
SUMMERS, EDWARD G. * AND OTHERS

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IDENTIFIERS

GRAY SUMMARIES 1950-1963,

THIS BIBLIOGRAPHY PRESENTS 1,913 CITATIONS AND ANNOTATIONS ON PUBLISHED RESEARCH LITERATURE IN READING TAKEN FROM THE ANNUAL SUMMARIES OF INVESTIGATIONS IN READING COMPILED ON A YEARLY BASIS BY THE READING RESEARCH CENTER OF THE UNIVERSITY OF CHICAGO. THE CITATIONS FROM THE ANNUAL SUMMARIES FOR 1950-1963 WERE TRANSFERRED TO MAGNETIC TAPE WHICH WAS USED TO GENERATE A SPECIAL MASTER FOR MULTILITHING THE PUBLICATION. COMPLETE BIBLIOGRAPHIC DATA FOR THE JOURNAL SOURCES USED TO COMPILE THE LISTING ARE GIVEN. THE ENTRIES ARE ARRANGED ALPHABetically BY AUTHOR IN YEARLY SEGMENTS. THE BIBLIOGRAPHY COVERS THE COMPLETE READING SPECTRUM FROM PRESCHOOL TO COLLEGE AND ADULT YEARS AND PRESENTS RESEARCH ON ALL ASPECTS OF READING, INCLUDING PHYSIOLOGY, PSYCHOLOGY, SOCIOLOGY, AND THE TEACHING OF READING. COMPLETE INFORMATION ON THE DEVELOPMENTAL STAGES OF THE BIBLIOGRAPHY IS INCLUDED. (ES)
PUBLISHED RESEARCH LITERATURE IN READING, 1950-1963

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Introduction

Several document corpora make up the Master File of materials on reading in the ERIC/CRIER information bank. Documents listed in the following bibliographies comprise the basic data base.

(1) Published Research Literature in Reading, 1950-1963.
(2) Published Research Literature in Reading Supplement, 1964-1966.
(3) Recent Doctoral Dissertation Research in Reading.
(4) Recent Reviews and Bibliographic Resources for Reading Research.
(5) International Reading Association Conference Proceedings Reports on Elementary Reading.
(6) International Reading Association Conference Proceedings Reports on Secondary Reading.
(8) Additional References on Reading (Materials from sources other than those listed above).

The bibliographies include materials of current nature (considered to be approximately the most recent three years) and of a retrospective nature (going back about fifteen years) under the assumption that newer publications do not render obsolete the scholarship and criticism of the past. Awareness of what is current is only the beginning of knowledge. Each of the bibliographies covers a separate, distinct document collection on reading. The bibliographies are not congruent although there is some overlap in the coverage of the compilations. The most extreme example of this would be a U. S. Office of Education sponsored project listed in (7), which was also the basis of a doctoral dissertation appearing in (3), which was reported on briefly at the annual national reading conference (5), and was also subsequently published as a journal article and is cited in (1). It is not suggested that the units in the Master File include all possible materials from the educational sector.
universe relating to reading. The data base is naturally limited by: 1. the span of years of scholarship incorporated, 2. the principle of selectivity operating in including or excluding items in any one bibliography, 3. the completeness and accuracy of the individual entries in each compilation, and 4. the coverage of unpublished and published materials available in any one year. Taken together the reportage of the bibliographies is impressive, and searches across the eight will conflate materials from a plurality of sources. Harnessing the materials from many bibliographies produces an effective information system. The Master File is only an organizational first step along the way in meeting information needs in reading. It must be coupled with other parameters of classification, retrieval, and dissemination to develop an effective information system. The ultimate in impact and in effecting change in reading instruction is looking behind the bibliographies to the content of their source documents through the other vital function of a retrieval system -- information review and analysis. Through providing sources for analysis and other activities, coupled with organization and dissemination of information on textbooks, instructional materials and measuring instruments in reading, ERIC/CRIER could serve as a valuable stimulant to improvement of research and practice in reading.

Developing the Bibliography

In attempting to identify basic published research literature on reading, ERIC/CRIER was fortunate to be able to utilize a comprehensive, sequential, longitudinal project which has identified, collected, organized, and disseminated information on reading research for the past forty years. The Reading Research Center of the University of Chicago has been systematically dealing with research literature on reading since the early 1900's. The files of the Center, and the yearly reviews of research on reading which have appeared in professional journals, constitute the most complete, current, and retrospective coverage of research documents available in any domain in the field of education. The first published research summary in the collection was reported in the early nineteen twenties and covered the period 1900 to 1924. Since 1925, and continuing to the present, a yearly compilation has appeared in the literature. Although the complete listing spanning a period of sixty years is available on magnetic tape to ERIC/CRIER, this publication includes only the

1HeLEN M. ROBINSON, THE WELL-KNOWN AUTHORIY ON READING RESEARCH, IS THE CURRENT DIRECTOR OF THE CENTER.
citations for the period 1950 to 1963. (Published Research Literature in Reading Supplement, 1964-1966, is a continuation of this bibliography.) Complete citation data for each of the fifteen sources used is given in the Table of Contents. The annual summary consisted of two parts. Part one organized the research under various categories and discussed the contents of the documents reported. Part two consisted of a complete bibliography of reported research with a brief descriptive annotation provided for each entry. Throughout the long history of the summary the purpose has been much the same -- to provide a comprehensive annual review and analysis of research reported in the field of reading. Although other useful, briefer summaries and reviews of research on reading have been published, this collection remains the most comprehensive review covering the longest span of time on a continuous basis.

A set of the fifteen summaries listed in the Table of Contents was obtained and the 1,913 citations in the bibliographies converted to magnetic tape. The bibliography is set up in yearly segments with the entries listed alphabetically by author. Each entry is preceded by a four digit number which is the RE number used to code the material for internal ERIC/CRIER use. This number also serves as the code number in using the index for the bibliography (See, Index to Published Research Literature on Reading 1950-1963). The Table of Contents lists the complete citation data for each summary used, the document numbers included within that year, and the page number where that particular year begins.

Paper tape was used as the input medium, and a variety of tasks was accomplished by computer processing. Small errors occur throughout the bibliography. No matter what pains are taken by way of proofreading and re-keyboarding in an attempt to produce flawless input files, some errors will nevertheless creep in. Correction of small typographical errors can be an expensive process. In this instance a tradeoff was made between economics and ultimate perfection in final copy. It was decided to let small errors stand unless the error was likely to distort the meaning of the material. For example, if the text states that RUDOLPH LFESCH authored a book purporting to indicate Why Johnny Can't Read the error in spelling stands. Everyone in the field of education and reading, and even the knowledgeable lay public in this instance, is aware that the spelling should be RUDOLPH FLESCH.

Once the edited material was stored on magnetic tape a special reproducing ribbon and output paper were used to generate the printout on a continuous-form master. The final copy was then printed through the multilith process.  

The bibliography in itself should be extremely useful for browsing the research literature. The related index will aid the user in quickly locating material on broad topics in reading. This bibliography, searched in combination with the others in the Master File, will perform invaluable service to those interested in the literature on reading. ERIC/CRIER will also search the entire data base and develop bibliographies on multi-dimensional levels on specific request from the serious investigator. Finally, a current awareness service can be initiated to maintain surveillance of newly added material on given user profiles.

Although individuals are listed as authoring various ERIC/CRIER output, every piece of material published is a result of joint effort of the Clearinghouse Staff. This bibliography is no exception. Appreciation is expressed to ERIC/CRIER staff members for the 1967-68 contract period for their efforts in developing Published Research Literature in Reading, 1950-1963.

Edward G. Summers

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For a description of the process used in converting text to magnetic tape see, Summers, Edward G., Storing and Searching Reading Research by Computer, Indiana University, November, 1967. Final report on USOE project OE-5-10-224.
<table>
<thead>
<tr>
<th>Research Summaries</th>
<th>Document Numbers</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Gray, W. S. Summary of reading investigations July 1, 1949 to June 30, 1950.</td>
<td>2885 - 2982</td>
<td>1</td>
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<td>2. Summary of reading investigations July 1, 1950 to June 30, 1951.</td>
<td>2984 - 3077</td>
<td>21</td>
</tr>
<tr>
<td>3. Summary of reading investigations July 1, 1951 to June 30, 1952.</td>
<td>3079 - 3169</td>
<td>40</td>
</tr>
<tr>
<td>4. Summary of reading investigations July 1, 1952 to June 30, 1953.</td>
<td>3171 - 3293</td>
<td>59</td>
</tr>
<tr>
<td>5. Summary of reading investigations July 1, 1953 to June 30, 1954.</td>
<td>3295 - 3378</td>
<td>84</td>
</tr>
<tr>
<td>7. Summary of reading investigations July 1, 1955 to June 30, 1956.</td>
<td>3472 - 3587</td>
<td>120</td>
</tr>
<tr>
<td>8. Summary of reading investigations July 1, 1956 to June 30, 1957.</td>
<td>3589 - 3684</td>
<td>144</td>
</tr>
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<td>Number</td>
<td>Description</td>
<td>Journal/Volume/Start/End</td>
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2885 ANDERSON, CHARLES C. "'A FACTORIAL ANALYSIS OF READING,'" BRITISH JOURNAL OF EDUCATIONAL PSYCHOLOGY, XIX (NOVEMBER, 1949), 220-21. SUMMARIZES THE RESULTS OF A FACTORIAL ANALYSIS OF READING (A THESIS ON FILE IN GLASGOW UNIVERSITY) BASED UPON SCORES OF INTELLIGENCE, VOCABULARY, TWO ENGLISH TESTS AND TWO TESTS OF INTERPRETATION GIVEN TO SECONDARY-SCHOOL PUPILS.

2886 ANDERSON, IRVING H. "'THE RELATION OF MEANING TO ORAL READING ERRORS,'" THE UNIVERSITY OF MICHIGAN SCHOOL OF EDUCATION BULLETIN, XXI (NOVEMBER, 1949), 17-20. DISCUSSES THE NATURE AND SIGNIFICANCE OF ERRORS IN ORAL READING MADE BY GOOD AND BY POOR READERS AT THE FRESHMAN COLLEGE LEVEL.


2888 BILLS, ROBERT E. "'NON-DIRECTIVE PLAY THERAPY WITH RETARDED READERS,'" JOURNAL OF CONSULTING PSYCHOLOGY, XIV (APRIL, 1950), 140-149. REPORTS THE RESULTS OF AN EXPERIMENT INVOLVING 8 THIRD-GRADE CHILDREN WITH DISCREPANCIES BETWEEN MENTAL AGE AND READING AGE "'TO TEST THE HYPOTHESIS THAT SIGNIFICANT CHANGES OCCUR IN THE READING ABILITY OF A RETARDED READER WHEN HE HAS BEEN GIVEN A NON-DIRECTIVE PLAY THERAPY EXPERIENCE.'"

2889 BIRCH, L. B. "'THE IMPROVEMENT OF READING ABILITY,'" BRITISH JOURNAL OF EDUCATIONAL PSYCHOLOGY, XX, PART 2, (JUNE, 1950), 73-76. COMPARES THE PERCENTAGES OF PUPILS IN SCHOOLS IN BURTON-UPON-TRENT IN 1947 AND 1949 WHO WERE TWO YEARS OR MORE RETARDED IN READING, CONSTRUCTIVE STEPS HAVING BEEN TAKEN IN THE INTERVAL TO IMPROVE THE SITUATION.
PUBLISHED RESEARCH LITERATURE IN READING, 1950 TO 1963


2892 BOYD, GERTRUDE AND SCHWIERING, O. C. "A SURVEY OF CHILD GUIDANCE AND REMEDIAL READING PRACTICES," JOURNAL OF EDUCATIONAL RESEARCH, XLIII (MARCH, 1950), 494-506. SUMMARIZES QUESTIONNAIRE RESPONSES FROM 76 CLINIC CENTERS (60 IN COLLEGES AND UNIVERSITIES, 12 ASSOCIATED WITH SCHOOL SYSTEMS, 4 INDEPENDENT) CONCERNING DATE OF ESTABLISHMENT, PERSONNEL, PURPOSE OF CLINIC OR NATURE OF ITS SERVICES, AGE LIMITS FOR ADMISSION, TYPES OF CASES ADMITTED, ETC.

2893 CAMPBELL, ANGUS AND METZNER, CHARLES A. PUBLIC USE OF THE LIBRARY AND OTHER SOURCES OF INFORMATION. ANN ARBOR, MICHIGANS. UNIVERSITY OF MICHIGAN, INSTITUTE FOR SOCIAL RESEARCH, 1950. PP. VII + 76. SUMMARIZES MAJOR FINDINGS OF A NATION-WIDE SURVEY CONDUCTED DURING A MONTH TO DETERMINE THE SERVICES WHICH THE PUBLIC LIBRARY RENDERS TO COMMUNITIES, ORGANIZED AROUND SUCH SPECIFIC ISSUES AS WHO USES THE PUBLIC LIBRARY, WHY AND HOW IT IS USED, AND POSSIBLE WAYS OF EXTENDING ITS USE.

2894 CARRIGAN, MARY D. "CHILDREN'S KNOWLEDGE OF WORDS IN READERS." STUDIES IN READING, VOL. I, P. 135. PUBLICATIONS OF THE SCOTTISH COUNCIL ON RESEARCH IN EDUCATION, XXVI. UNIVERSITY OF LONDON PRESS, LTD., WARWICK SQUARE, LONDON, E. C. 4, 1948. REPORTS THE RESULTS OF A VOCABULARY TEST OF 96 WORDS GIVEN TO 53 BOYS AND 47 GIRLS, AGE 5+, IN EIGHT GLASGOW SCHOOLS TO DETERMINE THE EXTENT TO WHICH THEY UNDERSTOOD THE WORDS IN THE INFANT READERS USED IN THEIR SCHOOLS.
2895 CHASE, W. LINWOOD. "SUBJECT PREFERENCES OF FIFTH-GRADE CHILDREN," ELEMENTARY SCHOOL JOURNAL, L (DECEMBER, 1949), 204-11. (SEE ALSO GROWING POINTS IN EDUCATIONAL RESEARCH, PP. 314-324. 1949 OFFICIAL REPORT AMERICAN EDUCATIONAL RESEARCH ASSOCIATION, WASHINGTON, D.C. AMERICAN EDUCATION RESEARCH ASSOCIATION, 1949. SUMMARIZES RESPONSES OF 13,483 FIFTH-GRADE CHILDREN IN 65 NEW ENGLAND TOWNS TO A CHECK LIST WHICH AIMED TO FIND OUT THEIR SUBJECT PREFERENCES, INCLUDING READING.


2897 DALE, EDGAR. (EDITOR) READABILITY. A PUBLICATION OF THE CONFERENCE ON RESEARCH IN ENGLISH. CHICAGOS. NATIONAL COUNCIL OF TEACHERS OF ENGLISH, 1949. PP. 44. INCLUDES A SERIES OF ARTICLES PUBLISHED PREVIOUSLY IN THE MAY, 1949, ISSUE OF THE ELEMENTARY SCHOOL JOURNAL WHICH SUMMARIZE RELEVANT SCIENTIFIC STUDIES RELATING TO READABILITY.

2898 DEARBORN, W. F., JOHNSTON, P. W. AND CARMICHAEL, L. "ORAL STRESS AND MEANING IN PRINTED MATERIAL," SCIENCE, CX (OCTOBER 14, 1949), 404. PRESENTS CORRELATIONS BETWEEN WORDS STRESSED IN ORAL READING "WHICH THE AUTHOR INDICATES SHOULD BE STRESSED" AND SCORES ON A WRITTEN COMPREHENSION TEST BASED ON THE SAME MATERIAL, RECORDS HAVING BEEN SECURED FROM SEVERAL HUNDRED HIGH SCHOOL AND COLLEGE STUDENTS.

2899 EAMES, THOMAS E. "THE RELATIONSHIP OF READING AND SPEECH DIFFICULTIES," JOURNAL OF EDUCATIONAL PSYCHOLOGY, XLI (JANUARY, 1950), 51-55. REVIEWS BRIEFLY THE RESULTS OF TWENTY-FOUR INVESTIGATIONS IN THIS AREA AND CONCLUDES "THAT BOTH SPEECH AND READING TROUBLES ARE VERY LIKELY TO STEM FROM THE SAME BASIC DEFECT."
EDMISTON, R. W. AND PEYTON, BESSIE. "IMPROVING FIRST GRADE ACHIEVEMENT BY READINESS INSTRUCTION," SCHOOL AND SOCIETY, LXI (APRIL 15, 1950), 230-32. PRESENTS THE RESULTS OF AN EXPERIMENT WITH 54 CHILDREN WHOSE TEST SCORES INDICATED DEFINITE POSSIBILITY OF POOR ACHIEVEMENT TO DETERMINE THE INFLUENCE ON PROGRESS OF READING READINESS TRAINING.


EWERS, DOROTHEA W. F. "RELATIONS BETWEEN AUDITORY ABILITIES AND READING ABILITIES. A PROBLEM IN PSYCHOMETRICS," JOURNAL OF EXPERIMENTAL EDUCATION, XVIII (MARCH, 1950), 239-62. AN EXPLORATORY STUDY BASED ON DATA FROM 140 HIGH SCHOOL PUPILS WHICH ATTEMPTED TO RELATE READING DISABILITIES TO AUDITORY DEFECTS.


FAY, LEO C. "THE RELATIONSHIP BETWEEN SPECIFIC READING SKILLS AND SELECTED AREAS OF SIXTH GRADE ACHIEVEMENT," JOURNAL OF EDUCATIONAL RESEARCH, XLIII (MARCH, 1950), 541-47. BASES CONCLUSIONS ON "THE RELATIONSHIP BETWEEN FIVE SPECIFIC READING SKILLS." "THREE AREAS OF SIXTH GRADE ACHIEVEMENT," AND SCORES ON A MENTAL TEST.


2907 FRENCH, EDWARD L. "READING DISABILITY AND MENTAL DEFICIENCIES: A PRELIMINARY REPORT," TRAINING SCHOOL BULLETIN, XLVII, (MAY, 1950), 47-57. PRESENTS EVIDENCE SECURED IN AN EXPERIMENT WITH THREE BOYS VARYING IN CHRONOLOGICAL AGE FROM 10.1 TO 12.5 AND IN MENTAL AGE FROM 7.4 TO 8.5 TO TEST THE HYPOTHESIS THAT MENTALLY RETARDED CHILDREN WHO APPEAR TO HAVE ASSOCIATIONAL DEFICIENCIES CAN BE BENEFITED THROUGH THE APPLICATION OF TECHNIQUES USED IN THE CASES OF NORMAL CHILDREN WITH SIMILAR DEFICIENCIES.


2910  GRAY, WILLIAM S. "SUMMARY OF READING INVESTIGATIONS, JULY 1, 1948 TO JUNE 30, 1949." JOURNAL OF EDUCATIONAL RESEARCH, XLIII (FEBRUARY, 1950), 401-439. PRESENTS AN ANNOTATED BIBLIOGRAPHY OF 92 SCIENTIFIC STUDIES RELATING TO READING TOGETHER WITH A DIGEST OF SIGNIFICANT FINDINGS.

2911  GRAY, WILLIAM S. "IMPLICATIONS OF RESEARCH FOR THE IMPROVEMENT OF READING," EDUCATION, LXX (MAY, 1950), 539-547. UTILIZES THE RESULTS OF SCIENTIFIC STUDIES OF READING IN DISCUSSING: (1) "THE DIMENSIONS OF THE READING ACT" S. (2) "READINGS. A SERIES OF COMPLEX ACTIVITIES" S. (3) "THE COMMON ELEMENTS IN READING ABILITY" S. (4) "READING COMPETENCE INFLUENCED BY MANY PERSONAL FACTORS" S. (5) "GROWTH IN READING PARALLELS TOTAL DEVELOPMENT" S. (6) "METHODS OF TEACHING."


2913  GREENE, JAMES E. AND WOODRUFF, WILDA. "A TESTING PROGRAM FOR PROMOTING IMPROVED SUPERVISION," EDUCATIONAL ADMINISTRATION AND SUPERVISION, XXXV (OCTOBER, 1949), 346-353. BASES CONCLUSIONS ON THE PROGRESS ATTAINED ON THE IOWA BASIC SKILLS TEST DURING A SEMESTER THROUGH SUPERVISORY ACTIVITIES FOCUSED ON OVERCOMING DEFICIENCIES REVEALED IN THE INITIAL TEST.

