 47, 458, 504, 511

CATEGORIES OF 47, 458, 504

MEASUREMENT OF 124, 263, 269, 431, 458, 504

SEMANTIC ANALYSIS 75, 200, 400, 405, 408, 421, 458

SEMANTIC SATIATION 392, 438

SEMANTIC STRUCTURES 47, 102, 425, 431, 458, 475, 504, 562

SEMANTIC THEORY 75

VERBAL MEDIATION 47, 150, 392, 552

MEANINGFULNESS (VERBAL LEARNING, PARAMETERS) 124, 148, 153, 180

MEASUREMENT OF MEANING 124, 263, 269, 431, 458, 504

MEDIATING LINKS (VERBAL LEARNING, PARAMETERS) 130, 150, 184

MEDIATION, VERBAL (MEANING) 47, 150, 392, 552

MEMORY 122, 125, 126, 153, 156, 226C, 226D, 258, 465, 560B

SHORT TERM (immediate recall) 148, 150, 153, 297, 430, 465, 466, 499, 506, 507, 560A, 563

LONG TERM 499

CODING 180, 297, 458, 507

MNEMONIC AIDS 150

ORGANIZATION 148, 150, 180, 297, 458, 499, 507, 510

CLUSTERING IN RECALL 259, 499, 504, 565

Mentally disturbed speech - See DISTURBED SPEECH (PSYCHOLINGUISTICS)

MENTALLY RETARDED SPEECH (PSYCHOLINGUISTICS) 303, 322, 490

METHODS OF INSTRUCTION 98, 198, 225, 262, 409, 568

EVALUATION 96, 437, 548

ORDER OF PRESENTATION 287, 556

Mimicry-Memorization Method - See METHODS AND MATERIALS (AUDIO-LINGUAL)

XXXXX = main category; XXXXX = sub-category; xxxxx = cross-reference
Refer to numerical listing of projects in Part III

MNEMONIC AIDS (MEMORY) 150

MODELS 415

INFORMATION PROCESSING 271, 509

LANGUAGE LEARNING 144, 176, 287, 508, 509, 510, 568

Morphemics - See MORPHOLOGY

MORPHOLOGY 114, 409, 415, 426, 539, 553, 555

MOTIVATION 57, 127, 138, 267, 437, 508, 523, 548

MULTILINGUALISM (SOCIOLINGUISTICS, LANGUAGE & CULTURE) 87, 200, 289

MULTIPLE ASSOCIATES (WORD ASSOCIATIONS) 184

Nasal pressure - See ARTICULATION (PHONETICS)

Nasality - See VOICE QUALITY

NEGLECTED LANGUAGES

Abenaki 40	Mongolian 527
African languages 403, 500	Navaho 90, 552
Ainu 534	New Britain 82
Albanian 561	New Guinea 82
Altaic 527, 543	Ojibwa 561
American Indian 40, 84, 90, 216, 398	Orok 534
Arabic 13, 200, 476, 483, 544	Papuan 82
Bantu 13, 403	Penutian 84
Breton 561	Persian 539
Chinese 86, 204, 240, 400	Philippine 521
Coos 84	Picuris 31
Czech 13, 289	Portuguese 209, 210
Danish 13	Quileute 561
Dutch 415	Salish 216
Finnish 13	Scottish Gaelic 561
Gilyak 534	Serbocroatian 13
Hawaiian Pidgin 528, 529	Shoshoni-Panamint 398
Hebrew 434	Somali 535
Hindi 13, 434, 549	Sorb 289
Hungarian 475	Swedish 409
Icelandic 13	Tagalog 200, 578
Irish 554, 560B	Tai 541
Japanese 13, 26, 176, 442, 498	Taos 31
Jinghpaw 542	Taw Sug 200
Judeo-Persian 539	Thai 530, 562
Kilenge 82	Tututni 84
Korean 26	Ubykh 13
Kurdish 544	Umatilla 84
Latvian 13	Vietnamese 26, 138, 548
Lolo-Burmese 542	Wolof 518
Lusatian 289	Yakan 200
Malay 200, 446	Yiddish 76
Melanesian Pidgin 82	Zamboangueño 200

XXXXX = main category; XXXXX = sub-category; xxxxx = cross-reference

Refer to numerical listing of projects in Part III

Neurotic speech - See DISTURBED SPEECH (PSYCHOLINGUISTICS)

Nomenclature - See TERMINOLOGY

NORMS (WORD ASSOCIATIONS) 156, 458

NOUN SYSTEMS 103

Oral approaches to language teaching - See METHODS AND MATERIALS (AUDIO-LINGUAL)

Oral-aural methods - See METHODS AND MATERIALS (AUDIO-LINGUAL)

Oral pressure - See ARTICULATION (PHONETICS)

ORDER OF PRESENTATION (METHODS OF INSTRUCTION) 287, 556

ORGANIZATION (MEMORY) 148, 150, 180, 297, 458, 499, 507, 510

PAIRED ASSOCIATES (VERBAL LEARNING, EXPERIMENTS) 47, 130, 148, 150, 153, 172, 176, 177, 180, 184, 259, 287, 340, 391, 392, 458, 499

Paralinguistics/Paralanguage - See INTONATION (PSYCHOLINGUISTICS)

Pauses - See HESITATION PHENOMENA (VERBAL BEHAVIOR)

PERSONALITY (AND SPEECH) (PSYCHOLINGUISTICS) 269, 284, 327, 399, 444, 481, 528, 545

PERCEPTUAL LEARNING 78, 226B, 226E, 496, 504, 509, 510, 522

 AUDITORY 226C, 226D, 310, 361, 457, 466, 495, 506, 508, 514, 522

 VISUAL 226C, 297, 340, 430, 495, 514, 522

 VISUAL DISCRIMINATION 114, 140, 226A, 259, 318

 PERCEPTUAL SHIFTING 125, 176, 226C

PHONEME-GRAPHEME CORRESPONDENCES 42, 176, 520

PHONEMES, FREQUENCY COUNTS 453

PHONETIC SYMBOLISM (PSYCHOLINGUISTICS) 269, 429

PHONETICS

 SPEECH PRODUCTION 312, 319, 353, 357, 371, 466, 484, 505, 511, 513, 546

 SPEECH RECOGNITION 23, 26, 312, 314, 319, 357, 442, 476, 484, 486, 493, 511

 SPEECH SYNTHESIS 23, 312, 316, 319, 330, 357, 371, 382, 414, 442, 453, 476, 484, 522

 ARTICULATION (AND PRESSURE) 310, 311, 312, 329, 330, 331, 347, 372, 378, 453, 485, 531

 CINEFLUOROGRAPHY 311, 312, 324, 330, 363, 371, 372, 378, 442, 453

 SPECTROGRAPHIC ANALYSIS 13, 23, 26, 312, 319, 453

 OTHER HARDWARE 311, 314, 324, 330, 346, 357, 371, 382, 401, 485, 531

 ACOUSTIC MEASUREMENTS (pitch, frequency, duration, etc.) 23, 312, 316, 324, 329, 346, 401, 486, 533, 572, 573