2914  GRIFFIN, PHILIP F. "READER COMPREHENSION OF NEWS STORIES. A PRELIMINARY STUDY." JOURNALISM QUARTERLY, XXVI (DECEMBER, 1949), 389-96. REPORTS THE RESULTS OF A STUDY IN WHICH INTERVIEWERS SOUGHT TO SECURE EVIDENCE FROM HUNDREDS OF RESPONDENTS CONCERNING THEIR COMPREHENSION AND INTEREST IN THE STORIES READ, AND TO IDENTIFY THOSE FACTORS IN THE COMPOSITION OF NEWSPAPER STORIES WHICH CONTRIBUTED TO FAILURE TO COMPREHEND OR TO LACK OF INTEREST.
HATCH, SHIRLEY AND SHELDON, WILLIAM D. "STRENGTHS AND WEAKNESSES IN READING OF A GROUP OF FOURTH GRADE CHILDREN," ELEMENTARY ENGLISH, XXVII (APRIL, 1950), 254-60. PRESENTS AN ANALYSIS OF THE ERRORS IN READING MADE BY 18 GOOD AND 19 POOR READERS IN FOURTH GRADE CLASSES OF FOUR SCHOOL SYSTEMS.


HENIG, MAX S. "PREDICTIVE VALUE OF A READING-READINESS TEST AND OF TEACHERS' FORECASTS," ELEMENTARY SCHOOL JOURNAL, L (SEPTEMBER, 1949), 41-46. COMPARES THE FORECASTING VALUE OF THE LEE-CLARK READING TESTS GIVEN TO 98 BEGINNING FIRST-GRADE PUPILS AND OF TEACHERS ESTIMATES OF THEIR PROBABLE SUCCESS IN LEARNING TO READ.

HILDRETH, GERTRUDE. "THE DEVELOPMENT AND TRAINING OF HAND DOMINANCES. I. CHARACTERISTICS OF HANDEDNESS. II. DEVELOPMENTAL TENDENCIES IN HANDEDNESS. III. ORIGINS OF HANDEDNESS AND LATERAL DOMINANCES. IV. DEVELOPMENTAL PROBLEMS ASSOCIATED WITH HANDEDNESS. V. TRAINING OF HANDEDNESS." JOURNAL OF GENETIC PSYCHOLOGY, LXXV, SECOND HALF (DECEMBER, 1949), 197-220, 221-254, 255-275S. LXXVI, FIRST HALF (MARCH, 1950), 39-100, 101-144. SUMMARIZES THE RESULTS OF RESEARCH CONCERNING VARIOUS ASPECTS OF HANDEDNESS WITH EMPHASIS IN CHAPTERS IV AND V ON THE RELATIONSHIP OF HANDEDNESS TO READING.
2920  HOULT, THOMAS FORD. "COMIC BOOKS AND JUVENILE DELINQUENCY," SOCIOLOGY AND SOCIAL RESEARCH, XXXIII (MARCH-APRIL, 1949), 279-84. COMPARES QUESTIONNAIRE REPLIES CONCERNING COMIC BOOK READING FROM 235 BOYS AND GIRLS ARRESTED FOR DELINQUENCY WITH A NON-DELINQUENT GROUP MATCHED IN RESPECT TO SEX, AGE, SCHOOL LEVEL, AND, GENERALLY SPEAKING, SOCIAL-ECONOMIC STATUS, TO DETERMINE THE RELATIONSHIP BETWEEN SUCH READING, IF ANY, AND JUVENILE DELINQUENCY.

2921  HOWELL, WALLACE J. "WORK-STUDY SKILLS OF CHILDREN IN GRADES IV TO VIII," ELEMENTARY SCHOOL JOURNAL, L (MARCH, 1950), 384-89. REPORTS THE PROGRESS IN WORK-STUDY SKILLS OF 264 BOYS AND GIRLS IN GRADES IV TO VIII INCLUSIVE, AS MEASURED BY THE IOWA EVERY PUPIL TEST OF BASIC SKILLS, TEST B, ELEMENTARY AND ADVANCED.


2924  HUTCHINSON, KATHARINE H. "AN EXPERIMENT IN THE USE OF COMICS AS INSTRUCTIONAL MATERIAL," JOURNAL OF EDUCATIONAL SOCIOLOGY, XXIII (DECEMBER, 1949), 236-45. SUMMARIZES RESPONSES OF 438 TEACHERS TO A QUESTIONNAIRE REQUESTING THEIR EVALUATION OF THE USE OF COMICS AS INSTRUCTIONAL MATERIAL DURING A THIRTEEN WEEK PERIOD.

2926 JOHNSON, MARJORIE SEDDON. ""FACTORS IN READING COMPREHENSION,"" EDUCATIONAL ADMINISTRATION AND SUPERVISION. XXXV (NOVEMBER, 1949), 385-406. UTILIZES THE RESULTS OF 32 STUDIES IN AN EFFORT TO IDENTIFY THE MAIN FACTORS INVOLVED ""IN THIS COMPLEX FUNCTION, READING.""

2927 JOSLIN, ETHEL S. ""PHYSICAL FACTORS IN READING,"" THE COLUMBIA OPTOMETRIST, XXIII (DECEMBER, 1949), 6-7S. XXIV (FEBRUARY, 1950), 5-6. PRESENTS A REVIEW OF RESEARCH ON VISUAL DIFFICULTIES AS CAUSES OF READING DISABILITY, WITH EMPHASIS ON ""VISUAL ACUITY,"" ""REFRACTIVE ERRORS,"" ""MYOPIA,"" ""ASTIGMATISM,"" ""BINOCULAR COORDINATION,"" ""EYE-MUSCLE IMBALANCE,"" ""FIXATION ABILITY,"" AND ""FUSION.""

2928 KEARNEY, NOLAN C. ""AN ANALYSIS OF THE VOCABULARY OF FIRST GRADE READING MATERIAL,"" JOURNAL OF EDUCATIONAL RESEARCH, XLIII (MARCH, 1950), 481-93. PRESENTS THE RESULTS OF AN ANALYSIS OF THE VOCABULARIES OF 42 PRE-PRIMERS, 38 PRIMERS AND 41 FIRST READERS TO DETERMINE THE MOST FREQUENTLY USED WORDS IN EACH TYPE OF BOOK AND IN ALL COMBINED, AND THE WORDS THAT OCCUR IN FIFTY PERCENT OR MORE OF EACH TYPE OF FIRST GRADE READING BOOKS.

2929 LAFFEY, ROSE. ""A PROGRAM IN REMEDIAL READING,"" ELEMENTARY ENGLISH, XXVII (APRIL, 1950), 230-39. IDENTIFIES THE FACTORS ""OPERATING"" IN 400 READING DISABILITY CASES WHOSE I.Q.'S RANDED FROM 77 TO 144 AND REPORTS THE FREQUENCY OF THEIR OCCURRENCE.
2930  LAGRONE, C. W. AND BARRATT, E. S. "ACCURACY OF PERCEPTION IN PERIPHERAL VISION IN RELATION TO INTELLECTUAL ABILITIES AMONG SUBJECTS SELECTED ON THE BASIS OF DEXTRALITY," THE JOURNAL OF PSYCHOLOGY, XXVIII, SECOND HALF (OCTOBER, 1949) 255-264. PRESENTS THE RESULTS OF AN INVESTIGATION INVOLVING 79 UNIVERSITY FRESHMEN WHICH AIMED TO DETERMINE "IF THE MANNER IN WHICH ACCURACY OF PERCEPTION IN PERIPHERAL VISION IS RELATED TO INTELLECTUAL ABILITIES IS PARTIALLY A FUNCTION OF DEXTRALITY."


2932  LEWIS, NORMAN. "AN INVESTIGATION INTO COMPARABLE RESULTS OBTAINED FROM TWO METHODS OF INCREASING READING SPEED AMONG ADULTS," COLLEGE ENGLISH, XI (DECEMBER, 1949), 152-56. COMPARES THE RELATIVE MERITS OF TWO METHODS OF IMPROVING SPEED OF READING AMONG 27 ADULTS, THE ONE METHOD AIMING TO IMPROVE EYE MOVEMENTS THROUGH MECHANICAL TECHNIQUES AND THE OTHER TO IMPROVE COMPREHENSION.


2934  MACLATCHY, JOSEPHINE H. "AN ORAL-READING TEST AS AN APPRAISAL OF PROGRESS," EDUCATIONAL RESEARCH BULLETIN, XXVIII (DECEMBER 7, 1949), 230-39. ANALYZES THE ACHIEVEMENT AT TWO PERIODS OF DIFFERENT GROUPS OF PUPILS, AS MEASURED BY GRAY ORAL READING TEST, TO DETERMINE ITS VALUE IN APPRAISING PROGRESS.


2937 McCarty, Pearl S. "Reading Interests Shown by Choices of Books in School Libraries," School Review, LVIII (February, 1950), 90-96. Presents the results of a study to determine the reading interests of 4,814 pupils in grades VII-XII through an analysis of their choice of books borrowed from their school libraries.

2938 McClelland, David C. and Liberman, Alvin M. "The Effect of Need for Achievement on Recognition of Need-Related Words," Journal of Personality, XVIII (December, 1949), 236-51. Compares the responses of 36 Wesleyan undergraduates to (A) a thematic apperception test (TAT) and an anagrams test, and to (B) a test including 30 words measuring "ease or readiness with which need-related words are recognized."

2939 Mallinson, George Grussens. Sturm, Harold E.S. and Patton, Robert E. "The Reading Difficulty of Textbooks in Elementary Science," Elementary School Journal, L (April, 1950), 460-63. Compares the reading difficulty of the fourth, fifth and sixth grade textbooks in the elementary science series of five publishers, as determined by the Flesch formula for readability.
2940 MAUCK, INEZ L. AND SWENSON, ESTHER J. "A STUDY OF CHILDREN'S RECREATIONAL READING," ELEMENTARY SCHOOL JOURNAL, L (NOVEMBER, 1949), 144-150. REPORTS AMOUNT OF FREE READING DONE BY 364 PUPILS IN GRADES IV THROUGH VIII DURING A THREE-WEEK PERIOD. SHOWS INFLUENCE ON AMOUNT READ OF PROVIDING BOOKS FOR RECREATORY READINGS. SUMMARIZES DATA RELATING TO PUPILS PREFERENCES FOR SPARE TIME ACTIVITIES.

2941 MICHAEL, WILLIAM B.S. ROSENTHAL, BERNARD G.S. AND DECAMP, MICHAEL A.S. "AN EXPERIMENTAL INVESTIGATION OF PRESTIGE-SUGGESTION FOR TWO TYPES OF LITERARY MATERIAL," THE JOURNAL OF PSYCHOLOGY, XXVIII, SECOND HALF (OCTOBER, 1949), 303-323. PRESENTS EVIDENCE SECURED FROM 120 COLLEGE STUDENTS TO TEST TWO HYPOTHESES CONCERNING "THE INFLUENCE OF PRESTIGE SUGGESTION" UPON DECLARED PREFERENCES "FOR TWO TYPES OF LITERARY MATERIAL, PROSE AND POETRY."

2942 MITCHELL, CLAUDE. "COMIC STRIPSS. HOW WELL CAN OUR PUPILS READ THEM?" CLEARING HOUSE, XXIV (MARCH, 1950), 415-18. SUMMARIZES THE RESULTS OF TESTS GIVEN TO 375 PUPILS IN GRADES VII TO XII TO DETERMINE THE EXTENT TO WHICH THEY "ACTUALLY READ THE COMICS UNDERSTANDINGLY."

2943 MITCHELL, MARY ALICE. THE RELATIONSHIP OF READING TO THE SOCIAL ACCEPTABILITY OF SIXTH GRADE CHILDREN. CONTRIBUTIONS TO EDUCATION NO. 953. NEW YORKS. TEACHERS COLLEGE, COLUMBIA UNIVERSITY, 1949. PP. XII + 59. ANALYZES DATA FROM 873 SIXTH-GRADE CHILDREN IN TWENTY ELEMENTARY SCHOOLS CONCERNING THE RELATIONSHIPS BETWEEN READERSHIP, SOCIAL ACCEPTABILITY, READING ABILITY, INTELLIGENCE AND GENERAL SCHOOL ACHIEVEMENT TO DETERMINE IF WIDE READING IS A FACTOR IN THE SOCIAL ACCEPTABILITY OF CHILDREN.

2944 MOSER, W. E. AND MUIRHEAD, JOSEPH V. "SCHOOL GRADE LAST COMPLETED BY MILITARY ENLISTED MEN AS FACTORS IN TESTS OF GENERAL EDUCATIONAL DEVELOPMENT AND AMERICAN HISTORY," JOURNAL OF EDUCATIONAL RESEARCH, XLIII (NOVEMBER, 1949), 221-224. PRESENTS THE RESULTS OF TESTS OF THE INTERPRETATION OF READING MATERIALS IN THE SOCIAL SCIENCES, NATURAL SCIENCES AND LITERATURE GIVEN TO ABOUT 2,000 SOLDIERS TO DETERMINE WHETHER READING ABILITY INCREASED WITH "THE GRADE LAST COMPLETED IN HIGH SCHOOL."
2945 MURPHY, HAROLD D. AND DAVIS, FREDERICK B. "COLLEGE GRADES AND ABILITY TO REASON IN READING," PEABODY JOURNAL OF EDUCATION, XXVII (JULY, 1949), 34-37. PRESENTS THE RESULTS OF A STATISTICAL ANALYSIS OF DATA FOR 216 FRESHMAN STUDENTS IN PEABODY COLLEGE (SEPTEMBER, 1946) TO DETERMINE CORRELATION BETWEEN COURSE GRADES AND ABILITY TO REASON IN READING, AS MEASURED BY THE COOPERATIVE READING COMPREHENSION TEST.


2947 NORVELL, GEORGE W. THE READING INTERESTS OF YOUNG PEOPLE. NEW YORKS. D. C. HEATH AND COMPANY, 1950. PP. VIII + 262. SUMMARIZES REACTIONS OF 50,000 SECONDARY-SCHOOL PUPILS SECURED BY 625 TEACHERS IN ALL TYPES OF COMMUNITIES AND SIZES OF SCHOOLS IN NEW YORK STATE TO 1700 SELECTIONS WIDELY USED IN THE SCHOOLS THAT PARTICIPATED. CONSIDERS THE RELATION OF AGE, INTELLIGENCE AND SEX TO READING INTERESTS.

2948 POLKINGHORNE, ADA R. "GROUPING CHILDREN IN THE PRIMARY GRADES," ELEMENTARY SCHOOL JOURNAL, L (MAY, 1950), 502-508. PRESENTS FINDINGS OF A QUESTIONNAIRE STUDY AMONG 225 SCHOOLS RELATING TO METHODS OF GROUPING FIRST AND SECOND GRADE PUPILS. DESCRIBES THE EXPERIMENTAL PLAN IN USE IN THE LABORATORY SCHOOL OF THE UNIVERSITY OF CHICAGO AND ITS APPLICATION TO BASIC INSTRUCTION IN READING.

2949 POTTER, MURIEL CATHERINE. PERCEPTION OF SYMBOL ORIENTATION AND EARLY READING SUCCESS. CONTRIBUTIONS TO EDUCATION NO. 939. NEW YORKS. BUREAU OF PUBLICATIONS, TEACHERS COLLEGE, COLUMBIA UNIVERSITY, 1949. PP. VIII + 69. ANALYZES THE RESULTS OF TESTS GIVEN TO 176 FIRST-GRADE CHILDREN TO DETERMINE THE EXTENT OF OCCURRENCE AMONG THEM OF "ERRORS IN VISUAL PERCEPTION WHICH HAVE BEEN FOUND CHARACTERISTIC OF CHILDREN WHO FAIL TO PROGRESS AT THE EXPECTED RATE IN THE ACQUISITION OF READING SKILL."
2950 Read, John G. "Picture Indices for Basic Readers," Elementary School Journal, L (February, 1950), 339-40. Presents an analysis of 115 readers for various grade levels to determine the average number of pages devoted to books for each grade, the total number of pictures, and the ratio of black and white to color pictures.

2951 Robinson, H. A. "A Note on the Evaluation of College Remedial Reading Courses," Journal of Educational Psychology, XLI (February, 1950), 83-96. Points out significant shortcomings with respect to the validation of techniques used in many studies of remedial training at the college levels. Reports an appraisal of remedial training in Yale University in terms of student attitude toward a remedial course and its effect on academic performance.

2952 Russell, David H. "Teachers' Memories and Opinions on Children's Literature," Elementary English, XXVI (December, 1949), 475-482. Considers the influence of childhood reading as revealed by information secured from 680 in-service and pre-service teachers in response to the request that they list the titles of three books in each of three categories, "My three favorite books as a child."'s, "The three best children's books now,"'s, and "The three most popular books now."'s.


2955 SHELDON, WILLIAM D. AND HATCH, SHIRLEY. "STRENGTHS AND WEAKNESSES IN READING OF A GROUP OF THIRD-GRADE CHILDREN." ELEMENTARY SCHOOL JOURNAL, L (APRIL, 1950), 445-52. PRESENTS AN ANALYSIS OF THE STRENGTHS AND WEAKNESSES OF 21 GOOD AND 20 POOR READERS IN THIRD-GRADE CLASSES OF SEVERAL SCHOOL SYSTEMS, AS MEASURED BY DURRELL'S ANALYSIS OF READING DIFFICULTY.

2956 SHORES, HARLAN AND HUSBANDS, KENNETH L. "ARE FAST READERS THE BEST READERS?" ELEMENTARY ENGLISH, XXVII (JANUARY, 1950), 52-57. PRESENTS DATA SECURED FROM 90 PUPILS IN GRADES IV TO VI TO DETERMINE THE RELATIONSHIP BETWEEN RATE OF READING AND COMPREHENSION WHEN READING IS EMPLOYED AS A TOOL FOR PROBLEM-SOLVING IN THE AREA OF SCIENCE.

2957 SISTER JUDE. "SIX- AND SEVEN-YEAR-OLD CHILDREN'S ACQUAINTANCE WITH THE VOCABULARY OF COMICS." STUDIES IN READING, VOL. IT, PP. 173-210. PUBLICATIONS OF THE SCOTTISH COUNCIL ON RESEARCH IN EDUCATION, XXVI. UNIVERSITY OF LONDON PRESS LTD., WARWICK SQUARE, LONDON, E. C. 4, 1948. SUMMARIZES THE RESULTS OF A STUDY WHICH AIMED (A) "TO MAKE AN ANALYSIS OF VOCABULARY CONTENT" OF COMICS READ BY SIX AND SEVEN YEAR OLD CHILDREN AND (B) TO FIND OUT THE EXTENT TO WHICH THEY KNEW THE WORDS USED IN THE COMICS.


2960 SPache, George. "The construction and validation of a work-type auditory comprehension reading test." Educational and Psychological Measurement, X (Summer, 1950), 249-53. Describes the need for and construction of a silent comprehension test and an auditory comprehension test based on comparable passages, and presents data relative to the reliabilities of the total and part scores of the tests.

2961 Steigleman, Walter A. "Do newspaper headlines really promote street sales?" Journalism Quarterly, XXVI (December, 1949), 379-88. Reports the results of observations made at three newsstands in St. Louis and at seven in New York City to determine the extent to which headlines effect the sale of newspapers.

2962 Stern, Bernard. "How local governmental news is handled by three dailies," Journalism Quarterly, XXVII (Spring, 1950), 149-56. Presents an analysis of the space allotted to certain types of newspaper content and their readability, as measured by the revised Flesch formula A, to determine possible ways of increasing newspaper reading among adults.

2963 Stewart, Mary. "The leisure activities of grammar school pupils." British Journal of Educational Psychology, XX (February, 1950), 11-34. Summarizes the replies of 675 boys and 801 girls varying in age from 11 to 15, or more, to a questionnaire which aimed to find out the leisure activities enjoyed most, the nature and kind of reading done, the organizations to which they belonged, frequency of attendance at the cinema, and the films enjoyed most.

2964 Stewart, Robert S. "Personality maladjustment and reading achievement," American Journal of Orthopsychiatry, XX (April, 1950), 410-17. Reports the results of a comparative study of superior and inferior readers, including 18 boys and 12 girls ranging in age from 8 years, 6 months, to 12 years, 4 months, all of whom had a long school history of personality maladjustment, to determine the influence, if any, of such maladjustment on reaching achievement.
2965  Strother, George B. "The Role of Muscle Action in Interpretative Reading," Journal of General Psychology, XLI, First Half (July, 1949), 3-20. Compares muscular responses recorded through the use of the cathode ray oscillograph to literary selections arousing four different feelings in the case of two groups of 24 students each, one well-trained in interpretative reading and the other composed of unselected subjects.

2966  Thrusker, Frederic M. "The Comics and Delinquency: Cause or Scapegoat," Journal of Educational Sociology, XXIII (December, 1949), 195-205. Points out the tendency of students of mankind to try to explain human behavior in terms of one or more specific factors. Challenges the validity of the contention in recent research studies that reading the comics and delinquency are causally related.


2969  Tinker, Miles A. and Paterson, Donald G. "Speed of Reading Nine Point Type in Relation to Line Width and Learning," Journal of Applied Psychology, XXXIII (February, 1949), 81-82. Compares the rate at which 100 college sophomores read nine point type with line width of 8, 14, 18, 30 and 40 picas when set solid and with 1, 2 and 4 point leading.


2973 VERNON, P. E. "THE ESTIMATION OF DIFFICULTY OF VOCABULARY," BRITISH JOURNAL OF EDUCATIONAL PSYCHOLOGY, XX (JUNE, 1950), 77-82. DESCRIBES THE METHODS USED, AND PRESENTS EXAMPLES OF THE RESULTS, IN CLASSIFYING WORDS INTO FOUR LEVELS OF DIFFICULTY ON THE BASIS OF THE DEFINITIONS PROVIDED BY 76 MALE RECRUITS OF ABOUT AVERAGE INTELLIGENCE.

2974 WATTS, PHYLLIS WELCH. "LANGUAGE NEEDS OF VOCATIONAL STUDENTS," CALIFORNIA JOURNAL OF SECONDARY EDUCATION, XXV (APRIL, 1950), 207-13. REPORTS RESULTS OF STUDIES WHICH SOUGHT TO ASCERTAIN LANGUAGE NEEDS, INCLUDING READING, OF STUDENTS ENROLLED IN VOCATIONAL COURSES IN 16 CALIFORNIA HIGH SCHOOLS.
2975 WELLS, CHARLES A. "THE VALUE OF AN ORAL READING TEST FOR DIAGNOSIS OF THE READING DIFFICULTIES OF COLLEGE FRESHMEN OF LOW ACADEMIC PERFORMANCE." PSYCHOLOGICAL MONOGRAPHS, VOL. 64, NO. 2, 1950. PP. LV + 35. CORRELATES PERFORMANCE OF 80 FRESHMEN COLLEGE STUDENTS ON AN ORAL READING TEST PREPARED FOR THE PURPOSE WITH SCORES ON "TESTS OF SPEED AND LEVEL OF SILENT COMPREHENSION, VOCABULARY, SENTENCE STRUCTURE AND INTELLIGENCE" TO DETERMINE "THE DIAGNOSTIC IMPLICATIONS OF SPECIFIC TYPES OF INDIVIDUAL READING ERRORS."

2976 WERNER, HEINZ AND KAPLAN, EDITH. "DEVELOPMENT OF WORD MEANING THROUGH VERBAL CONTESTS. AN EXPERIMENTAL STUDY," JOURNAL OF PSYCHOLOGY, XXIX, SECOND HALF (APRIL, 1950), 251-57. ANALYZES THE RESPONSES OF 125 CHILDREN VARYING IN AGE FROM 6 1/2 TO 13 1/2 YEARS TO THE MEANING OF AN ARTIFICIAL WORD THAT APPEARED IN SIX DIFFERENT VERBAL CONTESTS.


2978 WILLIAMS, PAULINE L. "SOME GROUP READING RESULTS," CHICAGO SCHOOLS JOURNAL, XXXI (OCTOBER, 1949), 90-94. PRESENTS THE RESULTS OF AN EXPERIMENT IN REGROUPING PUPILS IN GRADES 4A TO 8A IN ORDER TO BETTER ADJUST READING INSTRUCTION TO THEIR VARYING NEEDS.

2979 WILT, MIRIAM E. "A STUDY OF TEACHER AWARENESS OF LISTENING AS A FACTOR IN ELEMENTARY EDUCATION," JOURNAL OF EDUCATIONAL RESEARCH, XLIII (APRIL, 1950), 626-36. SUMMARIZES DATA SECURED THROUGH THE USE OF A QUESTIONNAIRE AND OBSERVATIONS IN CLASSROOMS CONCERNING THE AMOUNT OF TIME DEVOTED TO READING, LISTENING, SPEAKING AND WRITING IN ELEMENTARY CLASSROOMS.
Witty, Paul. "Reading Success and Emotional Adjustment," Elementary English, XXVII (May, 1950), 281-96. Presents evidence from research studies supporting the view that reading success often is definitely affected by the emotional adjustment of pupils.

Wollner, Mary Hayden Bowen. Children's Voluntary Reading as an Expression of Individuality. Contributions to Education No. 944. New York: Bureau of Publications, Teachers College, Columbia University, 1949. Pp. VIII + 117. Presents conclusions based on a quantitative and qualitative analysis of data pertaining to a group of normal readers, twelve to fourteen years of age, to test the assumption that broad generalizations based on coefficients of correlation pertaining to voluntary reading cannot be rigidly applied.

Zorbaugh, Harvey. "What Adults Think of Comics as Reading for Children," Journal of Educational Sociology, XXIII (December, 1949), 225-35. Summarizes the reaction of adults throughout the country to a series of questions presented in 3,000 personal interviews and to several hundred additional "open-end" interviews.


2986  AMATORA, S. M. AND S. M. EDITH, "CHILDREN'S INTEREST IN FREE READING," SCHOOL AND SOCIETY, LXXIII (MARCH 3, 1951), PP. 134-37. REVIEWS THE RESULTS OF PREVIOUS SCIENTIFIC STUDIES RELATING TO THE INTERESTS OF CHILDREN IN FREE READING AND PRESENTS THE RESULTS OF A STUDY CONTINUING FOR FOUR YEARS AMONG PUPILS IN GRADES II TO VIII INCLUSIVE.


2990  LIFE A STUDY OF THE ACCUMULATIVE AUDIENCE OF LIFE CONDUCTED FOR LIFE BY ALFRED POLITZ RESEARCH, IND. (NEW YORKS. TIME, INCORPORATED, 1950), 134 PP. PRESENTS A DETAILED ANALYSIS OF THE RESULTS OF 15,000 INTERVIEWS AMONG PEOPLE IN 55 GENERAL AREAS OF THE UNITED STATES INCLUDING 110 COUNTIES (25 METROPOLITAN DISTRICTS AND 80 NON-METROPOLITAN COUNTIES) TO DETERMINE THE EXTENT AND CHARACTERISTICS OF LIFE AUDIENCES.


2992  BERGEN, CATHERINE, "THE PREVALENCE OF MATHEMATICS IN SCIENCE FROM 1900 TO 1950," SCHOOL SCIENCE AND MATHEMATICS, LI (JUNE, 1951), PP. 443-46. PRESENTS AN ANALYSIS OF 20 ARTICLES FOR EACH DECADE YEAR BEGINNING WITH 1900 TO DETERMINE THE TREND IN THE AMOUNT OF MATHEMATICAL MATERIAL IN SCIENTIFIC ARTICLES SUCH AS THOSE INCLUDED IN PHYSICAL REVIEW.

2993  BILLS, ROBERT E., "PLAY THERAPY WITH WELL-ADJUSTED RETARDED READERS," JOURNAL OF CONSULTING PSYCHOLOGY, XIV (AUGUST, 1950), PP. 246-49. PRESENTS DATA SECURED FROM EIGHT THIRD-GRADE CHILDREN TO TEST THE HYPOTHESIS THAT "SIGNIFICANT INCREASES IN THE READING ABILITY OF RETARDED READERS WILL NOT OCCUR WHEN RETARDED READERS WHO EXHIBIT ADEQUATE EMOTIONAL ADJUSTMENTS ARE GIVEN NONDIRECTIVE PLAY THERAPY."
2994 BING, LOIS B., "A CRITICAL ANALYSIS OF THE LITERATURE ON CERTAIN VISUAL FUNCTIONS WHICH SEEM TO BE RELATED TO READING ACHIEVEMENT," JOURNAL OF THE AMERICAN OPTOMETRIC ASSOCIATION, XXII (MARCH, 1951), PP. 454-63. SUMMARIZES THE ESSENTIAL FINDINGS OF THE RELATION OF SUCH VISUAL FUNCTIONS AS VISUAL ACUITY, REFRACTIVE ERRORS, BINOCULAR COORDINATION OR MUSCLE IMBALANCE, FUSION, AND VISUAL FIELDS TO READING ACHIEVEMENT AND SUGGESTS POSSIBLE EXPLANATIONS FOR WIDE DIFFERENCES IN RESULTS.


2996 BLOOM, BENJAMIN S. AND LOIS J. BRODER, PROBLEM-SOLVING PROCESSES OF COLLEGE STUDENTS. AN EXPLORATORY INVESTIGATION. SUPPLEMENTARY EDUCATIONAL MONOGRAPHS, NO. 73 (CHICAGO: UNIVERSITY OF CHICAGO PRESS, 1950), 109 PP. PRESENTS EVIDENCE SECURED THROUGH INTENSIVE STUDIES OF VARIATIONS IN THE PROBLEM-SOLVING CHARACTERISTICS OF STUDENTS AND IN THE NATURE OF THE PROBLEMS ATTACKED. APPLIES THE FINDINGS IN REMEDIAL EFFORTS WITH A GROUP OF FAILING STUDENTS.

2997 BOYD, GERTRUDE AND O. C. SCHWIERING, "REMEDIAL INSTRUCTION AND CASE RECORDS. A SURVEY OF READING CLINICAL PRACTICES, II," JOURNAL OF EDUCATIONAL RESEARCH, XLIV (FEBRUARY, 1951), PP. 443-55. PRESENTS A SUMMARY OF QUESTIONNAIRE RESPONSES FROM 76 CLINICS, ASSOCIATED LARGELY WITH HIGHER INSTITUTIONS, UNDER THE FOLLOWING HEADINGS: INDIVIDUAL AND GROUP INSTRUCTION FOR REMEDIAL READINGS. AMOUNT OF TIME DEVOTED TO SUCH HELPS. PSYCHIATRIC TREATMENT AVAILABLES. STUDENT PARTICIPATION IN CONFERENCES. CASE STUDIES. HOME VISITS, AND FOLLOW-UP OF PUPILS.

BURNS, D. G., "AN INVESTIGATION INTO THE EXTENT OF FIRST-YEAR VOCABULARY IN FRENCH IN BOYS' GRAMMAR SCHOOLS," BRITISH JOURNAL OF EDUCATIONAL PSYCHOLOGY, XXI (FEBRUARY, 1951), PP. 36-44. SUMMARIZES THE RESULTS OF TESTS GIVEN TO 25 PUPILS IN EACH OF EIGHT SCHOOLS TO DETERMINE "THE ACTUAL ACHIEVEMENT IN VOCABULARY OF SELECTED GROUPS OF PUPILS DURING ONE YEAR'S STUDY" AND THE FACTORS RESPONSIBLE FOR SIGNIFICANT VARIATIONS.

BUTTERWORTH, ROBERT F. AND GEORGE G. THOMPSON, "FACTORS RELATED TO AGE-GRADE TRENDS AND SEX DIFFERENCES IN CHILDREN'S PREFERENCES FOR COMIC BOOKS," JOURNAL OF GENETIC PSYCHOLOGY, LXXVIII (MARCH, 1951), PP. 71-96. REPORTS THE RESULTS OF A STUDY (A) TO DETERMINE THE READING PREFERENCES OF PUPILS IN GRADES VI TO XII FOR POPULAR "COMIC" MAGAZINES AND (B) TO IDENTIFY AND CLASSIFY CHARACTERISTICS OF THE BEST-LIKED COMIC BOOKS.

CARLSON, THORSTEN R., "EFFECT OF CERTAIN TEST FACTORS IN MEASUREMENT OF SPEED OF READING," JOURNAL OF EDUCATIONAL RESEARCH, XLIV (MARCH, 1951), PP. 543-49. COMPARES THE PEARSON PRODUCT MOMENT R FOR EVERY COMBINATION OF RESULTS ON THREE TYPES OF READING TESTS, EACH TYPE REPRESENTING VARIOUS LEVELS OF DIFFICULTY, TO DETERMINE THE COMPARABILITY OF TEST SCORES WHEN THE TESTS USED VARY IN SIGNIFICANT RESPECTS.


3004 CROFT, JOHN, "A TEACHER'S SURVEY OF HIS BACKWARD CLASS IN A SECONDARY MODERN SCHOOL," BRITISH JOURNAL OF EDUCATIONAL PSYCHOLOGY, XXI (JUNE, 1951), PP. 135-44. SUMMARIZES DATA SECURED THROUGH A SERIES OF INTELLIGENCE, ACHIEVEMENT AND SOCIOMETRIC TESTS, AND A SURVEY OF SOCIAL BACKGROUND AND INTERESTS, IN AN EFFORT TO DETERMINE THE TYPES OF BACKWARDNESS INVOLVED IN A CLASS OF 32 PUPILS.

3005 DAVIDENPORT, JOHN SCOTT, "TRENDS AND CYCLES IN DAILY NEWSPAPER CIRCULATION," JOURNALISM QUARTERLY, XXVII (SUMMER, 1950), PP. 282-87. PRESENTS AN ANALYSIS OF DAILY NEWSPAPER CIRCULATION IN THE UNITED STATES FROM 1919 TO 1949 IN TERMS OF "LONG TERM TRENDS," "CYCLES," AND "IRREGULAR INFLUENCES."

3006 DOLCH, E. W., "TESTED WORD KNOWLEDGE VS. FREQUENCY COUNTS," JOURNAL OF EDUCATIONAL RESEARCH, XLIV (FEBRUARY, 1951), PP. 457-70. COMPARES THE FINDINGS OF THE "INTERVIEW VOCABULARY STUDY" AND "RINSLAND'S BASIC VOCABULARY OF ELEMENTARY SCHOOL CHILDREN" FOR GRADE 1 TO DEMONSTRATE THE VALUE OF "WORD COUNTS" AND "TESTED WORD KNOWLEDGE" AS MEANS OF ASCERTAINING THE WORD KNOWLEDGE OF CHILDREN.


3009 JOURNALISM QUARTERLY "FACTORS IN THE READING OF WEEKLY NEWSPAPERS," JOURNALISM QUARTERLY, XXVIII (WINTER, 1951), PP. 88-89. SUMMARIZES THE DATA SECURED THROUGH 260 INTERVIEWS WHICH AIMED TO SECURE ANSWERS TO SUCH QUESTIONS AS WHEN WEEKLY PAPERS ARE READ, THEIR RETENTION IN THE HOME, "POSSIBLE" READERS OF SUCH PAPERS, SUBSCRIPTION DURATION, DEPTH OF READERSHIP, ETC.

3010 FAISON, EDMUND W. J., "READABILITY OF CHILDREN'S TEXTBOOKS," JOURNAL OF EDUCATIONAL PSYCHOLOGY, XLII (JANUARY, 1951), PP. 43-51. COMPARES THE READABILITY OF THE TEXTS USED CONCURRENTLY IN DIFFERENT SUBJECTS IN THE FIFTH, SIXTH, SEVENTH AND EIGHTH GRADES OF TWO SCHOOL SYSTEMS, ONE USING NO ASSIGNED BOOKS FOR EACH GRADE AND THE OTHER USING STANDARD TEXTS IN EVERY GRADE.

3011 FIGUREL, J. ALLEN, "THE VOCABULARY OF UNDERPRIVILEGED CHILDREN," UNIVERSITY OF PITTSBURGH BULLETIN, XLV (JUNE 5, 1949), PP. 1-10. ANALYZES THE WORDS RECORDED IN A FREE-ASSOCIATION TEST BY CHILDREN IN GRADES TWO TO SIX INCLUSIVE IN THE SLUM AREAS OF TWO CITIES TO DETERMINE THE SIZE, SOURCE, NATURE AND LIMITATIONS OF THE VOCABULARY OF UNDERPRIVILEGED CHILDREN.


3013 FOGLER, SIGMUND, "REMEDIAL READING FOR SELECTED RETARDED CHILDREN," ELEMENTARY SCHOOL JOURNAL, LI (SEPTEMBER, 1950), PP. 22-30. DESCRIBES THE PROGRAM ADOPTED AND THE RESULTS SECURED WITH EIGHTEEN PUPILS IN GRADES V TO VII INCLUSIVE WHO WERE TWO YEARS OR MORE RETARDED IN READING WHEN THE STUDY BEGAN.
3014  FRENCH, EDWARD L., "READING DISABILITY AND MENTAL DEFICIENCIES. A PRELIMINARY REPORT," TRAINING SCHOOL BULLETIN, XLVII (MAY, 1950), PP. 47-57. PRESENTS EVIDENCE DRAWN FROM THREE CASE STUDIES SUPPORTING THE ASSUMPTION THAT "REMEDIAL READING DISABILITIES CAN EXIST IN CONJUNCTION WITH RETARDED INTELLIGENCE."


3016  GREGORY, MARGARET AND W. J. MCLAUGHLIN, "TEACHING THE NEWSPAPER IN JUNIOR HIGH SCHOOLS," ENGLISH JOURNAL, XL (JANUARY, 1951), PP. 23-28. PRESENTS EVIDENCE THAT JUNIOR HIGH SCHOOL PUPILS CAN BE "TAUGHT TO READ THE NEWSPAPER INTELLIGENTLY" AND DESCRIBES METHODS USED IN DEVELOPING EFFICIENT NEWSPAPER READERS.

3017  GUNN, DOUGLAS G., "FACTORS IN THE APPRECIATION OF POETRY," BRITISH JOURNAL OF EDUCATIONAL PSYCHOLOGY, XXI (JUNE, 1951), PP. 96-104. PRESENTS THE RESULTS OF A FACTORIAL ANALYSIS BASED ON THE RATINGS OF 19 POEMS FOR NINE QUALITIES USING A FIVE POINT SCALE BY 61 THIRD, FOURTH, AND FIFTH FORM PUPILS AND 52 UNIVERSITY STUDENTS TO FIND OUT WHETHER THE HYPOTHESIS THAT "ARTISTIC APPRECIATION EXPRESSES ITSELF THROUGH TENDENCIES OTHER THAN THOSE UNIQUELY AESTHETIC MIGHT APPLY TO POETRY AS WELL AS TO PICTURES AND MUSIC."

3018  HALLGREN, BERTIL, SPECIFIC DYSLEXIA ("CONGENITAL WORD BLINDNESS"), A CLINICAL AND GENETIC STUDY. ACTA PSYCHIATRICA ET NEUROLOGICA, SUPPLEMENT 65. (NORREGADE 6, COPENHAGEN, DENMARKS. EJNAR MUNKSGAARD, 1950), XIII + 287 PP. REPORTS THE FINDINGS AND CONCLUSIONS OF A CLINICAL AND GENETIC STUDY OF 276 CASES OF "SPECIFIC DYSLEXIA" TO DETERMINE THE "POSSIBLE EXISTENCE OF ONE OR MORE HEREDITARY FORMS OF SPECIFIC DYSLEXIA," "ITS MODE OF INHERITANCE IF HEREDITARY" AND "ITS RELATION TO CERTAIN PHYSICAL, MENTAL AND ENVIRONMENTAL FACTORS."
3019 Harwood, F. W., "Evaluation of Vocabulary of Reading Material," Tasmanian Education, V (December, 1950), pp. 368-83. Summarizes the findings of a study in which "methods for analyzing and assessing the vocabulary of books used in English language teaching" were applied to "The Tasmanian Reader, Grade II."

3020 Hughes, J., R. Leander and G. Ketchum, "Electroencephalographic Study of Special Reading Disabilities," Electroencephalography and Clinical Neurophysiology, I (1949), pp. 377-78. (An abstract) Reports the results of electroencephalographic examinations of 125 patients with special reading disability (i.e., retardation in reading relative to age, intellectual capacity and educational experience).


3023 Iisager, Holger, "Some Light on the Relationship Between Attitudes and Judgment of the Persuasiveness of Propaganda," Journal of Social Psychology, XXXII (November, 1950), pp. 157-62. Bases conclusions on the responses of 131 Danish adult folk high school and evening high school students who were given four typed propaganda statements to which they indicated agreement or disagreement and then judged objectively the persuasiveness of each statement.
3024 ILG, FRANCES L. AND LOUISE BATES AMES, "DEVELOPMENTAL TRENDS IN READING BEHAVIOR," JOURNAL OF GENETIC PSYCHOLOGY, LXXVI (JUNE, 1950), PP. 291-312. PRESENTS EVIDENCE FROM VARIOUS PUBLISHED SOURCES CONCERNING THE NATURE AND COURSE OF CHILDREN'S DEVELOPMENT IN ABILITY TO READ UP TO ABOUT TEN YEARS OF AGE.


3026 JONES, HAROLD D., "THE EXTRACURRICULAR READING INTERESTS OF STUDENTS IN A STATE COLLEGE," SCHOOL AND SOCIETY, LXXII (JULY 15, 1950), PP. 40-43. SUMMARIZES QUESTIONNAIRE RETURNS FROM ABOUT 500 STUDENTS IN A STATE COLLEGE OF WEST VIRGINIA CONCERNING THE BOOK, MAGAZINE AND NEWSPAPER READING DONE ON A VOLUNTARY BASIS FOR THEIR OWN ENJOYMENT OR INFORMATION.