XXXXX = main category; XXXXX = sub-category; xxxxx = cross reference

Refer to numerical listing of projects in Part III

PHONOLOGY 13, 26, 31, 289, 357, 488, 505, 516, 518, 539, 541, 542, 553, 558
Pitch - See ACOUSTIC MEASUREMENT (PHONETICS)
Poetry - See LITERATURE
PROFICIENCY AND ACHIEVEMENT 60, 73, 86, 262, 437, 537, 546
Programmed Learning - See SELF-INSTRUCTION
PRONOUNCEABILITY (VERBAL LEARNING, PARAMETERS) 148, 180, 259, 391
Prosodic features, phonemic & non-phonemic - See INTONATION (PSYCHOLINGUISTICS)
PSYCHOACOUSTICS (AUDITORY COMMUNICATION) 314, 401, 571
PSYCHOLINGUISTICS 83, 144, 156, 266, 269, 271, 286, 307, 353, 399, 424, 430, 431, 438, 489, 520, 545, 552, 560B
LANGUAGE DEVELOPMENT 24, 47, 48, 48A, 48B, 73, 78, 80, 83, 91, 127, 140, 141, 258, 269, 286, 303, 314, 322, 371, 449, 451, 456, 457, 489, 498, 503, 504, 505, 506, 507, 508, 509, 510, 511, 513, 515, 519, 522, 523, 528, 559, 576, 577
INFANT VOCALIZATIONS 51, 322, 331, 361, 448, 472, 522, 523
AGING 172, 504
PERSONALITY (AND SPEECH) 269, 284, 327, 399, 444, 481, 528, 545
SOCIALIZATION 78, 522
PHONETIC SYMBOLISM 269, 429
SEMIOTICS 257, 260, 284, 307, 314, 323, 355, 399, 444, 448, 468, 469, 479, 480
INTONATION 13, 269, 316, 347, 413, 453, 457, 481, 483, 485, 487, 533, 563, 572
DISTURBED SPEECH 266, 284, 307, 347, 353, 448, 524
MENTALLY RETARDED SPEECH 303, 322, 490
INTERPERSONAL INTERACTIONS 24, 31, 322, 379, 399, 465, 468, 479, 480, 494
Psychotic speech - See DISTURBED SPEECH (PSYCHOLINGUISTICS)
Reaction time - See LATENCY (VERBAL LEARNING, RESPONSE MEASURES)
READING*
GENERAL AND NORMATIVE STUDIES 42, 66, 67, 132, 134, 265, 440, 455, 456, 520, 559
CLINICAL & SCHOOL PROCEDURES & METHODS 83, 115, 536
COMPREHENSION 46, 60, 264, 547
CONTENT OF MATERIALS 42
CORRELATION WITH IQ 226B

*See also: Inventory of Projects and Activities in Reading and English (CAL), February 1966.

XXXXX = main category; XXXXX = sub-category; xxxxxx = cross-reference
Refer to numerical listing of projects in Part III

MEDICATION 226B
 READING ABILITY 46, 60, 67, 73, 83, 92, 115, 141, 226A, 226C, 226D, 226F, 456,
 515, 520, 536
 REMEDIAL METHODS & PSYCHOTHERAPY 226B, 226D, 226F, 271
 SOCIO-ECONOMIC VARIABLES 226B, 226C, 226D, 226E, 226F, 515
 THEORETICAL CONCEPTS 67, 83, 115, 226D, 520, 536
 TESTS 46, 83, 115, 226A, 226F
 Reading achievement - See READING ABILITY (READING)
 Recall - See MEMORY and VERBAL LEARNING, RESPONSE MEASURES
 RECALL (AND RECOGNITION) (VERBAL LEARNING, RESPONSE MEASURES) 148, 507
 RECALL METHOD (free or restricted) (VERBAL LEARNING, RESPONSE MEASURES) 122, 148,
 156, 259
 RECOGNITION AND RECALL (VERBAL LEARNING, RESPONSE MEASURES) 148, 507
 REDUNDANCY (VERBAL LEARNING, PARAMETERS) 559
 Remedial studies of substandard language - See SOCIAL DIALECT STUDIES (SOCIO-
 LINGUISTICS, LANGUAGE & CULTURE)
 Restricted Recall - See RECALL METHOD (VERBAL LEARNING, RESPONSE MEASURES)
 Rhetoric - See STYLISTICS
 RUSSIAN (COMMON LANGUAGES) 103, 114, 176, 289, 395, 402, 406, 408, 415, 418, 419,
 420, 421, 422, 425, 426, 434, 475, 492, 564

SELF-INSTRUCTION 132, 138, 176, 198, 226E, 262, 432, 473, 483, 484, 497, 520, 530,
 536, 548, 569, 572
 COURSES 432, 493, 547, 569
 METHODS 261, 318, 432, 488
 EVALUATION 261, 432, 492, 493
 SEMANTIC ANALYSIS (MEANING) 75, 200, 400, 405, 408, 421, 458
 SEMANTIC SATIATION (verbal satiation) (MEANING) 392, 438
 SEMANTIC STRUCTURES (MEANING) 47, 102, 425, 431, 458, 475, 504, 562
 SEMANTIC THEORY (MEANING) 75
 Semantics - See MEANING
 SEMIOTICS (PSYCHOLINGUISTICS) 257, 260, 284, 307, 314, 323, 355, 399, 444, 448,
 468, 469, 479, 480
 SERIAL LEARNING (VERBAL LEARNING, EXPERIMENTS) 122, 130, 150, 172, 177, 226C, 259
 SHORT TERM MEMORY (immediate recall) 148, 150, 153, 297, 430, 465, 466, 499, 506,
 507, 560A, 563

XXXXX = main category; XXXXX = sub-category; xxxxx = cross-reference

Refer to numerical listing of projects in Part III

SOCIAL DIALECT STUDIES* (SOCIOLINGUISTICS, LANGUAGE & CULTURE) 48, 48A, 48B, 78,
 83, 91, 141, 294, 327, 478, 480, 481, 488, 489, 504, 513, 515, 516, 519, 520,
 528, 579, 580, 581
 SOCIALIZATION (child rearing) (PSYCHOLINGUISTICS) 78, 522, 576
SOCIOLINGUISTICS, LANGUAGE & CULTURE 31, 42, 48A, 48B, 76, 87, 90, 200, 219, 398,
 399, 478, 479, 481, 489, 516, 534, 543, 552
 BILINGUALISM 57, 87, 528, 552, 560A, 560B
 DIALECTS/DIALECTOLOGY 40, 76, 294, 398, 409, 423B, 519, 561, 572
 LANGUAGES IN CONTACT 75, 76, 200
 MULTILINGUALISM 87, 200, 289
 *SOCIAL DIALECT STUDIES 48, 48A, 48B, 78, 83, 91, 141, 294, 327, 478, 480, 481,
 488, 489, 504, 513, 515, 516, 519, 520, 528, 579, 580, 581
 SPANISH (COMMON LANGUAGES) 57, 200, 261, 432, 434, 453, 456, 556
 SPECTROGRAPHIC ANALYSIS (PHONETICS) 13, 23, 26, 312, 319, 453
 SPEECH CORRECTION & PROSTHESIS (language therapy) (SPEECH PATHOLOGY) 310, 378,
 570, 572
 SPEECH DEFECTS, FUNCTIONAL (SPEECH PATHOLOGY) 283, 303, 317, 322, 363, 448, 573
 SPEECH DEFECTS, ORGANIC (SPEECH PATHOLOGY) 83, 310, 311, 331, 346, 372, 378, 449
 SPEECH MECHANISMS (BRAIN RESEARCH) 320, 328, 334, 340, 463
SPEECH PATHOLOGY 326, 361, 471, 505, 523
 APHASIA 286, 312, 318, 340, 355, 449, 463, 495, 567, 570
 OTHER DEFECTS, FUNCTIONAL 283, 303, 317, 322, 363, 448, 573
 OTHER DEFECTS, ORGANIC 83, 310, 311, 331, 346, 372, 378, 449
 SPEECH CORRECTION AND PROSTHESIS (and language therapy) 310, 378, 570, 572
 SPEECH PERCEPTION (AUDITORY COMMUNICATION) 312, 316, 357, 371, 372, 465, 466, 468,
 476, 484, 486, 505, 506, 511
 SPEECH PRODUCTION (PHONETICS) 319, 353, 357, 371, 466, 484, 505, 511, 513, 546
 SPEECH RECOGNITION (PHONETICS) 23, 26, 312, 314, 319, 357, 442, 476, 484, 486,
 493, 511
 SPEECH SYNTHESIS (PHONETICS) 23, 312, 316, 319, 330, 357, 371, 382, 414, 442,
 453, 476, 484, 522

*See also: Current Social Dialect Research at American Higher Institutions,
 Clearinghouse for Social Dialect Studies (CAL and NCTE), April 1966.