3027 KRATHWOHL, WILLIAM C., "RELATIVE CONTRIBUTIONS OF VOCABULARY AND AN INDEX OF INDUSTRIOUSNESS FOR ENGLISH TO ACHIEVEMENT IN ENGLISH," JOURNAL OF EDUCATIONAL PSYCHOLOGY, XLII (FEBRUARY, 1951), PP. 97-104. USES SCORES OF 308 COLLEGE SOPHOMORES TO DETERMINE HOW MUCH THEIR ACHIEVEMENT IN ENGLISH "WAS CONTRIBUTED BY VOCABULARY, HOW MUCH BY WORK HABITS, AND HOW MUCH STILL REMAINED TO BE ACCOUNTED FOR."

LEVIN, JANICE AND CHALMERS L. STACEY, **AWARENESS OF VOCABULARY SIZES. ITS RELATION TO CLASS STANDING AND SEX DIFFERENCES,** JOURNAL OF EDUCATIONAL PSYCHOLOGY, XLII (MARCH, 1951), PP. 174-84. ANALYZES VOCABULARY TEST SCORES OF 143 COLLEGE SOPHOMORES (67 MALES AND 76 FEMALES) TO DETERMINE THE RELATION OF **AWARENESS OF VOCABULARY SIZE** TO **CLASS STANDING AND SEX DIFFERENCES.**

MCDONAGH, EDWARD C. WITH THE ASSISTANCE OF RICHARD NUGENT, NICK MASSARO, BRUCE PRINGLE, WILLIAM LAHEY, LEROY JUST AND MARCIA ECK LASWELL, **TELEVISION AND THE FAMILY,** SOCIOLOGY AND SOCIAL RESEARCH, XXXV (NOVEMBER-DECEMBER, 1950), PP. 113-22. REPORTS THE RESULTS OF INTERVIEWS WITH APPROXIMATELY 94 FAMILIES (EVERY FIFTH TELEVISION HOME) OF A REPRESENTATIVE COMMUNITY OF 800 FAMILIES IN SOUTHERN CALIFORNIA TO DETERMINE THE INFLUENCE OF A TELEVISION SET UPON VARIOUS LEISURE-TIME ACTIVITIES, INCLUDING READINGS. COMPARISONS MADE WITH A CORRESPONDING NUMBER OF ADJACENT NON-TELEVISION HOMES.

MCGINNIS, DOROTHY J., **A READING LABORATORY AT THE COLLEGE LEVEL,** JOURNAL OF HIGHER EDUCATION, XXII (FEBRUARY, 1951), PP. 98-101. COMPARES SCORES ON READING AND INTELLIGENCE TESTS AT THE BEGINNING AND END OF A TRAINING PERIOD OF AN EXPERIMENTAL GROUP REGISTERED IN THE READING LABORATORY OF WESTERN MICHIGAN COLLEGE WITH TWO OTHER GROUPS MATCHED AS FAR AS POSSIBLE IN RESPECT TO AGE, SEX, INTELLIGENCE, ACADEMIC TRAINING AND ABILITY IN READING.

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3037 MILNER, ESTHER, "A STUDY OF THE RELATIONSHIP BETWEEN READING READINESS IN GRADE ONE SCHOOL CHILDREN AND PATTERNS OF PARENT-CHILD INTERACTION," CHILD DEVELOPMENT, XXII (JUNE, 1951), PP. 95-112. PRESENTS TEST AND INTERVIEW DATA SECURED CONCERNING CHILDREN IN THE FIRST GRADE OF THREE SCHOOLS TO TEST THE HYPOTHESIS THAT READINESS FOR READING IS RELATED TO THE SOCIAL STATUS OF THE FAMILY.

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3060 NATIONAL EDUCATION ASSOCIATION, THE THREE R'S HOLD THEIR OWN AT THE MIDCENTURY'S. A SUMMARY OF RESEARCH STUDIES PREPARED WITH THE ASSISTANCE OF DIRECTORS OF RESEARCH IN CITY SCHOOL SYSTEMS, COMPILED BY THE RESEARCH DIVISION, NATIONAL EDUCATION ASSOCIATION (WASHINGTONS. NATIONAL EDUCATION ASSOCIATION, APRIL, 1951), 28 PP. (MIMEOGRAPHED) REPORTS RESULTS OF STANDARDIZED TESTS CONDUCTED IN CITY SCHOOL SYSTEMS OVER THE LAST THIRTY YEARS AND DERIVES THE GENERAL IMPRESSION "THAT PRESENT DAY PUPILS FOR THE MOST PART EQUAL, AND OFTEN EXCEL, THE ACHIEVEMENT OF PUPILS IN SIMILAR GRADES IN THE PAST."


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3066 TRAXLER, ARTHUR E., "INTERCORRELATIONS AND VALIDITY OF SCORES ON THREE READING TESTS," 1950 FALL TESTING PROGRAM IN INDEPENDENT SCHOOLS AND SUPPLEMENTARY STUDIES, EDUCATIONAL RECORDS BULLETIN NO. 56 (NEW YORKS. EDUCATIONAL RECORDS BUREAU, 1951), PP. 79-89. PRESENTS INTERCORRELATIONS AND VALIDITY OF THE SCORES ON THE CO-OPERATIVE READING COMPREHENSION TEST, THE IOWA SILENT READING TEST, AND THE SURVEY SECTION OF THE DIAGNOSTIC READING TESTS FOR PUPILS IN GRADES IX, XII, INCLUSIVE, IN AN INDEPENDENT SCHOOL FOR BOYS.


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3070  VERNON, M. D., "LEARNING AND UNDERSTANDING," THE QUARTERLY JOURNAL OF EXPERIMENTAL PSYCHOLOGY, III, PART I (FEBRUARY, 1951), PP. 19-23. ANALYZES THE ORAL REPORTS, WHICH WERE RECORDED VERBATIM, OF ELEVEN GIRLS FROM 16 TO 18 YEARS OF AGE IN TWO TEXTS OF ABOUT 400 WORDS EACH, CONTAINING RATHER DIFFICULT SELECTIONS OF LOGICAL ARGUMENT, WHICH WERE PRESENTED SOMETIMES WITH ILLUSTRATIVE GRAPHS AND SOMETIMES WITHOUT.


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3080 ALLEN, M. ROBERT. "ADULT-READING IMPROVEMENT AT AN ARMY SERVICE SCHOOL," SCHOOL AND SOCIETY, LXXIV (AUGUST 4, 1951), 72-76. REPORTS THE RESULTS OF 19 HOURS OF GROUP TRAINING IN "READING IMPROVEMENT," GIVEN TO EACH OF FOUR GROUPS OF STUDENTS IN THE QUARTERMASTER SCHOOL AT FORT LEE, VA., TO SECURE EVIDENCE OF THE VALUE OF TRAINING FOR ADULTS WHEN GIVEN "UNDER SEVERE TIME AND FACILITY LIMITATIONS."

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3083 BARBE, WALTER. "READING-IMPROVEMENT SERVICES IN COLLEGES AND UNIVERSITIES," SCHOOL AND SOCIETY, LXXVI (JULY 7, 1951), 6-7. SUMMARIZES THE RESPONSES SUBMITTED BY 67 COLLEGES AND UNIVERSITIES TO A QUESTIONNAIRE WHICH SOUGHT TO DETERMINE "WHAT COLLEGES ARE NOW DOING IN THE FIELD OF READING IMPROVEMENT."


3086 BARBE, WALTER, AND GRILK, WERNER. "CORRELATIONS BETWEEN READING FACTORS AND IQ," SCHOOL AND SOCIETY, LXXV (MARCH 1, 1952), 134-36. PRESENTS CORRELATIONS BETWEEN THE IQ'S OF 52 TENTH-GRADE PUPILS, AS MEASURED BY THE HENMON-NELSON INTELLIGENCE TESTS, AND VARIOUS SCORES MADE ON THE IOWA SILENT READING TESTS, TO THROW LIGHT ON THE EXTENT TO WHICH INTELLIGENCE TESTS ARE IN REALITY MEASURES OF READING ABILITY.

3087 BELLOWS, CAROL S., AND RUSH, CARL H., JR. "READING ABILITIES OF BUSINESS EXECUTIVES," JOURNAL OF APPLIED PSYCHOLOGY, XXXVI (JANUARY, 1952), 1-4. REVIEWS BRIEFLY THE RESULTS OF A STUDY OF READING INTERESTS OF EXECUTIVES. REPORTS THE RESULTS OF AN EXPERIMENT WITH 150 BUSINESS EXECUTIVES VARYING IN AGE FROM 22 TO 65 YEARS, TO DETERMINE THE EFFECT OF TRAINING IN SPEED AND COMPREHENSION IN READING UPON RATE OF READING AND ACCURACY OF COMPREHENSION.

3088 BISH, CHARLES E. "AN EXPERIMENT IN READING IMPROVEMENT," BULLETIN OF THE NATIONAL ASSOCIATION OF SECONDARY SCHOOL PRINCIPALS, XXXVI (JANUARY, 1952), 89-96. REPORTS THE RESULTS OF AN EXPERIMENT WITH TWELFTH-GRADE PUPILS OF AVERAGE OR ABOVE AVERAGE SCHOLASTIC ACHIEVEMENT TO DETERMINE THE VALUE OF SPECIFIC TRAINING IN READING DURING A 45 MINUTE PERIOD, FIVE DAYS PER WEEK FOR NINE WEEKS, ON READING ACHIEVEMENT AS MEASURED BY THE DIAGNOSTIC READING TESTS.
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3090  BLANCHARD, B. EVERARD. "AN EXPERIMENT IN INCREASING SPEED IN READING," BULLETIN OF THE NATIONAL ASSOCIATION OF SECONDARY SCHOOL PRINCIPALS, XXXVI (JANUARY, 1952), 84-88. REPORTS THE RESULTS OF EXPERIMENT INVOLVING 52 MILITARY PERSONNEL AS SUBJECTS TO DETERMINE THE DIFFERENCES, IF ANY, BETWEEN THE "CONVENTIONAL METHOD OF READING FROM LEFT TO RIGHT AND A METHOD TERMED 'INVERSION READING'" WHICH INVOLVED THE READING OF ALL EVEN LINES FROM RIGHT TO LEFT WITH WORDS REVERSED, "BUT THE SPELLING REMAINING SIMILAR AS IN CONVENTIONAL READING FROM LEFT TO RIGHT."

3091  BOND, GEORGE W., AND BOTEL, MORTON. "PRACTICES AND PROCEDURES IN TEN EASTERN READING CENTERS," SCHOOL AND SOCIETY, LXXV (JUNE 21, 1952), 389-91. SUMMARIZES FACTS SECURED IN VISITS TO TEN EASTERN CENTERS OR CLINICS, CONCERNING STAFF, FACILITIES, DIAGNOSTIC PROCEDURES, INSTRUCTIONAL PROGRAMS, MECHANICAL AIDS AND FEES.


3093  COLVIN, CYNTHIA M. "A RE-EXAMINATION OF THE VOCABULARY QUESTION," ELEMENTARY ENGLISH, XXVIII (OCTOBER, 1951), 350-56. COMPARES THE RESULTS OF THE ENGLISH VOCABULARY TEST, FORM 1, BY SEASHORE AND ECKERSON, GIVEN TO 50 SEVENTH-GRADE STUDENTS WITH THE RESULTS OBTAINED FROM ANOTHER SEVENTH-GRADE GROUP, IN AN EFFORT TO SECURE ADDED INSIGHT CONCERNING THE TOTAL SIZE OF A CHILD'S VOCABULARY.
3094 NATIONAL EDUCATION ASSOCIATION, COMPARATIVE ACHIEVEMENT OF PUPILS TODAY AND YESTERDAY. WASHINGTONS. RESEARCH DIVISION OF THE NATIONAL EDUCATION ASSOCIATION, FEBRUARY, 1952. PP. 26 (MIMEOGRAPHED). DISCUSSES TRENDS IN SCHOOL ENROLLMENTS DURING RECENT YEARS AND THE EFFECT OF ENROLLMENT CHANGES ON INTELLIGENCE LEVELS, AND PRESENTS DATA CONCERNING THE COMPARATIVE ACHIEVEMENT OF SCHOOL CHILDREN OF RECENT YEARS IN VARIOUS SUBJECTS, INCLUDING READING, WITH THOSE OF PREVIOUS PERIODS.

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3097 DIXON, W. ROBERT. "STUDIES OF THE EYE-MOVEMENTS IN READING OF UNIVERSITY PROFESSORS AND GRADUATE STUDENTS," STUDIES IN THE PSYCHOLOGY OF READING, UNIVERSITY OF MICHIGAN MONOGRAPHS IN EDUCATION, NO. 4, PP. 113-78. ANN ARBOR, MICHIGANS. UNIVERSITY OF MICHIGAN PRESS, APRIL, 1951. SUMMARIZES EYE-MOVEMENT DATA SECURED FROM 16 PROFESSORS AND 16 GRADUATE STUDENTS FROM EACH OF THE THREE DEPARTMENTS (EDUCATION, HISTORY, PHYSICS) TO DETERMINE IF DIFFERENT READING HABITS ARE INDUCED BY DIFFERENT KINDS OF SUBJECT MATTER AND IF SPECIALIZATION IN A GIVEN FIELD AFFECTS READING PERFORMANCES IN OTHER FIELDS.

3098 DUNCAN, CARL P., BELL, GRAHAM, BRADT, KENNETH H., NEWMAN, SLATER E. "HOW THE POOREST STUDENT STUDIES. A RESEARCH REPORT," JOURNAL OF EDUCATIONAL RESEARCH, XLV (DECEMBER, 1951), 287-92. SUMMARIZES QUESTIONNAIRE RESPONSES FROM 400 STUDENTS IN AN INTRODUCTORY PSYCHOLOGY COURSE RELATING TO STUDY CONDITIONS AND HABITS, INCLUDING INTROSPECTIVE JUDGMENTS CONCERNING THEIR EFFICIENCY IN SPEED OF READING AND MASTERY OF THE MATERIALS READ.
3099 DUROST, WALTER N. "ISSUES IN THE MEASUREMENT OF LITERATURE ACQUAINTANCE AT THE SECONDARY-SCHOOL LEVEL," JOURNAL OF EDUCATIONAL PSYCHOLOGY, XLIII (JANUARY, 1952), 31-44. REPORTS FINDINGS THROUGH THE APPLICATION OF THE CENTER-DUROST LITERATURE ACQUAINTANCE TEST TO FROM 500 TO 700 PUPILS IN EACH GRADE FROM IX TO XII, INCLUDING PUPILS FROM FOUR STATES, TO DETERMINE THE EXTENT OF ACQUAINTANCE WITH 120 "LITERATURE CLASSICS AND NEO-CLASSICS TAKEN FROM THE RECOMMENDED READING LIST OF THE NATIONAL COUNCIL OF TEACHERS OF ENGLISH."

3100 ENGLAND, ARTHUR O. "INFLUENCE OF 'PLAIN TALK' ON AMC COMMUNICATIONS," JOURNAL OF APPLIED PSYCHOLOGY, XXXV (DECEMBER, 1951), 381-82. COMPARES THE READABILITY OF THE "AIR MATERIAL COMMAND" IN JANUARY, 1951, AS MEASURED BY THE FLESCH READABILITY FORMULA, AND AGAIN IN JANUARY, 1951, AFTER EFFORTS TO FURTHER SIMPLIFY COMMUNICATIONS. CITES PERCENT GAIN IN EMPLOYEES WHO COULD EASILY READ THE PUBLICATION.


3103 FARR, JAMES N., JENKINS, JAMES J., PATERSON, DONALD G., AND ENGLAND, GEORGE W. "REPLY TO KLARE AND FLESCH RE 'SIMPLIFICATION OF FLESCH READING EASE FORMULA'," JOURNAL OF APPLIED PSYCHOLOGY, XXXVI (FEBRUARY, 1952), 53-57. PRESENTS EVIDENCE SHOWING THAT THE PROPOSED SIMPLIFICATION OF THE FLESCH READING FORMULA IS NOT ONLY LESS TIME-CONSUMING THAN THE ORIGINAL FORMULA BUT IS NO LESS RELIABLE.
3104  FEIFEL, HERMAN. "AN ANALYSIS OF THE WORD DEFINITION ERRORS OF CHILDREN," JOURNAL OF PSYCHOLOGY, XXXIII, FIRST HALF (JANUARY, 1952), 65-77. CLASSIFIES INTO SIX TYPES THE DEFINITION ERRORS MADE BY 900 CHILDREN BETWEEN THE AGES OF SIX AND FOURTEEN ON WORDS ON THE FORM L STANFORD-BINET VOCABULARY TEST AND STUDIES TYPE PROGRESSION OF ERROR TYPES THROUGHOUT THE AGE RANGE INVOLVED.

3105  FLESCH, RUDOLPH. "READER COMPREHENSION OF NEWS STORIES: FURTHER COMMENT," JOURNALISM QUARTERLY, XXVIII (FALL, 1951), 496-97. PRESENTS AN ANALYSIS OF THE READABILITY OF TWO ARTICLES, REFERRED TO IN A STUDY BY GRIFFIN (JOURNALISM QUARTERLY, 26-4, DECEMBER, 1949, 389-96), AND DISCUSSES THE INFLUENCE ON COMPREHENSION OF INCREASES IN READABILITY AND HUMAN INTEREST SCORES.

3106  FLESCH, RUDOLPH. "REPLY TO 'SIMPLIFICATION OF FLESCH READING EASE FORMULA'," JOURNAL OF APPLIED PSYCHOLOGY, XXXVI (FEBRUARY, 1952), 54-55. GIVES QUANTITATIVE EVIDENCE WHY THE PLAN OF SIMPLIFICATION PROPOSED BY FARR, JENKINS, AND PATerson (JOURNAL OF APPLIED PSYCHOLOGY, XXXV, OCTOBER, 1951, 333-37), IS NOT ACCEPTABLE.


3108  GERBERICH, J. RAYMOND. "THE FIRST OF THE THREE R'S," THE PHI DELTA KAPPAN, XXXIII (MARCH, 1952), 345-49. SUMMARIZES EVIDENCE FROM VARIOUS SOURCES CONCERNING THE COMPARATIVE EFFICIENCY IN READING (A) OF PUPILS OF THE SAME GRADE TODAY AND YESTERDAY, AND (B) OF PUPILS IN SCHOOLS FOLLOWING PROGRESSIVE AND TRADITIONAL PROGRAMS.
GESSELMAN, DAISY B. "TELEVISION AND READING," ELEMENTARY ENGLISH, XXVIII (NOVEMBER, 1951), 385-91. SUMMARIZES DATA SECURED FROM THIRTY PAIRS OF THIRD-GRADE PUPILS, MATCHED AS TO SEX AND INTELLIGENCE, WITH EQUAL REPRESENTATION FROM TELEVISION AND NON-TELEVISION HOMES, TO DETERMINE THE INFLUENCE OF TELEVISION ON READING, SCHOOL ACHIEVEMENT, AND VARIOUS PERSONAL CHARACTERISTICS AND HABITS.

GRAY, WILLIAM S. "WHAT IS THE EVIDENCE CONCERNING READINGS?" PROGRESSIVE EDUCATION, XXIX (JANUARY, 1952), 105-10. CITES EVIDENCE BEARING ON THE COMPARATIVE EFFICIENCY OF PUPILS IN READING, TODAY AND FORMERLY.

GRAY, WILLIAM S. "NEEDED RESEARCH IN READING," ELEMENTARY ENGLISH, XXIX (FEBRUARY, 1952), 100-109. REVIEWS PREVIOUSLY RECOMMENDED PROBLEMS FOR STUDY AND SUGGESTS TEN PROBLEMS MERITING FURTHER RESEARCH IN EACH OF FIVE AREAS: NATURE OF READINGS, PRACTICAL ISSUES FACED IN TEACHING READINGS, PROBLEMS RELATING TO THE READERS, ISSUES ARISING AT SPECIFIC LEVELS, AND PROBLEMS OF SPECIAL INTEREST TODAY.


3114 HAER, JOHN L., AND SWANSON, HOWARD B. "EDUCATIONAL STATUS IN RELATION TO CULTURAL AND MATERIAL SYMBOLS," SCHOOL REVIEW, LX (APRIL, 1952), 230-34. SUMMARIZES THE RESULTS OF A POLL OF 470 ADULTS IN THE STATE OF WASHINGTON TO DETERMINE THE PERCENT OF EACH EDUCATIONAL GROUP POSSESSING OR EXHIBITING CERTAIN CULTURAL QUALITIES SUCH AS "READ NEWSPAPERS, MAGAZINES, BOOKS," "READ BOOK IN LAST MONTH," "USE OF OWN LIBRARY CARD."


3116 HAUGH, OSCAR M. "THE RELATIVE EFFECTIVENESS OF READING AND LISTENING TO RADIO DRAMA AS WAYS OF IMPARTING INFORMATION AND SHIFTING ATTITUDES," JOURNAL OF EDUCATIONAL RESEARCH, XLV (MARCH, 1952), 489-98. COMPARES THE RELATIVE EFFECTIVENESS, IN THE CASE OF 539 ELEVENTH-GRADE ENGLISH PUPILS, OF READING AND OF LISTENING TO RADIO SCRIPT FOR THIRTY MINUTES IN EACH CASE, AS MEASURED IMMEDIATELY AND AFTER A PERIOD OF SEVEN WEEKS BY SETS OF TEST QUESTIONS.


3118 JOHNSON, MARY E. "THE VOCABULARY DIFFICULTY OF CONTENT SUBJECTS IN GRADE FIVE," ELEMENTARY ENGLISH, XXIX (MAY, 1952), 277-80. REPORTS THE DIFFICULTY OF 150 WORDS USED WIDELY IN CONTENT SUBJECTS AS DETERMINED THROUGH MULTIPLE-CHOICE TYPE TESTS GIVEN TO 684 FIFTH-GRADE PUPILS IN A COUNTY IN VIRGINIA.
3119  Ketcham, Warren A. "Experimental Tests of Principles of Developmental Anatomy and Neuroanatomy as Applied to the Pedagogy of Reading," Child Development, XXII (September, 1951), 185-92. Discusses the results of a controlled experiment in which training in posture and breathing was given to seriously retarded boys from seven to ten years of age to test the hypothesis that speech and reading represent a continuum in the process of language development and that the types of training used are essential to the emergence of reading ability.


3122  Knauf, E. B. "Measured Changes in Acceptance of an Employee Publication," Journal of Applied Psychology, XXXV (June, 1951), 151-56. Reports the results of efforts to improve the effectiveness and acceptability of an employee publication, which began with a study of space devoted in each issue to various topics and to photographs and of "Reading Ease and Human Interest," as measured by the Flesch revised formula.

3123  Kohler, Richard C. "Use of Arts Activities with Reading, Science, and Arithmetic," Elementary School Journal, LII (February, 1952), 355-59. Reports the results of an analysis of ten guidebooks for Grades I through VI (four in reading, three in science and three in arithmetic) to determine the extent to which art activities are recommended in the respective grades and subjects.
3124 LAUER, JEANNE AND PATERSON, DONALD G. "READABILITY OF UNION CONTRACTS," PERSONNEL, XXVIII (JULY, 1951), 36-40. REPORTS THE READABILITY LEVEL OF 20 UNION CONTRACTS AS DETERMINED THROUGH THE USE OF THE FLESCH "READING EASE FORMULA" AND DEMONSTRATES THE POSSIBILITY OF REWRITING CONTRACTS IN "FAIRLY EASY" (SIXTH GRADE) FORM.

3125 LEE, MAURICE A. "NATURE AND CAUSES OF THE DIFFICULTIES OF HIGH SCHOOL PUPILS IN READING AND INTERPRETING FOUR KINDS OF MATERIAL," JOURNAL OF NEGRO EDUCATION, XX (FALL, 1951), 499-512. REPORTS THE RESULTS OF A STUDY WITH 1012 NEGRO HIGH SCHOOL PUPILS TO DETERMINE (A) NATURE AND EXTENT OF THE DIFFICULTIES INVOLVED IN READING IN THE FIELDS OF ENGLISH, HISTORY, SCIENCE, AND MATHEMATICS, AND (B) EXTENT OF GROWTH DURING THE HIGH SCHOOL PERIOD IN ABILITY TO PERFORM REQUIRED READING TASKS.

3126 LENNON, ROGER T. "THE STABILITY OF ACHIEVEMENT TEST RESULTS FROM GRADE TO GRADE," EDUCATIONAL AND PSYCHOLOGICAL MEASUREMENT, XI (SPRING, 1951), 121-27. PRESENTS A STATISTICAL ANALYSIS OF ACHIEVEMENT TEST DATA (INCLUDING READING) FROM PUPILS OF GRADES II TO VIII INCLUSIVE IN 81 COMMUNITIES TO DETERMINE THE CONSISTENCY OF RESULTS FOR SUCCESSIVE SCHOOL GRADES, USING THE METROPOLITAN ACHIEVEMENT TESTS.


PUBLISHED RESEARCH LITERATURE IN READING, 1950 TO 1963


3131  MACLATCHY, JOSEPHINE H., AND WARDWELL, FRANCES H. "A LIST OF COMMON WORDS FOR FIRST GRADE," EDUCATIONAL RESEARCH BULLETIN, XXX (SEPTEMBER 12, 1951), 151-59. PRESENTS A LIST OF "COMMON WORDS" FOR THE FIRST GRADE BASED ON THE OCCURRENCE OF WORDS IN 54 PREPRIMERS, 28 PRIMERS, AND 29 FIRST READERS OF 25 BASIC READING SERIES.

3132  MACLEAN, MALCOLM S., JR. "MASS MEDIA AUDIENCES: CITY, SMALL CITY, VILLAGE AND FARM," JOURNALISM QUARTERLY, XXIX (SUMMER 1952), 271-82. PRESENTS THE RESULTS OF CASE STUDIES AMONG FOUR GROUPS TO DETERMINE THE COMPARATIVE ATTENTION GIVEN TO THE VARIOUS MASS MEDIA — RADIO, MOVIES, AND READING (NEWSPAPERS, MAGAZINES, BOOKS) — AND SOME OF THE FACTORS AND INTERRELATIONSHIPS INVOLVED.

3134 Malter, Morton S. "METHODS FOR INDICATING THE TRUE SIZES OF PICTURED OBJECTS," JOURNAL OF EDUCATIONAL PSYCHOLOGY, XLII (NOVEMBER, 1951), 409-20. REPORTS THE RESULTS OF AN EXPERIMENT AMONG SIXTH-GRADE PUPILS TO DETERMINE THE RELATIVE EFFECTIVENESS OF SELECTED FAMILIAR OBJECTS AND NUMERICAL TERMS AS GUIDES TO READERS IN JUDGING "THE SIZE OF UNFAMILIAR REPRESENTATIONS."

3135 McKillop, Anne Selley. THE RELATIONSHIP BETWEEN THE READER'S ATTITUDE AND CERTAIN TYPES OF READING RESPONSE. NEW YORK: BUREAU OF PUBLICATIONS, TEACHERS COLLEGE, COLUMBIA UNIVERSITY, 1952. PP. VIII + 101. PRESENTS CONCLUSIONS CONCERNING RELATIONSHIPS BETWEEN THE READER'S VERBALLY EXPRESSED ATTITUDES AND HIS RESPONSES TO DIFFERENT TYPES OF QUESTIONS, BASED UPON EVIDENCE SECURED THROUGH THREE SPECIALLY PREPARED READING TESTS GIVEN TO 512 ELEVENTH GRADE STUDENTS IN 22 CLASSES IN THE NEW YORK CITY AREA.

3136 Michaelis, John U., and Tyler, Fred T. "A COMPARISON OF READING ABILITY AND READABILITY," JOURNAL OF EDUCATIONAL PSYCHOLOGY, XLII (DECEMBER, 1951), 491-98. COMPARES THE READABILITY OF UNITED NATIONS PUBLICATIONS, ACCORDING TO EACH OF THREE FORMULAS, WITH THE READING ABILITY OF 78 GRADE XII STUDENTS, AS DETERMINED BY THE IOWA SILENT READING TEST, AND THE ACCURACY WITH WHICH THESE STUDENTS ANSWERED QUESTIONS BASED ON THE UNITED NATIONS MATERIALS.


3138 Morse, William C., Ballantine, Francis A., and Dixon, W. Robert. STUDIES IN THE PSYCHOLOGY OF READING, UNIVERSITY OF MICHIGAN MONOGRAPHS IN EDUCATION, NO. 4. ANN ARBOR, MICHIGANS: UNIVERSITY OF MICHIGAN PRESS, APRIL, 1951. PP. IX + 188. INCLUDES THREE CONDENSED REPORTS OF DOCTORAL DISSERTATIONS PREPARED AT THE UNIVERSITY OF MICHIGAN RELATING TO (A) THE EYE-MOVEMENTS OF FIFTH AND SEVENTH GRADE PUBILS WHEN READING MATERIALS OF CORRESPONDING DIFFICULTY, (B) AGE CHANGES IN MEASURES OF EYE-MOVEMENTS IN SILENT READING, AND (C) EYE-MOVEMENTS IN READING OF UNIVERSITY PROFESSORS AND GRADUATE STUDENTS.
3139 NAFZIGER, RALPH O., MACLEAN, MALCOLM JR., AND ENGSTROM, WARREN. "USEFUL TOOLS FOR INTERPRETING NEWSPAPER READERSHIP DATA," JOURNALISM QUARTERLY, XXVIII (FALL, 1951), 441-56. PRESENTS DATA FROM TWO STUDIES OF MINNESOTA NEWSPAPERS IN SUPPORT OF THE CONTENTION THAT FREQUENCY DISTRIBUTION CHARTS AND FACTOR ANALYSES CAN BE USED TO DISTINCT ADVANTAGE IN THE ANALYSIS OF READERSHIP DATA.


3141 OAKS, RUTH E. "A STUDY OF THE VOWEL SITUATION IN A PRIMARY VOCABULARY," EDUCATION, LXXII (MAY, 1952), 604-17. PRESENTS THE RESULTS OF AN ANALYSIS OF THE WORDS IN THE PRIMARY READING VOCABULARY REPORTED BY BETTS UNDER THE FOLLOWING HEADINGSS. (A) "TYPES OF VOWEL SITUATIONS AND THEIR INITIAL APPEARANCE," (B) "THE PHONIC PRINCIPLES TOGETHER WITH THE INCIDENCE OF THEIR APPLICATIONS AND EXCEPTIONS," AND (C) "OTHER FACTORS INVOLVED IN THE PRONUNCIATION OF THE VOWELS."


3144 PRESTON, RALPH C., AND BOTEIL, MORTON. "READING COMPREHENSION TESTED UNDER TIMED AND UNTIMED CONDITIONS," SCHOOL AND SOCIETY, LXXIV (AUGUST 4, 1951), 71. REPORTS THE RESULTS OF TWO EXPERIMENTS WITH COLLEGE STUDENTS WHICH AIMED TO SECURE EVIDENCE CONCERNING THE RELATIONSHIP BETWEEN SPEED AND COMPREHENSION IN READING THROUGH THE USE OF TESTS GIVEN UNDER TIMED AND UNTIMED CONDITIONS.


3146 ROBINSON, HELEN M. "FACTORS RELATED TO MONOCULAR AND BINOCULAR READING EFFICIENCY," AMERICAN JOURNAL OF OPTOMETRY, AND ARCHIVES OF AMERICAN ACADEMY OF OPTOMETRY, XXVIII (JULY, 1951), 337-46. SEE ALSO MONOGRAPH 120 OF THE AMERICAN JOURNAL OF OPTOMETRY, AND ARCHIVES OF AMERICAN ACADEMY OF OPTOMETRY, FOSHAY TOWER, MINNEAPOLIS 2, MINNESOTA. ANALYZES DATA SECURED FROM 75 CASES TO DETERMINE IF MIDDLE-GRADE PUPILS READ BETTER MONOCULARLY OR BINOCULARLY AND IF PERFORMANCE ON THE GRAY CHECK TESTS IS RELATED TO SCORES ON VISUAL EFFICIENCY TESTS.

3147 RUDISILL, MABEL. "CHILDREN'S PREFERENCES FOR COLOR VERSUS OTHER QUALITIES IN ILLUSTRATIONS," ELEMENTARY SCHOOL JOURNAL, LII (APRIL, 1952), 444-51. PRESENTS CONCLUSIONS JUSTIFIED BY THE PREFERENCES EXPRESSED BY THIRTY PAIRS OF CHILDREN RANGING FROM THE KINDERGARTEN TO THE SIXTH GRADE FOR ILLUSTRATIONS DIFFERING IN AMOUNT OF COLOR AND IN DEGREE OF REALISM (OR LIFE-LIKENESS).


3150 SHELDON, WILLIAM D., AND CARRILLO, LAWRENCE. "RELATION OF PARENTS, HOME, AND CERTAIN DEVELOPMENTAL CHARACTERISTICS TO CHILDREN'S READING ABILITY," ELEMENTARY SCHOOL JOURNAL, LII (JANUARY, 1952), 262-70. BASES CONCLUSIONS ON THE SCORES OF 844 PUPILS IN EIGHT SCHOOLS WHO TOOK THE PROGRESSIVE READING TEST AND ON INFORMATION SECURED FROM 521 PARENT QUESTIONNAIRE FORMS CONCERNING SIZE OF FAMILY, POSITION OF CHILD AMONG HIS SIBLINGS, NUMBER OF BOOKS IN THE HOME, AGE AT WHICH CHILD FIRST SPOKE, ETC.

3151 SHELDON, WILLIAM D., AND HATCH, SHIRLEY. "STRENGTHS AND WEAKNESSES IN READING OF A GROUP OF SECOND-GRADE CHILDREN," EDUCATIONAL ADMINISTRATION AND SUPERVISION, XXXVII (NOVEMBER, 1951), 405-14. SUMMARIZES FINDINGS CONCERNING "THE STRENGTHS AND WEAKNESSES OF FORTY GOOD AND FORTY-ONE POOR READERS IN SECOND GRADE CLASSES OF THE EIGHT SCHOOL SYSTEMS STUDIED."

3152 SMITH, LAWRENCE J. "RESEARCH WORKERS IN SELECTED SCHOOL SUBJECTS," JOURNAL OF EDUCATIONAL RESEARCH, XLV (DECEMBER, 1951), 255-73. REVIEWS BROWNELL'S 1933 ANALYSIS OF PREVIOUS INVESTIGATIONS IN READING AND ARITHMETIC AND PRESENTS THE RESULTS OF A SIMILAR ANALYSIS IN READING, ARITHMETIC, SPELLING AND ENGLISH PUBLISHED UP TO 1948, TO IDENTIFY TRENDS IN THE NUMBER OF STUDIES REPORTED AND THE EXTENT OF RESEARCH BY INDIVIDUALS.

3153 SPIEGELMAN, MARVIN, TERWILLIGER, CARL, AND FEARING, FRANKLIN. "THE CONTENT OF COMIC STRIPS. A STUDY OF A MASS MEDIUM OF COMMUNICATION," JOURNAL OF SOCIAL PSYCHOLOGY, XXXV (FEBRUARY, 1952), 37-57. PRESENTS AN ANALYSIS OF THE CONTENT OF PRACTICALLY ALL SUNDAY COMIC STRIPS SOLD NATIONALLY IN THIS COUNTRY TO DETERMINE (A) THE SITUATIONS DEPICTED, (B) THE EXTENT TO WHICH THEY DEPICT "REALITY," (C) HOW ETHNIC GROUPS ARE DEPICTED, (D) THE PLACE AND SIGNIFICANCE OF ANIMALS IN COMICS, AND (E) WHAT CONSTITUTES "THE COMIC" IN COMIC STRIPS.
3154 STANLEY, JULIAN C., JR. "ON THE ADEQUACY OF STANDARDIZED TESTS, ADMINISTERED TO EXTREME NORM GROUPS," PEABODY JOURNAL OF EDUCATION, XXIX (NOVEMBER, 1951), 145-52. AS A RESULT OF AN ANALYSIS OF DATA SECURED THROUGH GIVING THE NELSON-DENNY READING TEST TO A NINTH-GRADE CLASS, THE ADVISABILITY OF USING A TEST OVER A WIDER RANGE OF GRADES THAN THOSE FOR WHICH IT WAS STANDARDIZED IS DEFINITELY QUESTIONED.

3155 SWANSON, CHARLES E., AND JONES, ROBERT L. "TELEVISION OWNING AND ITS CORRELATES," JOURNAL OF APPLIED PSYCHOLOGY, XXXV (OCTOBER, 1951), 352-57. SUMMARIZES THE RESULTS OF A PANEL STUDY TO DETERMINE THE RELATION OF "TELEVISION SET OWNERSHIP TO USE OF OTHER MEDIA (READING) AND TO EDUCATION AND INCOME LEVELS."

3156 SWENBY, CLIFFORD AND ZIELSDORF, MARGARET. "A REMEDIAL-READING PROGRAM IN A SENIOR HIGH SCHOOL," THE SCHOOL REVIEW, LIX (SEPTEMBER, 1951), 350-57. DESCRIBES THE PERSONNEL OF THREE TENTH GRADE ENGLISH CLASSES, THEIR DEFICIENCIES IN READING, THE INSTRUCTIONAL PROGRAM AND TEACHING METHODS ADOPTED, AND THE PROGRESS MADE BETWEEN SEPTEMBER AND MAY AS MEASURED BY THE IOWA SILENT READING TEST.


3158 TOWNSEND, AGATHA. "THE JUNIOR SCHOLASTIC APTITUDE TEST IN THE INDEPENDENT-SCHOOL PROGRAM," 1951 ACHIEVEMENT TESTING PROGRAM IN INDEPENDENT SCHOOLS AND SUPPLEMENTARY STUDIES, EDUCATIONAL RECORDS BULLETIN NO. 57, PP. 58-65. NEW YORKS. EDUCATIONAL RECORDS BUREAU, 1951. PRESENTS CORRELATIONS BETWEEN VERBAL AND NUMERICAL TOTALS OBTAINED ON THE JUNIOR SCHOLASTIC APTITUDE TEST BY INDEPENDENT SCHOOL PUPILS IN THE EIGHTH GRADE AND SCORES ON THE COOPERATIVE ENGLISH TESTS. READING COMPREHENSION.
3159  TRAXLER, ARTHUR E. "TRENDS IN ACHIEVEMENT OF INDEPENDENT SECONDARY-SCHOOL PUPILS DURING A TEN-YEAR PERIOD," 1951 ACHIEVEMENT TESTING PROGRAM IN INDEPENDENT-SCHOOLS AND SUPPLEMENTARY STUDIES, EDUCATIONAL RECORDS BULLETIN, NO. 57, PP. 67-78. NEW YORKS. EDUCATIONAL RECORDS BUREAU, 1951. PRESENTS MEDIAN AND QUARTILES OF SCALED SCORES MADE BY INDEPENDENT-SCHOOL PUPILS IN GRADES VII THROUGH XII ON COOPERATIVE ENGLISH TESTS. TEST C, READING COMPREHENSION, IN EACH SPRING TESTING PROGRAM FROM 1941 TO 1951.

3160  TRAXLER, ARTHUR. "CURRENT ORGANIZATION AND PROCEDURES IN REMEDIAL TEACHING," JOURNAL OF EXPERIMENTAL EDUCATION, XX (MARCH, 1952), 305-12. SUMMARIZES FINDINGS FROM A QUESTIONNAIRE SURVEY TO DETERMINE THE PRESENT STATUS OF REMEDIAL INSTRUCTION IN INSTITUTIONS REPRESENTED BY MEMBERSHIP IN THE NATIONAL ASSOCIATION FOR REMEDIAL TEACHINGS. INTERPRETS THE PRACTICES REVEALED IN THE LIGHT OF SEVENTEEN PRINCIPLES GENERALLY ACCEPTED AS BASIC TO REMEDIAL INSTRUCTION.


3162  TWEDT, DIK WARREN. "A MULTIPLE FACTOR ANALYSIS OF ADVERTISING READERSHIP," JOURNAL OF APPLIED PSYCHOLOGY, XXXVI (JUNE, 1952), 207-15. REPORTS FINDINGS OF AN INVESTIGATION TO DETERMINE THE RELATIONSHIP TO ADVERTISING READERSHIP OF 34 VARIABLES, SIX OF WHICH WERE FOUND TO BE OF LARGE SIGNIFICANCE.

3164 WILLIAMS, A. R. "THE MAGAZINE READING OF SECONDARY SCHOOL CHILDREN," BRITISH JOURNAL OF EDUCATIONAL PSYCHOLOGY, XXI (NOVEMBER, 1951), PP. 186-98. BASES CONCLUSIONS UPON QUESTIONNAIRE RESPONSES FROM 4298 GRAMMAR SCHOOL AND SECONDARY MODERN SCHOOL PUPILS IN FIVE WIDELY DISTRIBUTED AREAS OF ENGLAND.