XXXXX = main category; XXXXX = sub-category; xxxxx = cross-reference
Refer to numerical listing of projects in Part III

Storage - See MEMORY and INFORMATION STORAGE & RETRIEVAL

Strepital Communication - See SEMIOTICS (PSYCHOLINGUISTICS)

Stuttering - See SPEECH DEFECTS, FUNCTIONAL (SPEECH PATHOLOGY)

STYLISTICS 455, 501, 538, 540

Substandard speech, and its improvement - See SOCIAL DIALECT STUDIES (SOCIO-LINGUISTICS, LANGUAGE & CULTURE)

SURVEYS 32, 84, 405, 413, 437, 481, 577

Synonym Lists - See THESAURI

SYNTAX 103, 114, 209, 406, 408, 409, 415, 418, 421, 424, 503, 511, 513, 561, 563, 577

Synthetic speech - See SPEECH SYNTHESIS (PHONETICS)

TAGMEMICS (GRAMMATICAL ANALYSIS) 500, 501

TEACHER TRAINING 494, 496, 515, 528

 ENGLISH 66, 96, 98, 447, 456

 FOREIGN LANGUAGES 225, 262

TEACHING MACHINES (HARDWARE) 318, 226E, 569

TERMINOLOGY 471, 474, 564

THESAURI (Synonym Lists, Dictionaries, Glossaries) 82, 86, 103, 266, 407, 415, 419, 426, 427, 474, 475, 482, 518, 527, 532, 555, 564

TRANSFER OF TRAINING (VERBAL LEARNING, EXPERIMENTS) 47, 176, 180, 267, 392, 493

TRANSFORMATION THEORY (GRAMMATICAL ANALYSIS) 24, 264, 408, 417, 427, 447, 451, 455, 475, 490, 491, 499, 547, 555

TRANSLATION, THEORY OF 285, 434, 465

Uncommon Languages - See NEGLECTED LANGUAGES

UNIVERSALS OF LANGUAGE 498

Urban Language Studies - See SOCIAL DIALECT STUDIES (SOCIOLINGUISTICS, LANGUAGE & CULTURE)

VERB SYSTEMS 413, 423A, 425

VERBAL BEHAVIOR 78, 91, 124, 138, 140, 141, 258, 260, 264, 266, 271, 353, 379, 431, 466, 469, 490, 491, 492, 497, 508, 519, 552, 560A, 560B

 DELAYED AUDITORY FEEDBACK 125, 283, 286, 317, 355, 438, 506, 522

 HESITATION PHENOMENA (pauses) 144, 283, 353, 369, 573

XXXXX = main category; XXXXX = sub-category; xxxxx = cross-reference

Refer to numerical listing of projects in Part III

VERBAL CONDITIONING (VERBAL LEARNING, EXPERIMENTS) 47, 138, 140, 282, 283, 369,
 556
VERBAL LEARNING, EXPERIMENTS 48, 124, 125, 126, 127, 140, 148, 151, 153, 156, 159,
 164, 172, 259, 264, 287, 391, 392, 430, 506, 507, 556, 560B
 PAIRED ASSOCIATES 47, 130, 148, 150, 153, 176, 177, 180, 184, 259, 287, 340,
 391, 392, 458, 499
 INCIDENTAL (VICARIOUS) LEARNING 140, 153
 SERIAL LEARNING 122, 129, 150, 172, 177, 226C, 259
 TRANSFER OF TRAINING 47, 176, 180, 267, 392, 493
 VERBAL CONDITIONING 47, 138, 140, 282, 283, 369, 556
 VISUAL AND AURAL COMPARISONS 176, 391, 493, 556
VERBAL LEARNING, PARAMETERS 47, 48, 48A, 48B, 122, 127, 150, 151, 153, 172, 177,
 259, 282, 391, 392, 559
 MEANINGFULNESS 124, 148, 153, 180
 MEDIATING LINKS 130, 150, 184
 PRONOUNCEABILITY 148, 180, 259, 391
 REDUNDANCY 559
VERBAL LEARNING, RESPONSE MEASURES 153, 172, 492, 497
 FLUENCY 560A
 LATENCY (REACTION TIME) 490, 560A
 RECOGNITION AND RECALL 148, 507
 RECALL METHOD 122, 148, 156, 259
 INDIVIDUAL DIFFERENCES 124, 148
 VERBAL MEDIATION (MEANING) 47, 150, 392, 552
 Verbal Satiation - See SEMANTIC SATIATION (MEANING)
 Vicarious learning - See INCIDENTAL LEARNING (VERBAL LEARNING, EXPERIMENTS)
 VISUAL AND AURAL COMPARISON (VERBAL LEARNING, EXPERIMENTS) 176, 391, 493, 556
 VISUAL DISCRIMINATION (PERCEPTUAL LEARNING) 114, 140, 226A, 259, 318
 VISUAL PERCEPTUAL LEARNING 226C, 297, 340, 430, 495, 514, 522
VOCABULARY STUDIES 556, 560B
 Vocal Fry - See VOICE QUALITY
 VOCALIZATIONS, INFANT (Babbling, cooing, etc.) (PSYCHOLINGUISTICS) 51, 322, 331,
 361, 448, 472, 522, 523
VOICE QUALITY 322, 331, 346, 347, 378, 382, 448

XXXXX = main category; XXXXX = sub-category; xxxxx = cross-reference

Refer to numerical listing of projects in Part III

WORD ASSOCIATIONS 47, 48, 48A, 48B, 151, 340

ASSOCIATIVE CLUSTERING 148, 431, 458, 499, 504

CONTROLLED ASSOCIATION 148, 458, 504

FREE ASSOCIATION 266, 458

MULTIPLE ASSOCIATES 184

NORMS 156, 458

WORD FORMATION 409

WORDS, FREQUENCY COUNTS 286, 395, 554, 568

Word-Indexes and Concordances - See AUTOMATIC ANALYSIS (COMPUTER STUDIES)

Writing skills - See COMPOSITION

Writing systems - See GRAPHEMICS

Writing to Sound Correspondences - See PHONEME-GRAPHEME CORRESPONDENCES

XXXXX = main category; XXXXX = sub-category; xxxxx = cross-reference

Refer to numerical listing of projects in Part III

P A R T I I

Alphabetical Listing of Investigators and Institutions

U.S. colleges and universities are listed alphabetically by state. All other institutions, schools, hospitals, private research centers, are listed alphabetically by name.

Abdulla, J.J.	544	Bennett, William H.	553
Abnett, A.C.	571	Bereiter, Carl	83
Abraham, S.	475	Berger, Emanuel	537
Abramson, Arthur S.	312	Berger, Kenneth	578
Adams, Martin	567	Beysmit, J.J.	383
Alabama, Tuskegee Inst.	488	Bing, Lois	92
Allen, George D.	487	Birch, David	508
Alpert, Murray	347	Birnbaum, Henrik	425
American Bible Soc., N.Y.	285, 377	Black, John W.	569 - 573
Anthony, Edward M.	530	Blois, J.	415
Applegate, Joseph	198	Blom, Gaston E.	42
Applied Psychology Res. Unit, Cambridge, England	271	Boomer, Donald S.	144
Arenberg, David	172	Booth, K.H.V.	411
Arizona:		Borillo, A.	555
State Univ., Tempe	134, 552	Bott, M.F.	410
Univ. of, Tucson	289	Bradley, Doris	523
Arkebauer, Herbert J.	310	Brend, Ruth M.	500
Arndt, William B.	378	Brent, Sandor B.	580
Asher, James J.	176	Brethower, Dale M.	496
Aten, James	567	Brodde, B.	409
Auer, J.J.	62	Brodde, E.	409
Austerlitz, Robert	534	ten Broeke, A.T.	434
Austin Riggs Ctr., Stockbridge, Mass.	184	Brown, Donald R.	510
Autonetics Res. Ctr., Anaheim, Cal.	574	Brown, G.H.	437
		Brussels, Free Univ. of, Belgium	415
		Brzeinski, J.E.	60
		Bunker Ramo Corp., Canoga Pk., Calif.	102, 103
Babcock, William R.	476	Burling, Robbins	542
Babou, Cheikh	518	Burton, Sr. Dolores Marie	540
Bachrach, J.A.	415	Buttimore, Dennis J.	303
Bailey, Richard W.	540	Butts, David	456
Baker, Robert L.	134		
Baldwin, Beverly	556	California:	
Baltimore City Hospitals, Md.	172	Alameda State Coll., Hayward	153
Ban, Dinh Van	548	U. Cal., Berkeley	73, 240, 538, 576
Barber, C.L.	62	Chico State Coll.	151
Bar-Hillel, Yehoshua	405	UCLA	198, 317, 318, 330
Barritt, Loren S.	489, 490, 491	331, 363, 559	
Becker, Alton L.	501	San Diego State Coll.	466
Beier, Ernst G.	307	U. Cal., San Diego	150, 568
Bellamy, James	544	San Francisco Med. Ctr.	448
Bell Telephone Laboratories, Murray Hill, N.J.	414, 565	U. Cal., Santa Barbara	453
Bench, Ruel W.	363	San Jose State Coll.	176, 567
Benheim, N.	371	U. So. Cal.	26, 317, 318
Bendix, Edward H.	75	Stanford Univ.	114, 200, 287, 311
Bennett, S.	490, 491	449, 463	