3166 WITTY, PAUL. "CHILDREN'S INTEREST IN COMICS, RADIO, MOTION PICTURES, AND TV," EDUCATIONAL ADMINISTRATION AND SUPERVISION, XXXVIII (MARCH, 1952), 138-47. SUMMARIZES THE RESULTS OF STUDIES MADE BY THE AUTHOR AND HIS CO-WORKERS AT DIFFERENT TIMES DURING THE LAST ELEVEN YEARS CONCERNING RADIO LISTENING, ATTENDING MOVIES, READING OF THE COMICS, AND TELEVIEWING BY CHILDREN, AND PRESENTS IMPLICATIONS OF VALUE TO TEACHERS AND PARENTS.

3167 WITTY, PAUL AND COOMER, ANN. "HOW SUCCESSFUL IS READING INSTRUCTION TODAY SO?" ELEMENTARY ENGLISH, XXVIII (DECEMBER, 1951), 451-91. CITES EVIDENCE FROM VARIOUS SOURCES CONCERNING THE COMPARATIVE ACHIEVEMENT OF PUPILS IN READING AT PRESENT AND IN THE PAST.

ZOLKOS, HELENA H. "WHAT RESEARCH SAYS ABOUT EMOTIONAL FACTORS IN RETARDATION IN READING," ELEMENTARY SCHOOL JOURNAL, LI (MAY 1951), 512-18. DISCUSSES FACTORS AFFECTING GROWTH IN READING AND SUMMARIZES THE RESULTS OF SPECIFIC STUDIES CONCERNING THE RELATION OF EMOTIONAL FACTORS TO PROGRESS IN READING.
JULY 1, 1952 TO JUNE 30, 1953

3171 ANDREWS, DOROTHY IRENE, GEO. A. PFLAUM PUBLISHING CO., DAYTON, OHIO. "A STUDY OF THE VOCABULARY AND READABILITY OF A THIRD-GRADE CLASSROOM PERIODICAL," PROCEEDINGS AND ADDRESSES FORTY-NINTH ANNUAL MEETING, BULLETIN NATIONAL CATHOLIC EDUCATIONAL ASSOCIATION, (AUGUST, 1952), 221-225. DESCRIBES THE STEPS TAKEN, AND THE FINDINGS, IN DEVELOPING AND EVALUATING A SCHOOL PAPER FOR CHILDREN, WITH SPECIAL REFERENCE TO THIRD-GRADE PUPILS.

3172 BARRETT, DOROTHY M. "CORRELATION OF SURVEY SECTION OF DIAGNOSTIC READING TESTS AND OF TEST C2S. READING COMPREHENSION WITH COLLEGE HISTORY GRADES," JOURNAL OF EDUCATIONAL RESEARCH, XLVI, (FEBRUARY, 1953), 465-9. COMPARES THE COEFFICIENTS OF CORRELATION BETWEEN (A) THE SCORES MADE BY 200 COLLEGE FRESHMEN ON THE SURVEY SECTION OF THE DIAGNOSTIC READING TEST C2S. READING COMPREHENSION AND (B) AN INDEX OF ACHIEVEMENT IN HISTORY DERIVED FROM GRADES MADE DURING TWO TERMS IN A HISTORY COURSE TAKEN BY ALL FRESHMEN.

3173 BENNETT, A. L. "AN EXPERIMENT IN READING," MICHIGAN EDUCATION JOURNAL, XXX (JANUARY, 1953), 302-303. COMPARES THE PROGRESS IN VOCABULARY DEVELOPMENT AND SPEED AND COMPREHENSION IN READING OF GROUPS TAUGHT DIFFERENTLYS. (A) FREE GROUPS - WIDE READING AND DISCUSSIONS. (B) REGULAR SECTIONS - PRESCRIBED READING AND QUIZZESS. AND (C) XP GROUPS - BRISK TRAINING IN DIFFERENT ASPECTS OF READING EXCEPT MEANING VOCABULARY.


3176. BROWN, CLYDE M. "SCIENCE INTERESTS OF JUNIOR COLLEGE GIRLS AS DETERMINED BY THEIR READINGS IN CURRENT SCIENCE," SCIENCE EDUCATION, XXXVII (MARCH, 1953), 105-108. ANALYZES 10,215 READING REPORTS MADE BY 217 STEPHENS COLLEGE GIRLS TO DETERMINE (A) THEIR AREAS OF SCIENCE INTERESTS, (B) THE SOURCES FROM WHICH THEY READ, AND (C) THE NATURE OF A SCIENCE COURSE BUILT UPON THEIR SCIENCE INTERESTS.

3177. BROWNELL, JOHN ARNOLD. "THE INFLUENCE OF TRAINING IN READING IN THE SOCIAL STUDIES ON THE ABILITY TO THINK CRITICALLY," CALIFORNIA JOURNAL OF EDUCATIONAL RESEARCH, IV (JANUARY, 1953), 28-31. SUMMARIZES THE RESULTS OF AN EXPERIMENT CONDUCTED IN TWO NINTH-GRADE CLASSES TO DETERMINE THE INFLUENCE OF TWO HOURS OF TRAINING IN READING FOR TWENTY-EIGHT WEEKS ON ABILITY TO THINK CRITICALLY, AS MEASURED BY THE WATSON-GLASER CRITICAL THINKING APPRAISAL.


3179. CLARK, WILLIS W. "EVALUATING SCHOOL ACHIEVEMENT IN BASIC SKILLS IN RELATION TO MENTAL ABILITY," JOURNAL OF EDUCATIONAL RESEARCH, XLVI (NOVEMBER, 1952), 179-191. PRESENTS CHARTS AND TABLES SHOWING VARIATIONS IN MEDIAN ACHIEVEMENT ABOVE OR BELOW THE NORMS FOR THE RESPECTIVE GRADES BY PUPILS WITH VARYING MEDIAN INTELLIGENCE QUOTIENTS.

3180. COFER, CHARLES N. AND SHEVITZ, REUBEN. "WORD-ASSOCIATION AS A FUNCTION OF WORD-FREQUENCY," AMERICAN JOURNAL OF PSYCHOLOGY, LXV (JANUARY, 1952), 75-79. REPORTS THE RESULTS OF AN EXPERIMENT INVOLVING TWO GROUPS OF COLLEGE STUDENTS TO DETERMINE "THE RELATIONSHIP BETWEEN WORD-FREQUENCY COUNTS AND NUMBER OF ASSOCIATIONS GIVEN TO STIMULUS-WORDS OF VARYING FREQUENCY."
3181 COLEMAN, JAMES C. "RESULTS OF A 'TOTAL-PUSH' APPROACH TO REMEDIAL EDUCATION," ELEMENTARY SCHOOL JOURNAL, LIII, (APRIL, 1953), 454-8. PRESENTS EVIDENCE OF THE VALUE OF AN INDIVIDUALIZED INTEGRATED "BIO-PSYCHOLOGICAL APPROACH" TO EDUCATIONAL RETARDATION, INCLUDING READING, IN THE CASE OF TEN BOYS AND TEN GIRLS BETWEEN THE AGES OF EIGHT AND SIXTEEN.

3182 COSPER, RUSSELL AND MILLS, BARRISS. "READING COMPREHENSION AND SPEED," SCHOOL AND SOCIETY, LXXVII (JUNE 6, 1953), 359-362. SUMMARIZES THE GAINS MADE DURING GIVEN SEMESTERS AMONG 700 COLLEGE STUDENTS AS A RESULT OF "DEVELOPMENTAL TRAINING IN READING" GIVEN IN A TWO-HOUR A WEEK LABORATORY COURSES. CONSIDERS THE IMPLICATIONS OF THE FINDINGS IN RELATION TO VALID PROCEDURES IN EVALUATION.

3183 CURR, WILLIAM AND GOURLAY, N. "AN EXPERIMENTAL EVALUATION OF REMEDIAL EDUCATION," BRITISH JOURNAL OF EDUCATIONAL PSYCHOLOGY, XXIII, PART I (FEBRUARY, 1953), 45-55. REPORTS THE RESULTS OF AN EXPERIMENT AT THE PRIMARY-SCHOOL LEVEL TO DETERMINE THE RELATIVE EFFECTIVENESS OF TWO METHODS OF SELECTING REMEDIAL CASES AND THE VALUE THAT CAN BE OBTAINED THROUGH REMEDIAL EDUCATION.


3185 CUTTS, N. E., AND MOSELEY, NICHOLAS. "BRIGHT CHILDREN AND THE CURRICULUM," EDUCATIONAL ADMINISTRATION AND SUPERVISION, XXXIX (MARCH, 1953), 168-173. SUMMARIZES THE RESPONSES OF 673 PUPILS IN GRADES II TO XII INCLUSIVE, ALL HAVING IQ'S OF 120 OR ABOVE, TO THE QUESTION: WHAT SCHOOL SUBJECT DO YOU LIKE BEST? WHAT SUBJECT MAKES YOU WORK HARDEST?
3186 DEADY, MARION C. "VISUAL FACTORS IN READING DISABILITY," THE COLUMBIA OPTOMETRIST, XXVI (DECEMBER, 1952), 5-7. DISCUSSES THE NATURE OF VISUAL DIFFICULTIES THAT ARE RELATED TO READING RETARDATION, AS REPORTED IN ELEVEN PREVIOUS INVESTIGATIONSS. SUGGESTS MEANS OF CORRECTING AND ELIMINATING EACH DEFECT.


3191  EPHRON, BEULAH KANTER. EMOTIONAL DIFFICULTIES IN READINGS. A PSYCHOLOGICAL APPROACH TO STUDY PROBLEMS. NEW YORK: THE JULIAN PRESS, INC., 1953. PP. XVI + 289. REPORTS A SERIES OF 39 INTERVIEWS WITH A TWENTY-YEAR OLD BOY, AND VARYING NUMBERS OF INTERVIEWS WITH OTHER YOUTH, WHICH WERE CONDUCTED TO IDENTIFY THE NATURE OF EMOTIONAL BLOCKS IN READING AND THE PROGRESSIVE MASTERING OF SUCH DIFFICULTIES THROUGH THERAPY.

3192  EPPEL, E. M., AND EPPEL, M., "YOUNG WORKERS AT A COUNTY COLLEGES. A PIONEER INVESTIGATION OF THE NEEDS, INTERESTS AND ATTITUDES OF 380 YOUNG WORKERS ATTENDING A COUNTY COLLEGE." BRITISH JOURNAL OF EDUCATIONAL PSYCHOLOGY, XXIII (JUNE, 1953), 87-96. REPORTS THE RESULTS OF INQUIRIES CONCERNING ACTIVITIES ENJOYED MOST DURING LEISURE TIME AND THE AMOUNT DEVOTED WEEKLY TO EACH, WITH SPECIAL REFERENCE TO "SPORTS, CINEMA-GOING, DANCING, READING, AND CLUB MEMBERSHIP".

3193  EVANS, E. G. S. "AN EXPERIMENTAL STUDY OF METHODS OF TEACHING ENGLISH," BRITISH JOURNAL OF EDUCATIONAL PSYCHOLOGY, XXIII (JUNE, 1953), 127-28. COMPARES THE PROGRESS OF BOYS FROM ELEVEN TO THIRTEEN YEARS OF AGE ATTENDING SIX "MODERN SCHOOLS" IN "WRITTEN EXPRESSION", "READING ABILITY", AND "GENERAL KNOWLEDGE" WHEN TAUGHT FOR SIX MONTHS BY ONE OF THREE METHODS: "PROJECT", "FORMAL", AND "ORAL".

3194  FEA, HENRY R. "INTERRELATIONSHIPS AMONG MATERIALS READ, WRITTEN AND SPOKEN BY PUPILS OF THE FIFTH AND SIXTH GRADES," JOURNAL OF EDUCATIONAL PSYCHOLOGY, XLIV (MARCH, 1953), 159-75. BASES CONCLUSION ON A STATISTICAL TREATMENT OF DATA DERIVED FROM ANALYSES OF ORAL-READING RECORDINGS, ORAL-REPRODUCTION RECORDINGS AND WRITTEN REPRODUCTIONS, IN THE CASE OF 140 FIFTH- AND SIXTH-GRADE PUPILS.

3195  FIGUREL, J. ALLEN. "WHAT RECENT RESEARCH TELLS US ABOUT DIFFERENTIATED INSTRUCTION IN READING," READING TEACHER, VI (SEPTEMBER, 1952), 27-33, 44. SUMMARIZES THE RESULTS OF RELATED RESEARCH UNDER THE HEADINGS OF GROUPING OF CHILDREN, REMEDIAL INSTRUCTION, READING READINESS, AND RELATED STUDIES.

3197 FORGAYS, DONALD G. "THE DEVELOPMENT OF DIFFERENTIAL WORD RECOGNITION," JOURNAL OF EXPERIMENTAL PSYCHOLOGY, XLV, (MARCH, 1953), 165-68. SUMMARIZES THE RESPONSES OF TWELVE SUBJECTS AT EACH EDUCATIONAL LEVEL FROM GRADE TWO TO TEN INCLUSIVE AND FROM GRADES THIRTEEN TO FIFTEEN INCLUSIVE, TO 20 THREE OR FOUR-LETTER ENGLISH WORDS, TACHISTOSCOPICALLY PRESENTED TO DETERMINE IF EDUCATIONAL TRAINING INFLUENCES DIFFERENTIAL RECOGNITION OF WORDS PRESENTED TO THE RIGHT AND LEFT OF CENTRAL FIXATION.

3198 FREDERIKSEN, NORMAN, "THE INFLUENCE OF TIMING AND INSTRUCTIONS ON COOPERATIVE READING TEST SCORES," EDUCATIONAL AND PSYCHOLOGICAL MEASUREMENTS, XII (WINTER, 1952), 598-607. COMPARES THE EFFECTS ON MEANS, STANDARD DEVIATIONS, INTERCORRELATIONS AND CORRELATIONS WITH OTHER MEASURES, OF TWO METHODS OF TIMING OF PARTS I AND II AND "OF MODIFIED INSTRUCTIONS FOR PART II" WHEN THE COOPERATIVE ENGLISH TEST C2S. READING COMPREHENSION (HIGHER LEVEL), FORM R, WAS GIVEN TO TWO GROUPS OF ENTERING COLLEGE STUDENTS.


3200 GAMMON, AGNES L. "COMPREHENSION OF WORDS WITH MULTIPLE MEANINGS," CALIFORNIA JOURNAL OF EDUCATIONAL RESEARCH, III (NOVEMBER, 1952), 228-32. PRESENTS THE RESULTS OF A STUDY IN WHICH THE WORDS USED WITH VARIOUS MEANINGS IN READERS FOR THE FIRST THREE GRADES WERE IDENTIFIED AND TESTS PREPARED AND GIVEN TO DETERMINE THE PROBLEMS WHICH CHILDREN IN EACH OF THESE GRADES HAVE IN READING AND UNDERSTANDING SELECTED WORDS.
3201 GARLAND, G. R. "A SURVEY OF THE EXTENT TO WHICH SCHOOL CHILDREN LISTEN TO AND APPRECIATE BBC PROGRAMMES AND ITS RELATIONSHIP TO THEIR ACQUISITION OF KNOWLEDGE," BRITISH JOURNAL OF EDUCATIONAL PSYCHOLOGY, XXII (NOVEMBER, 1952), 216-17. COMPARES THE SCORES MADE BY SCHOOL CHILDREN ON TESTS COVERING FOUR RADIO PROGRAMMES AND FOUR EVENTS OF CURRENT INTEREST REPORTED IN THE NEWSPAPERS TO DETERMINE THE RELATIVE EFFECTIVENESS OF RADIO LISTENING AND READING IN THE INCIDENTAL ACQUISITION OF KNOWLEDGE.

3202 GRAHAM, E. ELLIS. "WECHSLER-BELLEVUE AND WISC SCATTERGRAMS OF UNSUCCESSFUL READERS," JOURNAL OF CONSULTING PSYCHOLOGY, XVI (AUGUST, 1952), 268-71. COMPARES THE SCORES MADE BY 96 UNSUCCESSFUL READERS, VARYING IN AGES FROM 8 YEARS, 10 MONTHS, TO 16 YEARS, 11 MONTHS, ON THE VARIOUS SUBTESTS OF THE WB AND THE WISC TESTS.


3204 GRAY, WILLIAM S., AND IVerson, WILLIAM J. "WHAT SHOULD BE THE PROFESSION'S ATTITUDE TOWARD LAY CRITICISM OF THE SCHOOLSS WITH SPECIAL REFERENCE TO READING," ELEMENTARY SCHOOL JOURNAL, LIII (SEPTEMBER, 1952), 1-44. REVIEWS EVIDENCE CONCERNING THE CURRENT STATUS OF READING INSTRUCTION UNDER SUCH HEADINGS AS: "HAS READING BEEN NEGLECTED" S. "IS AS MUCH TIME ALLOTTED TO READING AS FORMERLY" S. HOW WELL DO PUPILS READ" S. "ARE PRESENT LEVELS OF ACHIEVEMENT HIGH ENOUGH" S. "HOW WIDELY DO PUPILS READ" S. "WHAT IS THE QUALITY OF THE MATERIAL READ" S.

3205 GRAYUM, HELEN STOLTE. "AN ANALYTIC DESCRIPTION OF SKIMMING: ITS PURPOSE AND PLACE AS AN ABILITY IN READING," STUDIES IN EDUCATION, 1952, PP. 137-143 (NO. 4 IN THESIS ABSTRACT SERIES), BLOOMINGTON, INDIANAS. SCHOOL OF EDUCATION, INDIANA UNIVERSITY, 1953. DISCUSSES THE METHODS AND FINDINGS OF AN INVESTIGATION WHICH AIMED "TO DISCOVER THE NATURE OF SKIMMING AS AN ABILITY AND ITS PURPOSE AND PLACE IN THE CURRICULUM BY AGE-GRADE LEVELS" (FOURTH GRADE TO ADULTS NOT IN SCHOOL).
3206 Haigh, Gerard V. and Fiske, Donald W. "Corroboration of Personal Values as Selective Factors in Perception," Supplement to the Journal of Abnormal and Social Psychology, XLVII, (April, 1952), 394-98. Reports the results of a study involving 27 university students to determine the effect of preferences for 36 words upon time to recognize these words when presented tachistoscopically, the value preferences being measured both directly and indirectly.

3207 Hamer, Clifford, "Reading in Junior School", The Times Educational Supplement, No. 1931 (May 9, 1952), 393. Compares the progress made by pupils in a "Junior School" in England classified in English on the basis of their reading ability with the amount of progress usually expected of pupils.

3208 Hanes, Bernard. "Reading Ease and MMPI Results." Journal of Clinical Psychology, IX (January, 1953), 83-5. Analyzes the scores of 100 male penitentiary inmates on the Iowa Silent Reading Test and their responses to the Minnesota Multiphasic Personality Inventory to test the hypothesis that this inventory "will communicate different amounts and not necessarily the identical information to subjects of limited reading ability."

3209 Holmes, Jack A. "Gifted Adults Can Learn to Read Faster," California Journal of Educational Research, IV (May, 1953), 103-110. Summarizes the results of an experiment with fifteen top executives of the Standard Oil Company of Ohio to determine the value of integrated teaching of the underlying skill factors in the reading process plus exercises in reading per se.

HUELSMAN, CHARLES B., JR. "EDUCATIONAL CHANGES IN AN EXPERIMENTAL CLASSROOM," CLINICAL STUDIES IN READING, II, 149-155. SUPPLEMENTARY EDUCATIONAL MONOGRAPHS NO. 77, UNIVERSITY OF CHICAGO PRESS, 1953. REPORTS THE RESULTS OF AN EXPERIMENT INVOLVING FIFTH-GRADE PUPILS TO DETERMINE THE INFLUENCE ON ACHIEVEMENT IN READING OF CLASSROOM CHANGES, INCLUDING ILLUMINATION, TO MEET "HARMON'S SPECIFICATIONS."


HUNT, JACOB TATE. "THE RELATION AMONG VOCABULARY, STRUCTURAL ANALYSIS, AND READING," JOURNAL OF EDUCATIONAL PSYCHOLOGY, XLIV (APRIL, 1953), 193-202. PRESENTS AND INTERPRETS COEFFICIENTS OF CORRELATION FOR 15 VARIABLES, BASED ON THE SCORES MADE BY 168 COLLEGE SOPHOMORES, JUNIORS AND SENIORS ON TESTS GIVEN TO DETERMINE RELATIONSHIPS AMONG VOCABULARY, STRUCTURAL ANALYSIS, AND READING.