Refer to numerical listing of projects in Part III

Fant, C.G.M.	319	Hackett, Elizabeth	78, 91, 141
Feldman, David	402	226A - 226F, 514, 515	
Felkner, Katherine	42	Halfond, Murray	516
Ferguson, Charles A.	383	Hall, Edward T.	480
Ferster, Charles B.	138, 260	Halle, Morris	371
Fertig, Ralph H.	23	Halliday, M.A.K.	412
Fiks, Alfred I.	437, 548	Hammarberg, B.	409
Filby, Yasuko	318	Hammer, Clifford E.	260
Fillenbaum, Samuel	438	Hamp, Eric P.	561
Fillmore, Charles	400	Han, Meiko	26
Finocchiaro, Mary	57	Hardy, James C.	310
Flavell, John	258	Harmon, L.D.	414
Fleming, J.H.	432	Harper, Kenneth E.	419, 421
Fletcher, Samuel G.	523	Harris, Cyril M.	401
Florida: Univ. of, Gainesville	269, 316	Harris, Katherine S.	312
324		Harris, Theodore L.	115
Frake, Charles O.	200	Harrison, G.	465
Francis, W. Nelson	294	Hartung, Albert	80
French, Deborah	530	Haskins Laboratories, N.Y.	312
Friedhoff, Arnold J.	347	Hass, Wilbur A.	503
Friedman, Anita	478	Hawaii: Univ. of	528, 529
Frosch, William A.	347	Hawaii, State Dept. Education, Hilo	528
		Hayes, Alfred S.	478
Gage, William W.	518	Hayes, John R.	126
Garvey, Catherine	473	Hays, David	418, 419, 420, 424, 428
Gatterdam, R.W.	402	Healy, Daniel	372
Garvin, Paul	102	Hebert, J.H.	371
Gedney, William J.	541	Hebrew Univ., Jerusalem, Israel	405
Geis, George L.	492, 493	Heideman, John	524
Georgia: Univ. of, Athens	124	Heinz, Jane A.	371
Gershman, Russell	401	Heinz, J.M.	371
Geschwind, Norman	340	Helmick, Joseph	567
Gething, Thomas W.	562	Hemdal, John F.	486
Gibson, E.J.	520	Henderson, Alan	353
Gibson, J.J.	520	Hendlisz, Michèle	473
Glanzer, Murray	297	Henisz-Dostert, Bozena	428
Gleason, H.A.	474	Henke, W.F.	371
Gleitman, Lila R.	24	Henrikson, Ernest H.	369
Goehl, Henry	516	Herzog, Marvin I.	76
Goff, Sheila M.	572	Hinderman, R.A.	60
Goldiamond, Israel	283	Hirschberg, Lydia	415
Goldman-Eisler, Frieda	353	Hirsh, Ira J.	314
Goldstein, Leo	78, 91, 141	Hitachi Laboratories, Tokyo, Japan	442
226A - 226F, 514, 515		Hochberg, Julian	520
Goman, Roderick	13	Hockett, C.F.	520
Gomez, Lourdes	528	Hoge, Henry W.	209, 210
Goodglass, Harold	355	Hojo, M.	26
Gotkin, L.G.	78, 91, 141	Holeman, Lois	523
226A - 226F, 514, 515		Hollien, Harry	324
Graves, Patricia	416	Horn, Thomas D.	456
Gray, Lolita	535	Hoshino, Akira	545
Green, T.	465	Howes, Davis S.	340
Greene, Billie	482	Hubschman, Eva	303
Greibach, Sheila	408	Huck, Charlotte	46
Grekoff, George	216	Huddleston, Rodney	412
Grimm, William	573	Huelsman, Charles B., Jr.	92
Guberina, Peter	571	HumRRO (Human Resources Research	
Gyr, John W.	509	Office, George Washington Univ.,	
		D.C.)	432, 437, 548

Refer to numerical listing of projects in Part III

Hungarian Academy of Sciences, Computing Center, Budapest	475	King, Robert E.	401
Hurst, Charles G.	327	Knapp, Peter H.	444
Hutton, C.L.	344	Knapp, Stephen F.	493, 497
		Knapper, Chris K.	263
Illinois:		Knox, Albert W.	346
Univ. Chicago	286, 481, 561	Koen, Frank	499, 501
Illinois Inst. Tech.	480, 481	Kosinski, Leonard	98
Univ. Illinois	83, 282	Kozak, Andrew S.	418, 426
N. Ill. Univ., De Kalb	446, 447	Kramer, Ernest	399
S. Ill. Univ., Carbondale	82	Krueger, John R.	527
Indiana: Univ.	32, 62, 132, 482, 527	Kuenstler, Charlotte	445
543, 546, 547, 564		KVAL (Research Group in Quantita- tive Linguistics, Stockholm)	409
Informatics, Inc., Sherman Oaks, Calif.	574		
Institute for Behavioral Research, Silver Spring, Md.	138, 260	Labov, William	579
IBM-France	443	Lachman, Roy	430
Internat. Christian Univ., Mitaka, Japan	545	Ladefoged, Peter	330
Iowa:		Lado, Robert	556
State Coll., Cedar Falls	93	Laffal, Julius	266
State Univ.	310, 391, 392	Lakoff, George	408
Irwin, Orvis C.	320	Lambert, Claude	572
Isner, Dale W.	441	Lane, Harlan	485
Isshiki, Nobuhiko	331	von Leden, Hans	331
		Lehiste, Ilse	13
Jacobs, William	492, 493	Lehmann, W.P.	434
Jancosek, Elizabeth G.	572, 573	Lenneberg, Eric H.	322
Jenkinson, Edward B.	62	Levin, Harry	520
Jernigan, A.	434	Levine, Lynn	542
Jewell, Ross M.	93	Lieberman, Alvin	312
Johansen, Patricia	473	Lieberson, Stanley	87
Johnson, Dora	518	Lillywhite, Herold S.	523
Johnson, Francis C.	445	Lindblom, Björn	319
Jones, Lyle V.	286	Lindquist, Arthur F.	378
Jones, Margaret H.	559	Lisker, Leigh	312
Josselson, Harry J.	406, 407	Livant, William P.	503
		Loban, Walter	73
Kalmbach, Keith	522	Lobo, Fr. Felix	556
Kanai, Tatsuya	328	Lomax, Alan	479
Kanfer, Frederick H.	140	London Univ., Inst. Education	290
Kansas:		London, Univ. College	353, 412, 413
Univ. Kansas Med. Ctr., Kansas City	378	Lunardini, Peter	210
Wichita State Univ.	320		
Kappler, Gisela	500	MacDonald, James B.	115
Karlgren, Hans	409	Macleish, Andrew	446, 447
Kasher, Asa	405	Macnamara, John	550A, 560B
Kato, Y.	371	MacNeilage, Peter	312
Kay, Martin	416, 417, 422	Maeth, Russell	86
Kehl, William B.	439, 440, 441	Mahl, George F.	284
Kiefer, Ferenc	475	Makkai, Adam	423A
Kildahl, John P.	377	Malécot, André	329
King, David J.	125	Mandler, George	150
King, Martha	46	Maring, Joel	82
King, Paul E.	57	Markel, Norman N.	269
		Marks, Shirley L.	427
		Martin, Edwin J.	504, 507
		Martin, James G.	151