JENSEN, BARRY T. "LEFT-RIGHT ORIENTATION IN PROFILE DRAWING," AMERICAN JOURNAL OF PSYCHOLOGY, LXV (JANUARY, 1952), 80-83. PRESENTS DATA FROM FOUR GROUPS WHO READ ENGLISH, NORWEGIAN AND ARABIC TO DETERMINE IF ORIENTATION IN READING INFLUENCES PEOPLE IN DRAWING PROFILES THAT FACE TO THE RIGHT OR LEFT.
3216  JENSEN, BARRY T. "READING HABITS AND LEFT-RIGHT ORIENTATION IN PROFILE DRAWINGS BY JAPANESE CHILDREN," AMERICAN JOURNAL OF PSYCHOLOGY, LXV (APRIL, 1952), 306-7. ANALYZES DATA FROM 8,856 JAPANESE SCHOOL CHILDREN AGES 6-15 INCLUSIVE, TO DETERMINE IF THE CULTURALLY IMPOSED DIRECTIONAL HABITS IN READING AND WRITING INFLUENCE ORIENTATION IN PROFILE DRAWING.

3217  JOHNSON, GRANVILLE B. "A COMPARISON OF TWO TECHNIQUES FOR THE IMPROVEMENT OF READING SKILLS AT THE COLLEGE LEVEL," JOURNAL OF EDUCATIONAL RESEARCH, XLVI (NOVEMBER, 1952), 193-205. COMPARES THE EFFECTS ON THE READING EFFICIENCY OF COLLEGE FRESHMAN OF TWO TEACHING PROCEDURESS. (A) DRILL ON READING SKILLS, SUPPLEMENTED BY DISCUSSIONS OF THE PSYCHOLOGY OF LEARNING WITH PARTICULAR APPLICATION TO STUDY SKILLSS. AND (B) GROUP PSYCHOTHERAPY WITH EMPHASIS ON READING ONLY AS A PART OF THE STUDY OF THE PSYCHOLOGY OF LEARNING.

3218  JONES, MORRIS VAL. "THE EFFECT OF SPEECH TRAINING ON SILENT READING ACHIEVEMENT," JOURNAL OF SPEECH AND HEARING DISORDERS, XVI (SEPTEMBER, 1951), 258-63. REPORTS THE RESULTS OF A CONTROLLED EXPERIMENT INCLUDING 61 PAIRS OF THIRD-GRADE PUPILS FROM 10 CLASSROOMS TO DETERMINE THE EFFECT OF 36 SPEECH IMPROVEMENT LESSONS UPON PROGRESS IN SILENT-READING ACHIEVEMENT.


3220  JONES, W. R. "THE LANGUAGE HANDICAP OF WELSH-SPEAKING CHILDREN. A STUDY OF THEIR PERFORMANCE ON AN ENGLISH VERBAL INTELLIGENCE TEST IN RELATION TO THEIR NON-VERBAL MENTAL ABILITY AND THEIR READING ABILITY IN ENGLISH," BRITISH JOURNAL OF EDUCATIONAL PSYCHOLOGY, XXII (JUNE, 1952), 114-123. COMPARES THE PERFORMANCE OF 117 WELSH-SPEAKING CHILDREN (BILINGUAL) IN FIVE SCHOOLS ON A VERBAL INTELLIGENCE TEST IN ENGLISH AND A NON-VERBAL TEST IN WELSH AND STUDIES THE DIFFERENCES FOUND IN RELATION TO THEIR READING ABILITY IN ENGLISH.


3224 KRUGLOV, LORRAINE P. "QUALITATIVE DIFFERENCES IN THE VOCABULARY CHOICES OF CHILDREN AS REVEALED IN A MULTIPLE-CHOICE TEST," JOURNAL OF EDUCATIONAL PSYCHOLOGY, XLIV (APRIL, 1953), 229-43. COMPARES THE RESULTS OF "A TEN ITEM MULTIPLE-CHOICE VOCABULARY TEST IN WHICH THREE OR FOUR CHOICES WERE CORRECT BUT OF DIFFERENT QUANTITATIVE LEVELS", WHEN GIVEN TO PUPILS "AT THE THIRD-, FIFTH-, SEVENTH- AND EIGHTH-GRADE LEVELS, AND TO A GROUP OF COLLEGE GRADUATES."

3225 KYTE, GEORGE G. "A CORE VOCABULARY IN THE LANGUAGE ARTS," PHI DELTA KAPPAN, XXXIV (MARCH, 1953), 231-4. PRESENTS A LIST OF 663 WORDS WHICH WERE DERIVED BY COMBINING THE 500 MOST FREQUENTLY USED WORDS IN THE HORN BASIC WRITING VOCABULARY WITH THE 500 MOST FREQUENTLY USED WORDS IN THE THORNDIKE-LORGE LIST, AND CHECKED IN TERMS OF THE 500 MOST COMMONLY USED WORDS IN THE RINSLAND LIST.


3228 MACLEAN, MALCOLM S., JR., AND HAZARD, WILLIAM R. "WOMEN'S INTEREST IN PICTURES. THE BADGER VILLAGE STUDY." JOURNALISM QUARTERLY, XXX (SPRING, 1953), 139-162. ANALYZES THE RESPONSES OF 152 WOMEN TO 31 PICTURES IN TIME, U. S. NEWS, AND WORLD REPORT, FOR 1949 AND 1950, TO IDENTIFY COMMON FACTORS UNDERLYING WOMEN'S INTEREST IN PICTURES. PRESENTS "CORRELATIONS IN INTEREST FOR WOMEN BETWEEN EACH PICTURE AND EACH GROUP" AND "INTERCORRELATIONS AMONG THE SIX INTEREST GROUPS."


3230 MCGINNIES, ELLIOT, COMER, PATRICK B., AND LACEY, OLIVER L. "VISUAL RECOGNITION THRESHOLDS AS A FUNCTION OF WORD LENGTH AND WORD FREQUENCY," JOURNAL OF EXPERIMENTAL PSYCHOLOGY, XLIV (AUGUST, 1952), 65-69. REPORTS THE RESULTS OF A STUDY INVOLVING TWENTY SUBJECTS WHICH ATTEMPTED "TO ISOLATE THE EFFECTS OF BOTH WORD LENGTH AND WORD FREQUENCY UPON THRESHOLDS OF RECOGNITION, AS MEASURED BY DURATION OF EXPOSURE NECESSARY FOR VERIDICAL REPORT."
3231 McNamara, Walter J., Paterson, D. G., and Tinker, Miles A. "The Influence of Size of Type on Speed of Reading in the Primary Grades," Sightsaving Review, XXIII (Spring, 1953), 28-33. Bases conclusions on the scores made by 3,050 pupils when given three forms of a reading test printed in six different type sizes (8, 10, 12, 14, 18, 24).}

3232 McQuary, John P. "Some Relationships Between Non-Intellectual Characteristics and Academic Achievement," Journal of Educational Psychology, XLIV (April, 1953), 215-28. Describes the results of a study "to determine the factor pattern underlying variables assumed to be related to scholastic achievements. Presents correlations between some of these factors and such items as ACE Q, speed of reading, level of comprehension, vocabulary.

3233 Mallinson, George Greisen, Sturm, Harold E., and Mallinson, Lois Marion, "The Reading Difficulty of Textbooks for High-School Physics," Science Education, XXXVI (February, 1952), 19-23. Reviews conclusions reached in previous studies of the reading difficulty of science textbooks. Presents the readability scores of twelve high-school physics texts as determined through the use of the Flesch formula.

3234 Mallinson, George Greisen, Sturm, Harold E., and Mallinson, Lois Marion. "Reading Difficulty of Textbooks for High-School Chemistry," Chemical Education, XXIX (December, 1952), 629-31. Discusses conclusions reached in previous studies concerning the difficulty of science textbooks. Presents the readability scores of twenty high-school chemistry texts as determined through the use of the Flesch formula.

3236  MALTER, MORTON S. "THE CONTENT OF CURRENT COMIC MAGAZINES," ELEMENTARY SCHOOL JOURNAL, LII (MAY, 1952), 505-510. CLASSIFIES THE CONTENT OF 185 COMIC MAGAZINES, PUBLISHED DURING THE FIRST TWO MONTHS OF 1951, UNDER FIVE HEADINGS RELATING TO "GENERAL LAYOUT" AND ELEVEN HEADINGS RELATING TO "COMIC TYPE" CONTENT.


3238  MANOLAKES, GEORGE. "THE EFFECT OF TACHISTOSCOPE TRAINING IN AN ADULT READING PROGRAM," JOURNAL OF APPLIED PSYCHOLOGY, XXXVI (DECEMBER, 1952), 410-12. COMPARES THE PROGRESS IN READING MADE BY TWO GROUPS OF MARINE CORPS OFFICERS AS A RESULT OF EIGHTEEN 25-MINUTE SESSIONS IN WHICH THE EXPERIMENTAL GROUP SUBSTITUTED EXTENDED TRAINING IN VOCABULARY AND COMPREHENSION SKILLS FOR TACHISTOSCOPIC TRAINING GIVEN TO THE CONTROL GROUP.

3239  MAZ, VERONICA. "RADIO LISTENING, TELEVIEWING, AND READING HABITS OF PITTSBURGH PUBLIC HIGH-SCHOOL STUDENTS," PITTSBURGH SCHOOLS, XXVII (MAY-JUNE, 1953), 156-72. SUMMARIZES 721 QUESTIONNAIRE REPLIES PROVIDING DATA FROM 721 9A AND 12A STUDENTS AND 1,224 PARENTS AND GUARDIANS.

3240  MIDDLESBROUGH EDUCATION COMMITTEE. REPORT OF A SURVEY OF READING ABILITY, DIRECTOR OF EDUCATION, EDUCATION OFFICES, WOODLANDS ROAD, MIDDLESBROUGH, ENGLAND, 1953. PP. 24. SUMMARIZES AND INTERPRETS THE SCORES ON THE BURT GRADED WORD LIST TEST AND THE SCHONELL READING COMPREHENSION TEST B GIVEN TO 2,236 CHILDREN BETWEEN 11 AND 12 YEARS OF AGE TO DETERMINE THE EXTENT OF BACKWARDNESS IN READING AND THE NEED FOR SPECIFIC READING LESSONS IN THE LOWER FORMS OF THE SECONDARY MODERN SCHOOL.
3241 MITCHELL, JUNE FRARY, "PREDICTION OF INCREASE IN SILENT READING RATE," CLINICAL STUDIES IN READING, II, PP. 89-93. SUPPLEMENTARY EDUCATIONAL MONOGRAPHS NO. 77. CHICAGO: UNIVERSITY OF CHICAGO PRESS, 1953. SUMMARIZES THE RESULTS OF AN EXPLORATORY STUDY INCLUDING 84 CASES RANGING IN CHRONOLOGICAL AGE FROM 12 TO 20 AND IN IQ'S FROM 92 TO 155, TO DETERMINE THE VALUE OF A BATTERY OF TEXTS, USED BY RIMOLDI IN A STUDY OF PERSONAL TEMPO, IN THE PREDICTION OF INCREASE IN RATE OF READING IF PROPER INSTRUCTION IS GIVEN.

3242 MOULY, GEORGE J. "A STUDY OF THE EFFECTS OF A REMEDIAL READING PROGRAM ON ACADEMIC GRADES AT THE COLLEGE LEVEL," JOURNAL OF EDUCATIONAL PSYCHOLOGY, XLIII (DECEMBER, 1952), 459-66. COMPARES THE HONOR-POINTS MADE DURING A PERIOD OF TWO YEARS BY AN EXPERIMENTAL GROUP OF 155 STUDENTS WHO TOOK REMEDIAL READING FOR ONE SEMESTER WITH THOSE OF A CONTROL GROUP OF 164 STUDENTS WHO WERE EXCUSED FROM SUCH TRAINING FOR EXPERIMENTAL PURPOSES OR WHO AVOIDED TAKING THE COURSE IN ONE WAY OR ANOTHER.

3243 MULLALY, SISTER COLUMBA. THE RETENTION AND RECOGNITION OF INFORMATION. EDUCATIONAL RESEARCH MONOGRAPHS, VOL. XVII, NO. 3. WASHINGTON: CATHOLIC UNIVERSITY OF AMERICA PRESS, 1952, PP. XVIII + 46. ANALYZES THE RESULTS OF A PRETEST, TEST AND RETEST GIVEN AT VARYING INTERVALS TO 1,278 PUPILS (IN SIX SCHOOLS) VARYING IN AGES FROM TEN TO FIFTEEN YEARS AND IN SCHOOL GRADES FROM FIVE THROUGH EIGHT TO DETERMINE THE RETENTION OF INFORMATION LEARNED FROM ONE READING OF A PROSE PASSAGE.

3244 PERRY, DALLIS K. "SPEED AND ACCURACY OF READING ARABIC AND ROMAN NUMERALS," JOURNAL OF APPLIED PSYCHOLOGY, XXXVI (OCTOBER, 1952), 346-47. COMPARES THE READING PERFORMANCE OF 30 COLLEGE SENIORS AND GRADUATE STUDENTS WHO WERE ASKED TO READ AS RAPIDLY AND ACCURATELY AS POSSIBLE SETS OF NUMBERS FROM 1 TO 9, 10 TO 49, AND 50 TO 99 IN BOTH ARABIC AND ROMAN NUMERALS.

3245 PITTS, RAYMOND J. "RELATIONSHIP BETWEEN FUNCTIONAL COMPETENCE IN MATHEMATICS AND READING GRADE LEVELS, MENTAL ABILITY, AND AGE," JOURNAL OF EDUCATIONAL PSYCHOLOGY, XLIII (DECEMBER, 1952), 486-92. REPORTS THE RESULTS OF A STUDY INVOLVING 210 ELEVENTH-GRADE GIRLS IN SEVENTEEN ACCREDITED NEGRO HIGH SCHOOLS IN GEORGIA TO DETERMINE THE INTERRELATIONSHIP OF FOUR VARIABLES: "FUNCTIONAL COMPETENCE IN MATHEMATICS, READING GRADE LEVELS, MENTAL ABILITY EXPRESSED IN TERMS OF GAMMA IQ'S, AND CHRONOLOGICAL AGE."
3246 POLING, DOROTHY L. "AUDITORY DEFICIENCIES OF POOR READERS," CLINICAL STUDIES IN READING, II, PP. 107-111. SUPPLEMENTARY EDUCATIONAL MONOGRAPHS, NO. 77. CHICAGO: UNIVERSITY OF CHICAGO PRESS, 1953. ANALYZES THE RESULTS OF TESTS OF AUDITORY ACUITY, DISCRIMINATION AND MEMORY SPAN OF 78 REMEDIAL CASES IN READING (58 BOYS AND 20 GIRLS) TO DETERMINE WHETHER DEFICIENCIES IN THESE AREAS ARE RELATED TO SPECIFIC ERRORS IN WORD DISCRIMINATION.

3247 POTTER, ROBERT E. "READING UNLIMITED," ENGLISH JOURNAL, XLII (JANUARY, 1953), 28-32. REPORTS THE RESULTS OF AN EXPERIMENT INVOLVING 73 HIGH-SCHOOL PUPILS TO DETERMINE THE INFLUENCE ON AMOUNT AND QUALITY OF PROVIDING A FREE PERIOD ONCE EACH WEEK FOR PERSONAL READING, OF MAKING INTERESTING, ATTRACTIVE READING MATERIAL AVAILABLE, AND OF AVOIDING THE USE OF CHECKING TECHNIQUES WHICH DETRACT FROM THE PLEASURE OF READING.


3251 ROBINSON, HELEN M. (EDITOR). CLINICAL STUDIES IN READING, II, SUPPLEMENTARY EDUCATIONAL MONOGRAPHS, NO. 77. CHICAGO: UNIVERSITY OF CHICAGO PRESS, 1953. PP. X + 190. REPORTS A SERIES OF STUDIES OF READING, WITH EMPHASIS ON VISUAL PROBLEMS, MADE BY THE STAFF MEMBERS AND GRADUATE STUDENTS DOING WORK IN THE UNIVERSITY OF CHICAGO READING CLINIC.

3252 ROBINSON, HELEN M. "DIAGNOSIS AND TREATMENT OF POOR READERS WITH VISION PROBLEMS." CLINICAL STUDIES IN READING, II, PP. 9-28. SUPPLEMENTARY EDUCATIONAL MONOGRAPHS NO. 77. CHICAGO: THE UNIVERSITY OF CHICAGO PRESS, 1953. PRESENTS ILLUSTRATIVE CASE STUDIES OF POOR READERS WITH VISUAL PROBLEMS, DESCRIBES METHODS OF VISUAL SCREENING, AND DISCUSSES PROBLEMS INVOLVED IN REMEDIAL THERAPY.


3254 ROBINSON, HELEN M., AND HUELSMAN, CHARLES B., JR. "VISUAL EFFICIENCY AND PROGRESS IN LEARNING TO READ," CLINICAL STUDIES IN READING, II, PP. 31-63. SUPPLEMENTARY EDUCATIONAL MONOGRAPHS NO. 77. CHICAGO: UNIVERSITY OF CHICAGO PRESS, 1953. REPORTS THE RESULTS OF STUDIES, INCLUDING MORE THAN 50 PUPILS IN GRADES ONE, FOUR AND EIGHT, TO DETERMINE THE RELATIONSHIP BETWEEN VISUAL EFFICIENCY AND READING PROGRESS AND TO EVALUATE EXISTING VISUAL SCREENING TESTS, DETERMINING THEIR RELIABILITY AND VALIDITY WHEN USED WITH ELEMENTARY-SCHOOL PUPILS VARYING IN AGE AND ACHIEVEMENT.

3255 ROESCH, RAYMOND A. "TEACHING DESIRABLE STUDY HABITS THROUGH EXPERIMENTATION," CATHOLIC EDUCATION REVIEW, LI (MARCH, 1953), 152-61. PRESENTS EVIDENCE OF THE EFFECT ON SPEED AND COMPREHENSION IN READING OF PRACTICE EXERCISES, WHICH ALSO PROVIDED RECORDS OF PROGRESS IN MEANING VOCABULARY, SPEED OF READING CONTINUOUS TEXT, AND COMPREHENSION OF NEW TESTAMENT CHAPTERS.

3257  SCHUBERT, DELWYN G. "A COMPARATIVE STUDY OF RETARDED AND UNSELECTED COLLEGE READERS WITH RESPECT TO CERTAIN STUDY HABITS, ATTITUDES AND PERSONALITY TRAITS," JOURNAL OF EDUCATIONAL RESEARCH, XLVI (FEBRUARY, 1953), 471-4. ANALYZES RESPONSES MADE BY 50 RETARDED READERS IN COLLEGE AND 50 UNSELECTED COLLEGE STUDENTS TO A LIST OF 36 ITEMS ON WHICH THEY WERE ASKED TO RATE THEMSELVES AND IDENTIFIES ITEMS REVEALING SIGNIFICANT DIFFERENCES BETWEEN THE TWO GROUPS.


3259  SCIPIONE, ALICE M. "EYE-MOVEMENTS AS RELATED TO READING," THE COLUMBIA OPTOMETRIST, XXVII (FEBRUARY AND MAY, 1953), 5-8S. 3-4. DISCUSSES SIGNIFICANT CHARACTERISTICS OF EYE-MOVEMENTS IN READING BASED ON THE RESULTS OF 22 PERTINENT INVESTIGATIONS.

3260  SERRA, MARY C. "HOW TO DEVELOP CONCEPTS AND THEIR VERBAL REPRESENTATIONS," ELEMENTARY SCHOOL JOURNAL, LIII (JANUARY, 1953), 275-85. SUMMARIZES THE FINDINGS REPORTED IN 34 STUDIES CONCERNING THE INFLUENCE OF DIRECT EXPERIENCE ON CONCEPT DEVELOPMENT AND VOCABULARY ENLARGEMENT.
3261 SERRA, MARY C. "THE CONCEPT BURDEN OF INSTRUCTIONAL MATERIALS," ELEMENTARY SCHOOL JOURNAL, LIII (MAY, 1953), 508-12. SUMMARIZES THE RESULTS OF 14 STUDIES RELATING TO THE CONCEPT BURDEN OF SOCIAL STUDIES MATERIAL AND BASAL READING MATERIALS.

3262 SHARPE, JOSEPH FRANCIS. THE RETENTION OF MEANINGFUL MATERIAL. EDUCATIONAL RESEARCH MONOGRAPHS, VOL. XVI, NO. 8, JUNE 1, 1952. WASHINGTON, D. C. S. THE CATHOLIC UNIVERSITY OF AMERICA, PP. XII + 66. ANALYZES THE NATURE AND EXTENT OF THE RETENTION OF ONCE-READ MEANINGFUL MATERIAL, AS REVEALED BY A RECALL TEST ADMINISTERED TO 2,492 CHILDREN IN GRADES FIVE TO TEN INCLUSIVE, IN 12 ELEMENTARY AND HIGH SCHOOLS, IN AN EFFORT TO FIND ANSWERS TO CONTROVERSIAL QUESTIONS IN THIS FIELD.