Refer to numerical listing of projects in Part III

Martin, Richard	369	Nakata, Kazuo	442
Martins, Gary	103	Nash, Rose	564
Maryland: Johns Hopkins Univ.	48, 431	National Heart Institute, NIH	172
513, 522		Nat. Inst. of Dental Research, NIH	531
Maskill, Robert H.	294	Nat. Inst. of Mental Health, NIH	144
Massachusetts:		National Museum of Canada, Ottawa	40
Univ. of, Amherst	558	Naughton, Joseph D.	440
Boston Univ. Sch. Medicine	340, 444	Nebraska: Univ. of, Lincoln	455; 577
Harvard, Computation Lab.	408	Nelson, C. Donald	523
Harvard, Ctr. for Cognitive		Nemanich, Donald D.	577
Studies	563	New Jersey:	
Harvard, Office of Prog. Instr.	536	Montclair State Coll.	303
Mass. Inst. Technology	371	Rutgers Univ.	180
Matheson, Lorna W.	569	Seton Hall Univ.	204
McAllester, David P.	90	Newman, Slater E.	259
McCarus, Ernest N.	544	Newmark, Gerald	261
McCormack, Robert M.	372	New Mexico: State Univ., Univ. Park	264
McDavid, Raven I.	481	New York:	
McGlone, Robert E.	334, 531	State Univ., Buffalo	31, 51, 334
McGill Univ., Montreal	399	430, 531	
McKaughan, Howard P.	529	City Univ., New York	225
McLendon, G.D.	432	Columbia Univ.	75, 76, 86, 401
McNeill, David	498, 511	534, 579	
McNeill, Nobuko	498	Columbia Univ., Teachers Coll.	445
Mechanic, Arnold	153	Cornell Univ.	520
Meeussen, A.E.	403	Hunter Coll., New York City	57
Menyuk, Paula	371	Inst. for Developmental Studies,	
Mersel, Jules	574	New York Med. Coll.	78, 91, 141
Meyers, Russell	326	226A - 226F, 514, 515	
Michigan:		New York Univ. Sch. of Medicine	347
Albion College	125	New York Univ.	297
Univ. of Mich., Ann Arbor	23, 357	Univ. Rochester	372, 476
458, 539, 540, 541, 542, 544, 545		Syracuse Univ.	66, 67, 535
553, 562		Ney, James W.	296
Center for Human Growth &		Nichols, Alan C.	466
Development	503 - 511	Nicklas, Thurston	500
Ctr. for Res. in Lg. & Lg.		Nida, Eugene A.	285, 377
Behavior	483 - 501	Niemoller, A.F.	314
Mich. State Univ., E. Lansing	96	Nilsson, L.	409
296, 581		Noble, Clyde E.	124
Wayne State Univ., Detroit	406, 407	Noblitt, James	473
580		Noguni, Hiroshi	416, 427
Mikulka, P.J.	180	Norman, Jerry L.	240
Miller, J.D.	314	North Carolina:	
Miller, Wick R.	398	Univ. of, Chapel Hill	286, 438
Minnesota: Univ. of, Minneapolis	258	Univ. of, Greensboro	451
369, 382		Univ. of, Raleigh	259
Mississippi, Tougaloo Coll.	294	North Jersey Training School,	
Missouri: Univ. of, Kansas City	378	Totowa	303
Montague, W.E.	432	Nostrand, Howard Lee	219
Moray, Neville	465		
Moreau, René	443	Oberholtzer, K.E.	60
Morton, John	271	Obrecht, Dean	476
Mosel, James	524	O'Connell, Daniel C.	563
Mueller, Theodore	262	O'Donnell, Roy C.	451
Mulick, James F.	363	Oettinger, Anthony G.	408
Musée Royal de l'Afrique			
Centrale, Belgium	403		

Refer to numerical listing of projects in Part III

Ohio:		Qualben, Paul A.	377
Univ. of Akron	262	Quirk, Randolph	413
Kent State Univ.	578		
State Univ., Columbus	13, 46, 92	Rabel, Lili E.	558
400, 569, 570, 571, 572, 573		Radio Research Labs., Tokyo	442
Western Reserve, Cleveland	361	Rammuny, Raji M.	483
Ohman, S.E.G.	371	Rand Corporation	416 - 428
Ohringer, Lee	439	Rapp, Marjorie L.	428
O'Huallachain, Fr. Colman	554	Rashkis, Harold A.	24
Olsen, Jack	569	Ray, Wilbert S.	267
Olson, Paul A.	455	Reese, Hayne W.	51
Oregon:		Rehabilitation Codes, Inc., N.Y.	471
Univ. Oregon Med. Sch.	140, 523	Reibel, David A.	568
Portland State Coll.	84	Reidford, Philip A.	83
Osborn, Jean	83	Reitz, G.	103
Osser, Harry	513	Research Group for Quantitative	
Ostwald, Peter	448	Linguistics (KVAL), Stockholm	409
Ott, Elizabeth	456	Rhode Island: Brown University	294
Overton, Richard K.	402	Rhum, Gordon	93
		Ribbing, T.	409
Paper, Herbert H.	539	Rice, Frank M.	455
Pena, Albar	456	Ricketts, Robert M.	363
Pendergraft, E.D.	434	Riegel, Klaus F.	458, 504
Pennsylvania, Dept. Public Instr.	537	Ringwall, Egan A.	51
Pennsylvania:		Rinn Mhic Gormain, Ireland	554
Lehigh Univ., Bethlehem	80	River, Eleanor C.	371
Univ. Penna., Philadelphia	329	Rivière, Maya	471
Penna. State	47, 148	Roberts, Alfred D.	537
Univ. Pittsburgh	177, 323, 439, 440	Robins, Clarence	579
441, 468, 469, 530		Robinson, David	13
Temple Univ., Philadelphia	516	Robinson, Jane	427
West Chester State Coll.	537	Rocklyn, Eugene H.	432
Wilson Coll., Chambersburg	257	Rosenberg, Sheldon	156
Perkell, J.S.	371	Ross, Strange	484
Petersen, Robert O.H.	528	Rossipal, H.	409
Peterson, Gordon E.	23, 357		
Pickett, James M.	533	St. Elizabeth's Hospital, D.C.	524
Pfafflin, Sheila M.	565	St. Joseph Hospital, Lancaster, Pa.	457
Pfau, Glen	569	Salter, D.	465
Pia, J. Joseph	535	Salton, Gerard	532
Pierce, Joe E.	84, 523	Sam, Norman	80
Pietrzyk, Alfred	383	Sarles, Harvey B.	468, 469
Pike, Kenneth L.	500	Saskatchewan, Univ. of,	
Pizzamiglio, Luigi	570	Saskatoon, Canada	411
Podd, M.H.	180	Sato, Masahito	546
Pollack, Irwin	506	Schulz, Rudolph W.	391, 392
Pooley, Robert C.	98	Schutz, Richard E.	134
Popp, Helen M.	536	Schvey, Malcolm	312
Porter, Douglas	536	Schwartz, Fred	184
Preisler, Linda	361	Scott, Barbara J.	419
Prentice, J.	490, 491	Sebeok, Thomas A.	32, 482
Preston, Malcolm	522	Semmel, Mervin I.	489, 490, 491
Prins, T. David	505	Sharf, Donald J.	505
Proffitt, William R.	531	Sheffield, Univ. of, England	263, 465

Refer to numerical listing of projects in Part III

Sheldon, William D.	56, 67	Toronto, Univ. of, Canada	150
Shelton, Ralph L.	378	Tosh, Wayne	434
Shipley, Elizabeth F.	24	Tosi, Oscar	573
Shoup, June E.	357	Trager, Felicia Harben	31
Shuy, Roger	581	Trager, George L.	31
Siegel, Gerald	369	Trost, Marion	42
Sigurd, Bengt	546	Troyer, Lester O.	521
de Silva, M.W.S.	549	Tulving, Endel	150
Singh, Sadanand	570, 572, 573	Turner, Elizabeth Ann	563
Sinor, Denis	543		
Slot-Decauville, N.	555	Uhr, Leonard	509
Sitar, E.J.	414	Utah: Univ. of, Salt Lake City	307, 398
Skarbeck, Andrew	353		
Sklar, Maurice	318	Valadez, Frederick D.	416
Slawson, A.W.	371	Vanek, Anthony L.	289
Sloan, Robert F.	363	Varga, D.	475
Slobin, Dan. I.	576	Veterans Admin. Hospitals:	
Smith, Carlota S.	24	American Lake, Washington	122
Smith, Donald E.P.	494	Atlanta, Georgia	344
Smith, M. Estellie	31	Boston, Mass.	355
Smith, Steven B.	103	Kansas City, Mo.	346
Spear, Norman	180	Los Angeles, Calif.	317, 318
Speech Transmission Laboratory,		Seattle, Washington	567
Stockholm	319	West Haven, Conn.	266
Spolsky, Bernard	546, 547	Virbel, J.	555
Stafford, Kenneth	552	Virginia: Wm. & Mary Coll.,	
Stevens, Kenneth N.	371	Williamsburg	127
Stemmler, Anne	456	Voss, James F.	177
Stewart, William A.	518		
Strevens, Peter	395	Waite, Richard	42
Stromstra, Courtney	571	Wang, William S-Y	400
Studdert-Kennedy, Michael	312	Warr, Peter B.	263
Subtelny, J. Daniel	372	Washington: Univ. of, Seattle	216, 219
Subtelny, Joanne D.	372	Weaver, Daniel H.	521
Summer Inst. of Linguistics,		Weber, Rose-Marie	520
Philippines	521	Webster, Ronald L.	472
Suppes, Patrick	114	Weener, Paul	489
Suzuki, Hiroshi	357	Weinreich, Uriel	75, 76
Svartvik, J.	413	Weiss, Jonathan	429
Swigart, Elca	572	Weitzman, R.S.	26
Systems Development Corp.,		Welcyng, Lee	535
Santa Monica, Calif.	261	Wendahl, Ronald W.	382
		Wepman, Joseph	286
Taber, Charles	474	Wescott, Roger W.	257
Tait, Pearl	569	Westover, Joseph L.	363
Takefuta, Yukio	573	West Virginia: Bethany Coll.	267
Taylor, Wilson	524	Whitaker, Harry A.	296
Tennessee: Geo. Peabody Coll.	156	Whitman, J.R.	122
Texas: Univ. of, Austin	434, 456	Wiatt, W.H.	62
Texas Western Coll., El Paso	264	Williams, J.T.	371
Thompson, Laurence C.	216	Winitz, Harris	361
Thompson, Nell	577	Winnicki, Virginia	536
Tikofsky, Rita	495	Wisbey, Roy	410
Tikofsky, Ronald	495, 506	Wisconsin:	
Toan, Audrey	536	Univ. of, Madison	87, 115
Tokuda, Maria M.	357	Univ. of, Milwaukee	209, 210
Tomlinson, R.S.	371	Wisconsin State Dept. Education	98

Refer to numerical listing of projects in Part III

Wolf, Abraham	516
Wolf, Meyer	423B
Wolf, Willavene	46
Woodlen, Milton C.	537
Worth, Dean S.	426
Worth, Joseph H.	372
Yacoub, Adil I.	544
Yamagiwa, Joseph K.	545
Yeni-Komshian, Grace	522
York, Univ. of, England	549
Young, Richard E.	501
Youngstrom, Karl A.	378
Yu, Tiong Suy	23
Yule, Curtis H.	62
Zerlin, S.	314
Ziehe, Theodore W.	416, 420
Zimet, Sara F.	42

P A R T I I I

Numerical Listing of Projects

- | | | |
|----|--|---|
| 13 | Ilse Lehiste
Division of Linguistics
Ohio State University, Columbus | Research in general acoustic phonetics |
| 23 | Gordon E. Peterson
Communication Sciences Lab.
University of Michigan, Ann Arbor | Studies in Speech Analysis and Synthesis |
| 24 | Harold A. Rashkis
Eastern Pa. Psychiatric Inst.,
Philadelphia | Course and process of language acquisition
(A study of the acquisition of English
syntax) |
| 26 | Mieko S. Han
Dept. of Asian Studies
University of Southern California | Acoustic phonetics of Asian Languages |
| 31 | George L. Trager
Dept. of Anthropology
State Univ. of N.Y. at Buffalo | Study of the cultures (and languages) of
certain Pueblo Indians |
| 32 | Thomas A. Sebeok
Indiana Univ., Bloomington | Current trends in Linguistics |
| 40 | Gordon M. Day
National Museum of Canada, Ottawa | Abenaki Dialects |
| 42 | Gaston E. Blom
Univ. of Colorado Med. Center,
Denver | A content analysis of and children's
responses to first grade readers in the
United States and foreign countries |
| 46 | Charlotte Huck
College of Education
Ohio State Univ., Columbus | Critical reading ability of elementary
school children |
| 47 | Francis J. Di Vesta
Education-Psychology Center II
Penn. State University | 1. Studies in verbal processes
2. Verbal mediation in children's learn-
ing preferences |
| 48 | Doris R. Entwisle
Dept. of Electrical Engineering
Johns Hopkins Univ., Baltimore | Analytic studies of children's word
associations
A. Word Associations of Negro and White
children of the inner city (Baltimore)
B. Developmental Sociolinguistics |
| 51 | Egan A. Ringwall
Dept. of Psychology
State Univ. of N.Y., Buffalo | Behavioral correlates of infant vocali-
zations |
| 57 | Mary Finocchiaro
Dept. of Education
Hunter College, N.Y.C. | Bilingual readiness during earliest
school years |
| 60 | K.E. Oberholtzer
Denver Public Schools | A study of the effectiveness of beginning
the teaching of reading in kindergarten |

- 62 Edward B. Jenkinson
Director, Curriculum Study Center
Indiana Univ., Bloomington English open to all junior and senior
high school students--an English
curriculum study center
- 66 William D. Sheldon
Director, Reading Center
Syracuse Univ., New York A center for demonstrating the teaching
of reading to students in grades 7 - 12
- 67 William D. Sheldon A comparison of the effect of instruction
using basal readers, phonics materials,
and linguistic readers on the reading
ability of 1st-grade pupils
- 73 Walter Loban
School of Education
Univ. of California, Berkeley Language ability, grades 7 - 12
- 75 Uriel Weinreich
Dept. of Linguistics
Columbia University, New York Semantic structure of natural languages
- 76 Uriel Weinreich Geographic differentiation in co-
territorial societies
- 78 Martin Deutsch, et al.
Inst. for Developmental Studies
New York Medical College The Verbal Survey
- 80 Norman Sam
Dept. of Education
Lehigh Univ., Bethlehem, Pa. Structural analysis of the written
composition of intermediate grade children
- 82 Philip J.C. Dark
Dept. of Anthropology
Southern Ill. Univ., Carbondale A survey for ethno-aesthetic research in
the territory of Papua and New Guinea
- 83 Carl Bereiter
Inst. for Research on Exceptional
Children, Univ. of Ill., Urbana Acceleration of intellectual development in
early childhood (an academically-oriented
preschool for culturally-deprived children)
- 84 Joe E. Pierce
Dept. of Anthropology
Portland State College, Oregon The survey and description of languages
which are nearing extinction in Oregon
- 86 Russell Maeth & Wm. T. De Bary
Dept. of Oriental Studies
Columbia Univ., New York The development of materials for high
school study of Chinese
- 87 Stanley Lieberson
Dept. of Sociology
Univ. of Wisconsin, Madison Demographic analysis of linguistic plural-
ism: linguistic and ethnic residential
segregation in Montreal
- 90 David P. McAllester
Dept. of Anthropology
Wesleyan Univ., Middletown, Conn. Analysis of Navajo ritual
- 91 Martin Deutsch, et al.
Inst. for Developmental Studies
New York Medical College, N.Y. The communication of information in the
elementary school classroom

- 92 Charles B. Huelsman, Jr.
Dept. of Psychology
Ohio State Univ., Columbus
The effect of vision training upon the subsequent reading achievement of fourth grade children
- 93 Ross M. Jewell
State College of Iowa, Cedar Falls
The effectiveness of college-level instruction in freshman composition
- 96 Elizabeth H. Rusk
Dept of English & Education
Michigan State Univ., E. Lansing
Unified academic and professional experience in language and writing for the preparation of secondary school teachers of English
- 98 Robert C. Pooley
English-Language Arts Curriculum Center, Wisconsin State Dept. of Public Education, Madison
A sequential English-language arts curriculum in linguistics, logic, semantics, rhetoric, composition and literary analysis and criticism for grades K - 12
- 102 Paul Garvin
Bunker Ramo Corporation
Canoga Park, California
A study of fulcrum techniques of language analysis
- 103 G. Reitz
Bunker Ramo Corporation
Computer aided research in machine translation
- 114 Patrick Suppes
Inst. for Math. Studies in the Social Sciences, Stanford Univ.
Application of learning theory to problems of second-language acquisition with particular reference to Russian
- 115 Theodore L. Harris
Research in Basic Skills Lab.
Univ. of Wisconsin, Madison
An experimental study of the group vs. the one-to-one instructional relationship in 1st-grade reading programs
- 122 J.R. Whitman
V. A. Hospital
American Lake, Washington
Factors influencing free recall learning
- 124 Clyde E. Noble
Dept. of Psychology
Univ. of Georgia, Athens
Verbal learning and individual differences
- 125 David J. King
Dept. of Psychology
Albion College, Michigan
Experimental and normative studies in verbal learning
- 126 John R. Hayes
Decision Sciences Lab.,
Hanscom Field, Bedford, Mass.
An investigation of the solution of simple logical problems
- 127 Peter L. Derks
Dept. of Psychology
College of Wm. & Mary
Williamsburg, Va.
Stimulus and response in two stages of learning
- 130 Sheldon M. Ebenholtz
Dept. of Psychology
Connecticut College, New London
Serial effects of variable inter-item intervals
- 132 D.G. Ellson
Dept. of Psychology
Indiana Univ., Bloomington
Programmed tutoring of elementary reading

- 134 Richard E. Schutz
Arizona State Univ., Tempe
Experimental analyses of early reading behavior
- 138 C.B. Ferster
Institute for Behavioral Research
Silver Spring, Md.
The psychobiological investigation of the development of new verbal behavior (research and development of second language teaching programs in English, Vietnamese and German)
- 140 Frederick H. Kanfer
Dept. of Medical Psychology
Univ. of Oregon Medical School,
Portland
1. Verbal behavior determinants: vicarious learning and its applications in psychotherapy
2. Verbal behavior determinants: study of self-reinforcement
3. Verbal conditioning: current status
- 141 Martin Deutsch, et al.
Inst. for Developmental Studies
New York Medical College
The Telephone Study: verbal behavior of children with reading and language difficulties
- 144 D.S. Boomer
Lab. of Psychology
Nat. Inst. Mental Health, NIH
Psycholinguistic investigations of speech encoding
- 148 Charles N. Cofer
Dept. of Psychology
Penn. State University
Learning, retention and recovery of meaningful material
- 150 George Mandler
Dept. of Psychology
Univ. of Calif., San Diego
Organization and structure in verbal learning and memory
Endel Tulving
Dept. of Psychology
Univ. of Toronto
- 151 James G. Martin
Dept. of Psychology
Chico State College, Calif.
Variables in verbally mediated learning
- 153 Arnold Mechanic
Dept. of Psychology
Alameda State Coll., Hayward, Cal.
Response activities and the letter-sequence integration of verbal units
- 156 Sheldon Rosenberg
Dept. of Psychology
Geo. Peabody Coll. for Teachers
Nashville, Tenn.
Linguistic structure as a variable in verbal learning
- 172 David Arenberg
Gerontology Branch
City Hospitals, Baltimore
Verbal learning and age
- 176 James J. Asher
Dept. of Psychology
San Jose State Coll., Calif.
1. Development of a theoretical model for programmed learning of languages
2. Total physical response to foreign language stimuli
- 177 James F. Voss
Dept. of Psychology
Univ. of Pittsburgh
Probabilistic verbal learning

- 180 Norman E. Spear
Dept. of Psychology
Rutgers Univ., New Brunswick, N.J. Contiguity and mediation in verbal learning
- 184 Fred Schwartz
Austin Riggs Center
Stockbridge, Mass. Studies of association
- 198 Joseph Applegate
Univ. of Calif., Los Angeles Role of sound films utilizing animation and graphic images in foreign language instruction
- 200 Charles O. Frake
Dept. of Anthropology
Stanford University Language, cognition and ecological adaptation
- 204 John De Francis
Institute of Far Eastern Studies
Seton Hall Univ., So. Orange, N.J. Chinese readers and texts for secondary schools
- 209 Henry W. Hoge
Dept. of Spanish
Univ. of Wisconsin, Milwaukee The syntax of contemporary Brazilian Portuguese
- 210 Henry W. Hoge An elementary course in Brazilian Portuguese: oral intensive teaching materials
- 216 Laurence C. Thompson
Dept. of Far Eastern & Slavic Languages
Univ. of Washington, Seattle Linguistic relationships within the Salish family
- 219 Howard Lee Nostrand
Dept. of Romance Languages
Univ. of Washington, Seattle Background data for the teaching of French
- 225 Aaron S. Carton
Dept. of Education
City University of New York To complete research and experimentation on procedure to encourage and systematize the use of inference and analogy in foreign language comprehension, learning and retention
- 226A Martin Deutsch, et al.
Inst. for Developmental Studies
New York Medical College Reading research: The Reading Prognosis Test
- 226B Martin Deutsch, et al. The effects of psychoactive agents on remedial reading performance
- 226C Martin Deutsch, et al. The role of visual and auditory efficiency in reading
- 226D Martin Deutsch, et al. The effectiveness of training retarded readers in the auditory perceptual skills underlying reading
- 226E Martin Deutsch, et al. Research on pre-reading skills using a computerized typewriter
- 226F Martin Deutsch, et al. The Remedial Reading Program

- 240 Y.R. Chao
Dept. of Oriental Languages
Univ. of California, Berkeley
Readings in spoken Chinese
- 257 Roger W. Wescott
Wilson College, Chambersburg, Pa.
Phonetics: The analysis of audible
non-verbal communication
- 258 John Flavell
Institute of Child Development
Univ. of Minn., Minneapolis
Research with children
- 259 Slater Newman
Dept. of Psychology
Univ. of N. Carolina, Raleigh
Factors affecting learning and performance
on paired-associate, serial and free-
recall tasks
- 260 C.B. Ferster
Inst. for Behavioral Research
Silver Spring, Maryland
Arithmetic behavior in chimpanzees
- 261 Gerald Newmark
Systems Development Corp.
Santa Monica, Calif.
Research in programmed instruction in
Spanish with 7th-grade students
- 262 Theodore Mueller
Dept. of Modern Languages
Univ. of Akron, Ohio
1. French by programmed learning
2. Revision of above course
3. Programmed instruction in teacher
retraining
- 263 Peter B. Warr
Dept. of Psychology
Univ. of Sheffield, England
Communication to the public
- 264 Edmund B. Coleman
Dept. of Psychology
Texas Western Coll., El Paso, Texas
Improving the comprehensibility of
material
- 266 Julius Laffal
Psychology Service
V. A. Hospital, West Haven, Conn.
Research in the Psychology of language
- 267 Wilbert S. Ray
Cognitive Operations Lab.
Bethany Coll., West Virginia
Functional Fixedness
- 269 Norman N. Markel
Communication Sciences Lab.
Univ. of Florida, Gainesville
Research on speech and personality
- 271 John Morton
Applied Psychology Research Unit
Cambridge, England
Elaboration of a functional model for
human language behavior
- 282 Don E. Dulany
Dept. of Psychology
Univ. of Illinois
Verbal operant conditioning
- 283 Israel Goldiamond
Inst. for Behavioral Research
Silver Spring, Maryland
1. Study of interviews (therapeutic and
interrogative) by operant condition-
ing methods
2. Stuttering and fluency as manipulable
operant response classes

- 284 George F. Mahl
Yale Univ. School of Medicine
Studies in expressive aspects of speech and gestures
- 285 Eugene A. Nida
American Bible Society
New York
Theory and practice of translating
- 286 Lyle V. Jones
Univ. of N. Carolina, Chapel Hill
Joseph Wepman
Speech & Language Clinic
Univ. of Chicago
Psycholinguistic methods for classifying aphasia
- 287 Edward Crothers
Inst. for Math. Studies in the Soc. Sciences, Stanford Univ.
Presentation orders for items from different categories
- 289 Anthony L. Vanek
Dept. of Russian
Univ. of Arizona, Tucson
Research in phonology, phonetics, contrastive phonology, multilingualism, Czech and Russian
- 294 W. Nelson Francis
Dept. of English
Brown Univ., Providence, R.I.
Preparation of materials and course of study for improving the command of standard English of entering freshmen at Tougaloo Coll., Miss.
- 296 James W. Ney
English Language Center
Michigan State Univ., E. Lansing
A linear numerical coding of linguistic units for distributional study
- 297 Murray Glanzer
Dept. of Psychology
New York University
Verbal-Loop Hypothesis
- 303 Dennis J. Buttimore
North Jersey Training School
Totowa, N.J.
Improvement of language skills in retarded children
- 307 Ernst G. Beier
Dept. of Psychology
Univ. of Utah, Salt Lake City
Perception of non-verbal properties of speech
- 310 James C. Hardy
Dept. of Speech Path. & Audiology
State Univ. of Iowa, Iowa City
1. A study of the physiology of speech breathing
2. Auditory reactions of the neonate
- 311 Robert A. Chase
Stanford Univ. Medical School
Objective evaluation of palatopharyngeal function
- 312 Franklin S. Cooper, et al.
Haskins Laboratories, New York
Research program on dynamics of speech articulation
- 314 Hallowell Davis & Ira J. Hirsh
Central Institute for the Deaf
St. Louis, Mo.
1. Auditory communication and its disorders
2. Physiology of hearing
- 316 Donald Dew
Communications Sciences Lab.
Univ. of Florida, Gainesville
Perception and formant measurement of inflected vowels

- 317 Allen E. Edwards
Dept. of Psychiatry
Univ. of So. California Effects of random sidetone on stuttering
- 318 Allan E. Edwards Aphasia retraining with automated teaching machines
- 319 C.G.M. Fant
Speech transmission Laboratory
Royal Inst. of Tech., Stockholm Speech communication research on a broad basis (analysis, synthesis, speech and hearing research of medical interest)
- 320 Orvis C. Irwin
Wichita State Univ., Kansas Comparative speech behavior of brain-damaged children
- 322 Eric H. Lenneberg
Children's Hospital Medical
Center, Boston Longitudinal study of speech and sound development in children
- 323 E. Joseph Charny
Western Psychiatric Institute
Pittsburgh, Pa. Postural configurations in a psychotherapy film
- 324 Harry Hollien
Communication Sciences Lab.
Univ. of Florida, Gainesville Laryngeal research utilizing stroboscopic laminagrams (STROL)
- 326 Russell Meyers
Highlands Clinic
Williamson, W. Va. Modification by focused ultra-sound of hyperkinesias, dyskinesias, and dysarthric speech exhibited by cerebral palsied individuals
- 327 Charles G. Hurst
Dept. of Speech
Howard Univ., Washington, D.C. Identification of psychological correlates of dialectolalia
- 328 Tatsuya Kanai
Dalhousie Univ., Halifax, N.S.,
Canada
 1. Central control of vocalization mechanism
 2. Brain stem respiratory mechanism for vocalization
- 329 André Malécot
Dept. of Romance Languages
Univ. of Pennsylvania,
Philadelphia The measurement of selected articulatory events of speech and their acoustic correlatives
- 330 Peter N. Ladefoged
Dept. of English
UCLA Physiological parameters for synthesizing speech
- 331 Hans von Leden
UCLA School of Medicine Comprehensive analysis of laryngeal function
- 334 Robert E. McGlone
Speech and Hearing Clinic
State Univ. of N.Y., Buffalo A study of centrally elicited vocalization as a physiological model of phonation
- 340 Davis H. Howes & Norman Geschwind
Boston Univ., School of Medicine Statistical properties of aphasic language

- 344 C.L. Hutton & R.A. Campbell
V. A. R. O., Atlanta, Georgia Effects of frequency distortion on word discrimination
- 346 Albert W. Knox
V. A. Hospital
Kansas City, Mo. Physical characteristics of normal, esophageal and prosthesis speech
- 347 Arnold J. Friedhoff
N.Y. Univ. School of Medicine Sound oscillographic patterns in psychopathology
- 353 Frieda Goldman-Eisler
Dept. of Phonetics
University College, London The effect of drugs on speech production
- 355 Harold Goodglass
V. A. Hospital
Boston, Mass. New measures of aphasic symptom variables
- 357 Gordon E. Peterson & June E. Shoup
Communication Sciences Lab.
Univ. of Michigan, Ann Arbor Research on speech communication and automatic speech recognition
- 361 Harris Winitz
Cleveland Hearing & Speech Ctr.
Western Reserve Univ., Cleveland Speech sound acquisition and programming
- 363 Joseph L. Westover
Center for the Health Sciences
UCLA Radiological research on dental and speech defective patients
- 369 Gerald Siegel & Richard Martin
Speech and Hearing Clinic
Univ. of Minn., Minneapolis Experimental modification of speech fluency
- 371 Kenneth N. Stevens, et al.
Research Lab. of Electronics, MIT Speech communication: physiological and acoustical studies of speech
- 372 J. Daniel Subtelny
Univ. of Rochester, N. Y. Normal and cleft palate speech - pharyngeal flap procedure
- 377 Eugene A. Nida, et al.
American Bible Society, N.Y. Relationships between glossolalia and mental health
- 378 Ralph L. Shelton, Jr., et al.
Univ. of Kansas Medical Ctr.
Kansas City 1. Predicting articulation from cine-fluorographic measurement
2. Study on the comparison and calibration of oral and visual stereognosis in normal children
- 382 Ronald W. Wendahl
Communication Sciences Lab.
Univ. of Minn., Minneapolis Laryngeal analog synthesis of voice disorders
- 383 Charles A. Ferguson and
Alfred Pietrzyk
Center for Applied Linguistics
Washington, D.C. Strengthening and improvement of the Linguistic Bibliography

- 391 Rudolph W. Schulz
Dept. of Psychology
State Univ. of Iowa, Iowa City
Learning of aurally received verbal material
- 392 Rudolph W. Schulz
Mediation in verbal processes
- 395 Peter Strevens
Language Centre, Univ. of Essex
Colchester, England
Contemporary Russian language analysis project
- 398 Wick R. Miller
Dept. of Anthropology
Univ. of Utah
Social factors in the development of Shoshoni-Panamint (Central Numic) dialects
- 399 Ernest Kramer
Dept. of Psychology
McGill Univ., Montreal
Voice characteristics and personality
- 400 William S-Y Wang and
Charles Fillmore
Ohio State Univ., Columbus
Project on linguistic analysis (POLA)
- 401 Cyril M. Harris, et al.
Dept. of Electrical Engineering
Columbia Univ., New York
Spectrum Analysis of Speech
- 402 Richard K. Overton
Autonetics Res. Ctr.,
Anaheim, Calif.
Automatic Generation of Russian Abstracts
- 403 A.E. Meeussen
Musée Royal de l'Afrique Centrale
Tervuren, Belgium
"Lolemi" - A program of analysis of Bantu grammars
- 405 Yehoshua Bar-Hillel & Asa Kasher
Applied Logic Branch
Hebrew Univ., Jerusalem
Data retrieval by computer: a critical survey
- 406 Harry H. Josselson
Dept. of Slavic and Eastern Langs.
Wayne State Univ., Detroit, Mich.
Machine translation from Russian to English
- 407 Harry H. Josselson
Comprehensive electronic data processing of two Russian lexicons
- 408 Anthony G. Oettinger
Computational Lab.
Harvard Univ., Cambridge, Mass.
Computational Linguistics
- 409 Hans Karlgren, et al.
Research Group for Quantitative Linguistics, (KVAL), Stockholm
Research in quantitative linguistics
- 410 Roy Wisbey
Cambridge Univ., England
Linguistic Computing Centre
- 411 K.H.V. Booth
Dept. of Mathematics
Univ. of Saskatchewan
Saskatoon, Canada
English-French machine translation with a post-editor

- 412 M.A.K. Halliday
Univ. College of London
1. Nuffield programme in linguistics and English teaching
 2. Programme in the linguistic properties of scientific English
- 413 Randolph Quirk
Univ. College of London
- Survey of English usage
- 414 L.D. Harmon, et al.
Bell Telephone Labs.
Murray Hill, N.J.
- Script recognition
- 415 Lydia Hirschberg, et al.
Centre de Linguistique Automatique
Appliquée, Free Univ. of Brussels,
Belgium
- Studies in automatic language analysis
- Nos. 416 - 428; work in progress at Rand Corporation, Santa Monica, California
- 416 Martin Kay
- Design and construction of a catalogue and text management system
- 417 Martin Kay
- Development of methods for automatic parsing
- 418 David G. Hays
- Syntactic annotation of a large corpus of scientific Russian text
- 419 David G. Hays
- Russian glossary building
- 420 David G. Hays
- Collection and standardization of text on computer tape
- 421 Kenneth E. Harper
- Distributional analysis of Russian syntactic and semantic properties
- 422 Martin Kay
- Preparation of a Russian scientific concordance
- 423A Adam Makkai
- Investigation of idiomatic vs. non-idiomatic English phrasal verb compounds
- 423B Meyer Wolf
- Development of methods for automating dialectological research
- 424 David G. Hays
- Psychological correlates of syntactic constructs
- 425 Henrik Birnbaum
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