3263 SHELDON, WILLIAM D., AND CUTTS, WARREN C. "RELATION OF PARENTS, HOME AND CERTAIN DEVELOPMENTAL CHARACTERISTICS TO CHILDREN'S READING ABILITY, II," ELEMENTARY SCHOOL JOURNAL, LIII (MAY, 1953), 517-21. SUMMARIZES THE INFORMATION SUPPLIED BY PARENTS OF 868 PUPILS IN RESPONSE TO A QUESTIONNAIRE CONCERNING TEN CHARACTERISTICS OF THEIR CHILDREN. COMPARES FINDINGS WITH THE STATUS OF THE RESPECTIVE PUPILS IN READING.

3264 SHORES, J. HARLAN, AND SAUPE, J. L. "READING FOR PROBLEM-SOLVING IN SCIENCE," JOURNAL OF EDUCATIONAL PSYCHOLOGY, XLIV (MARCH, 1953), 149-58. ANALYZES THE RESULTS OF A "TEST OF READING FOR PROBLEM SOLVING IN SCIENCE," GIVEN TO 182 FOURTH, FIFTH, AND SIXTH GRADE PUPILS TO TEST THE HYPOTHESIS THAT "READING ABILITY DIFFERENTIATES BEYOND THE PRIMARY GRADES INTO SOMEWHAT SPECIFIC ABILITIES TO READ DIFFERENT KINDS OF MATERIAL FOR DIFFERENT PURPOSES.

3265 SHULMAN, PAUL F. "THE VISION SPECIALIST IN A REMEDIAL READING PROGRAM," OPTOMETRIC WEEKLY, XLIII (1951), 1941-45. REVIEWS THE RESULTS OF 20 STUDIES RELATING TO CAUSATION OF READING DISABILITY TO DETERMINE IF VISION TESTS ALONE CAN DIAGNOSE READING DEFICIENCY AND IF THERE IS A DEFINITE SYNDROME OF VISUAL FACTORS ASSOCIATED WITH READING DIFFICULTY.

3267 Simpson, Ray H., and Camp, Kenneth L. "Diagnosing Community Reading," School Review, LXI (February, 1953), 98-100. Summarizes data concerning "Out-of-School Behavior Goals in Reading" secured through the use of a questionnaire filled out by the parents of secondary-school pupils in five schools and representing 95 families. Points out potential values of such a survey.

3268 Smith, Henry P., and Tate, Theodore R. "Improvements in Reading Rate and Comprehension of Subjects Training with the Tachistoscope," Journal of Educational Psychology, XLIV (March, 1953), 176-184. Compares the progress in rate and comprehension in reading of 18 college students as a result of training given during 25 to 70 periods of 50 minutes each, half of each training period being spent in recognizing digits flashed on a screen and the other half in reading material on a reading rate controller.

3269 Solomon, Richard L., and Postman, Leo. "Frequency of Usage as a Determinant of Recognition Thresholds for Words," Journal of Experimental Psychology, XLIII, (March, 1952), 195-201. Criticizes the use of such indices of word frequency as the Thorndike list provides. Reports the results of a controlled experiment involving university students as subjects to determine "the relationship between tachistoscopic recognition thresholds for words and frequency of prior usage of the words."

3270 Solomon, Ruth H. "Personality Adjustment to Reading Success and Failure," Clinical Studies in Reading, II, pp. 64-82. Supplementary Educational Monographs No. 77. Chicago: University of Chicago Press, 1953. Reports the conclusions reached through a study of the records of good and poor readers before and after the two years of instruction in reading to determine "the values of the Rorschach test in investigating personality adjustment in relation to success and failure in reading."
3271 SPACHE, GEORGE. "A NEW READABILITY FORMULA FOR PRIMARY-GRADe READING MATERIALS," ELEMENTARY SCHOOL JOURNAL, LIII (MARCH, 1953), 410-13. REPORTS CORRELATIONS OF "STYLE ELEMENTS AND GRADE LEVELS OF TEXTBOOKS" BASED ON 224 SAMPLES OF 100 WORDS EACH FROM 152 BOOKS IN COMMON USE IN THE FIRST THREE GRADES. PRESENTS A FORMULA FOR PREDICTING READABILITY OF PRIMARY-GRADe READING MATERIALS BASED ON THE FINDINGS.


3274 STEVENSON, LILLIAN P., AND ROBINSON, HELEN M. "EYE-HAND PREFERENCE, REVERSALS, AND READING PROGRESS," CLINICAL STUDIES IN READING, II, PP. 83-88. SUPPLEMENTARY EDUCATIONAL MONOGRAPHS NO. 77. CHICAGOS. UNIVERSITY OF CHICAGO PRESS, 1953. BASES CONCLUSIONS ON THE RESULTS OF A STUDY OF THE EYE-HAND PREFERENCES AND DIRECTIONAL TENDENCIES OF 60 KINDERGARTEN CHILDREN AND THEIR SUBSEQUENT READING PROGRESS OVER A PERIOD OF APPROXIMATELY TWO YEARS.

3275 SULLENGER, T. EARL, PARKE, LIBBIE H., AND WALLIN, WILLMA K. "THE LEISURE TIME ACTIVITIES OF ELEMENTARY SCHOOL CHILDREN. A SURVEY OF THE PACKING HOUSE AREA OF OMAHA," JOURNAL OF EDUCATIONAL RESEARCH, XLVI (MARCH, 1953), 552-4. SUMMARIZES QUESTIONNAIRE RETURNS FROM 1,800 CHILDREN IN GRADES FOUR TO EIGHT OF SIXTEEN SCHOOLS TO DETERMINE THE LEISURE-TIME ACTIVITIES IN WHICH THEY ENGAGED, THOSE THEY WOULD ENJOY BUT DID NOT PARTICIPATE IN, AND REASONS FOR NOT DOING THE THINGS THEY WOULD LIKE TO DO.
3276 Swanson, Charles E., and Fox, Harland G. "Validity of Readability Formulas," Journal of Applied Psychology, XXXVII (April, 1953), 114-118. Compares the responses relating to readership comprehension and retention, of 296 employees of a Mid-western company to easier and harder versions of 12 articles in three issues of a monthly sent to employees.

3277 Swineford, Frances, and Miller, Peter M. "Effects of Directions Regarding Guessing on Item Statistics of a Multiple-Choice Vocabulary Test," Journal of Educational Psychology, XLIV (March, 1953), 129-139. Summarizes and interprets data from 801 testees to determine "the amount of guessing that is likely to occur under different instructions and to find what relationship may exist between amount of guessing and performance in the area covered by the test, and to determine the effects of guessing on various statistics."

3278 Tannenbaum, Percy H. "The Effect of Headlines on the Interpretation of News Stories," Journalism Quarterly, XXX (Spring, 1953), 189-197. Reports the results of an experiment involving 398 students to test two hypotheses. (1) "Different headlines, presented with the same copy material, have different effects - that is give rise to different impressions." (2) The effect "is in inverse proportion to the extent in which the story is read.""}

3279 Tarleton, Raymond. "Accuracy and Comprehension in Science News Writing," Journalism Quarterly, XXX (Winter, 1953), 69-71. Compares the readability scores of 40 newspaper articles relating to science topics with the scientific accuracy of the articles to test the assumption that "inaccuracy in science writing increases when the ease of comprehension is increased."

TINKER, MILES A. "THE EFFECT OF INTENSITY OF ILLUMINATION UPON SPEED OF READING SIX-POINT ITALIC PRINT." AMERICAN JOURNAL OF PSYCHOLOGY, LXV (OCTOBER, 1952), 600-2. REPORTS THE RESULTS OF AN EXPERIMENT INVOLVING 285 COLLEGE SOPHOMORES, DIVIDED INTO A CONTROL AND FOUR EXPERIMENTAL GROUPS, TO DETERMINE THE EFFECT ON SPEED OF READING SIX-POINT TYPE WITH VARIATIONS IN THE INTENSITY OF ILLUMINATION (1, 10, 25, AND 50 FT. C.)

TINKER, MILES A. "EFFECT OF VIBRATION UPON SPEED OF PERCEPTION WHILE READING SIX POINT PRINT," JOURNAL OF EDUCATIONAL RESEARCH, XLVI (FEBRUARY, 1953), 461-4. SUMMARIZES THE RESULTS OF EXPERIMENTS IN A LIGHT LABORATORY WITH 25-FOOT CANDLES OF WELL-DIFFUSED ILLUMINATION, INVOLVING FOUR GROUPS OF STUDENTS (ONE CONTROL AND THREE EXPERIMENTAL), TO FIND OUT THE EFFECT OF VIBRATION UPON SPEED IN READING SIX-POINT TYPE, AS COMPARED WITH 10 POINT TYPE, WITH AND WITHOUT VIBRATIONS.


TRIGGS, FRANCES ORALIND. "THE DEVELOPMENT OF MEASURED WORD RECOGNITION SKILLS, GRADE FOUR THROUGH THE COLLEGE FRESHMAN YEAR," EDUCATIONAL AND PSYCHOLOGICAL MEASUREMENT, XII (AUTUMN, 1952), 345-49. COMPARES SCORES MADE BY TESTEES IN GRADES, FOUR, FIVE, SIX, TEN AND TWELVE, AND THE FRESHMAN YEAR IN COLLEGE, ON TESTS OF ABILITY TO "HEAR AND MATCH" LETTER SOUNDS. ALSO COMPARES THE SCORES OF COLLEGE STUDENTS IN DIFFERENT COLLEGE DEPARTMENTS TO HEAR AND MATCH SOUNDS AND TO DIVIDE WORDS INTO SYLLABLES.

WAGNER, LOUISE DURKEE. "MEASURING THE MAP-READING ABILITY OF SIXTH-GRADE CHILDREN," ELEMENTARY SCHOOL JOURNAL, LIII (FEBRUARY, 1953), 338-44. REPORTS (A) THE RESULTS OF A SURVEY OF THE MAP-READING ABILITIES TAUGHT AT THE SIXTH-GRADE LEVEL, AND (B) THE PER CENT OF CORRECT ANSWERS OF 100 SIXTH-GRADE PUPILS ON TEST ITEMS DEALING WITH SPECIFIC MAP SKILLS.
3286. WERNER, HEINZ AND KAPLAN, EDITH. THE ACQUISITION OF WORD MEANINGS. A DEVELOPMENTAL STUDY. MONOGRAPHS OF THE SOCIETY FOR RESEARCH IN CHILD DEVELOPMENT, INC., VOL. XV, SERIAL NO. 51, NO. 4. CHICAGO: UNIVERSITY OF CHICAGO PRESS, 1950. SUMMARIZES THE RESULTS OF AN EXPERIMENT WITH CHILDREN FROM NINE TO THIRTEEN YEARS OF AGE WHICH AIMED TO IDENTIFY THE PROCESSES UNDERLYING THE ACQUISITION OF WORD MEANINGS THROUGH VERBAL CONTEXTS.

3287. WHIPPLE, GERTRUDE. "APPRAISAL OF THE INTEREST APPEAL OF ILLUSTRATIONS," ELEMENTARY SCHOOL JOURNAL, LIII (JANUARY, 1953), 262-9. SUMMARIZES RESPONSES OF 150 PUPILS OF FOURTH-GRADE READING ABILITY TO SIX CHARACTERISTICS OF PICTURES IN FOURTH-GRADE TEXTBOOKS (NUMBER OF ILLUSTRATIONS, SIZE OF PICTURES, COLOR, CENTER OF INTEREST, TYPE OF ACTION, THEME) WITH EMPHASIS ON THEIR NARRATIVE INTEREST APPEAL.

3288. WILLIAMS, GERTRUDE H. "WHAT DOES RESEARCH TELL US ABOUT READINESS FOR BEGINNING READINGS?" THE READING TEACHER, VI (MAY, 1953), 34-40. SUMMARIZES CONTRIBUTIONS OF 33 STUDIES RELATING TO FIVE ASPECTS OF READINESS FOR BEGINNING READINGS: "PHYSICAL," "INTELLECTUAL," "PERSONAL," "LANGUAGE," AND "PERCEPTUAL" READINESS.

3289. WITHERSTEDN, H. CARL. "READABILITY OF TEXTBOOKS IN EDUCATIONAL PSYCHOLOGY," JOURNAL OF EDUCATIONAL PSYCHOLOGY, XLVI (NOVEMBER, 1952), 227-230. COMPARES EIGHT TEXTBOOKS IN EDUCATIONAL PSYCHOLOGY PUBLISHED FROM 1948 TO 1952 IN RESPECT TO AVERAGE LENGTH OF SENTENCE, PERCENT OF UNFAMILIAR WORDS, AND RAW SCORES SECURED BY APPLYING THE DALE-CHALL FORMULA FOR PREDICTING READABILITY.

3290. WITTY, PAUL. "A STUDY OF GRADUATES OF THE 'QUIZ KIDS' PROGRAM," EDUCATIONAL ADMINISTRATION AND SUPERVISION, XXXVIII (MAY, 1952), 257-71. LISTS THE TITLES OF BOOKS READ AND ENJOYED DURING SIX MONTHS BY 41 ADULTS WHO FORMERLY HAD BEEN SELECTED AND SERVED ON THE "QUIZ KIDS" RADIO-TELEVISION PROGRAMS. ALSO THE TITLES OF BOOKS WHICH IN THEIR JUDGMENT HAD THE GREATEST INFLUENCE ON THEM.
3291 WITTY, PAUL, AND FITZWATER, JAMES P. "AN EXPERIMENT WITH FILMS, FILM-READERS, AND THE MAGNETIC SOUND TRACK PROJECTOR." ELEMENTARY ENGLISH, XXX (APRIL, 1953), 232-41. REPORTS THE AVERAGE PROGRESS MADE BY 27 SECOND-GRADE CHILDREN IN EACH OF SIX CHICAGO SCHOOLS DURING A SEMESTER IN WHICH FOUR FILMS WERE PRESENTED, FOLLOWED BY THE READING OF "THE ASSOCIATED FILM READER."

3292 WITTY, PAUL, STOLARS, THEODORE, AND COOPER, WILLIAM. "SOME RESULTS OF A REMEDIAL READING PROGRAM FOR COLLEGE STUDENTS," SCHOOL AND SOCIETY, LXXVI (DECEMBER 13, 1952), 376-80. DISCUSSES READING RETARDATION AMONG COLLEGE STUDENTS, THE PROCEDURE USED AT NORTHWESTERN UNIVERSITY TO IDENTIFY STUDENTS IN NEED OF HELP, THE REMEDIAL PROGRAM ADOPTED, AND THE RESULTS ATTAINED.

3293 YOUNG, FRANCES A. "WHAT PEOPLE MAY READ," EDUCATIONAL AND ADMINISTRATION SUPERVISION, XXXVIII (MAY, 1952), 272-82. PRESENTS IN GRAPHICAL FORM THE NUMBER OF NEW TITLES PUBLISHED YEARLY FROM 1880 TO 1949S. INDICATES BY FIVE-YEAR PERIODS THE PERCENT OF THE TOTAL NUMBER OF TITLES THAT BELONG TO EACH OF 19 CATEGORIES OF THE INTERNATIONAL CLASSIFICATION SYSTEM.
JULY 1, 1953 TO JUNE 30, 1954

3295 ADAMS, JOSEPH J., "DOES THE TACHISTOSCOPE HELP?", CALIFORNIA TEACHERS ASSOCIATION JOURNAL, L (MARCH 1954), 20. REPORTS THE PROGRESS IN SPEED AND COMPREHENSION MADE BY 34 FIFTH-GRADE PUPILS AS A RESULT OF THE EXPERIMENTAL USE OF A TACHISTOSCOPE DURING A PERIOD OF FOUR WEEKS.

3296 BARGER, WILLIAM CALVIN, "AN EXPERIMENTAL APPROACH TO APHASIC AND TO NONREADING CHILDREN", AMERICAN JOURNAL OF ORTHOPSYCHIATRY, XXIII (JANUARY, 1953), 158-70. DESCRIBES THE CHARACTERISTICS OF TWO GROUPS OF APHASIA CASES AND DISCUSSES IMPLICATIONS OF FINDINGS WITH SPECIAL REFERENCE TO READING.

3297 BEDELL, RALPH AND NELSON, ELOISE SCHOTT, "WORD ATTACK AS A FACTOR IN READING ACHIEVEMENT IN THE ELEMENTARY SCHOOL", EDUCATIONAL AND PSYCHOLOGICAL MEASUREMENTS, XIV (SPRING, 1954), 168-75. REPORTS THE RESULTS OF A CONTROLLED EXPERIMENT IN WHICH TRAINING IN WORD ATTACK (MEANING, VISUAL CHARACTERISTICS, SOUND ELEMENTS) WAS GIVEN TO FOURTH, FIFTH, AND SIXTH GRADE GIRLS ABOVE AVERAGE INTELLIGENCE FOR 30 MINUTES A DAY FOR FIFTEEN DAYS.


BORRECA, FRANK, BURGER, ROBERT, GOLDSTEIN, IRWIN, AND SIMCHES, RAPHAEL, "A FUNCTIONAL CORE VOCABULARY FOR SLOW LEARNERS," AMERICAN JOURNAL OF MENTAL DEFICIENCY, LXIV (OCTOBER, 1959), 273-300. REPORTS ON A VOCABULARY THAT IS DRAWN FROM VARIOUS SOURCES TO REFLECT EXPERIENCE LEVELS IN KEEPING WITH THE SOCIAL MATURITY OF SLOW LEARNERS. A "CORE" LIST AND A RELATED "STANDARD" LIST ARE PROVIDED AT EACH OF SEVERAL LEVELS.


BRUCKER, SISTER M. DELELLIS, "FACTORS IN THE TEACHING-LEARNING SITUATION AND THEIR EFFECT ON FIRST-GRADE READING," CATHOLIC EDUCATIONAL REVIEW, LI (APRIL, 1954), 249-57. REPORTS THE RESULTS OF A CAREFULLY PLANNED STUDY TO DETERMINE THE INFLUENCE OF THREE FACTORS - MATERIALS OF INSTRUCTION, ADMINISTRATION OF INSTRUCTION AND PROFESSIONAL EFFICIENCY OF TEACHERS - ON PROGRESS IN READING.

BRYAN, FRED E. "HOW LARGE ARE CHILDREN'S VOCABULARIES?" ELEMENTARY SCHOOL JOURNAL, LIV (DECEMBER, 1953), 210-16. REPORTS CONCLUSIONS BASED ON USE IN GRADES I-VI OF A TEST BOOKLET CONTAINING THREE SEPARATE TESTS: A FREE ASSOCIATION TESTS, A STIMULUS RESPONSE TEST AND THE MULTI-CHOICE ENGLISH RECOGNITION VOCABULARY TEST BY SEASHORE AND ECKERSON.

3305 CLELAND, DONALD L., "SEEING AND READING", AMERICAN JOURNAL OF OPTOMETRY AND ARCHIVES OF AMERICAN ACADEMY OF OPTOMETRY, XXX (SEPTEMBER, 1953), 467-81. SUMMARIZES THE RESULTS OF MORE THAN THIRTY STUDIES RELATING TO TYPES OF CUES TO WORD RECOGNITION, NATURE OF THE READING PROCESS, VISUAL FACTORS IN READING, EFFECT OF PROLONGED READING ON VISUAL FATIGUE.

3306 COLEMAN, JAMES C., "PERCEPTUAL RETARDATION IN READING DISABILITY CASES," JOURNAL OF EDUCATIONAL PSYCHOLOGY, XLIV (DECEMBER, 1953), 497-503. SUMMARIZES THE RESULTS OF THE NON-VERBAL PART OF THE ALPHA TEST OF THE OTIS-QUICK SCORING TESTS GIVEN TO 31 READING DISABILITY CASES TO DETERMINE IF RETARDATION IN PERCEPTUAL DEVELOPMENT IS AN IMPORTANT CORRELATE OF READING DISABILITY.

3307 CONNOR, D. V., "THE RELATIONSHIP BETWEEN READING ACHIEVEMENT AND VOLUNTARY READING OF CHILDREN", EDUCATIONAL REVIEW, (JOURNAL OF THE INSTITUTE OF EDUCATION, UNIVERSITY OF BIRMINGHAM, ENGLAND), VI (JUNE, 1954), 221-27. BASES CONCLUSIONS ON DATA SECURED FROM 214 TWELVE-YEAR OLD CHILDREN (115 BOYS AND 99 GIRLS), INCLUDING SCORES ON READING AND INTELLIGENCE TESTS AND RESPONSES TO INSTRUMENTS WHICH AIMED TO ASSESS QUALITY AND QUANTITY OF READING.


3309 DOLCH, E. W., AND LEEDS, DON, "VOCABULARY TESTS AND DEPTH OF MEANING", JOURNAL OF EDUCATIONAL RESEARCH, XLVII (NOVEMBER, 1953), 181-89. PRESENTS EVIDENCE SHOWING THAT MANY WORDS HAVE SEVERAL MEANINGS AND THAT INDIVIDUALS VARY IN THEIR KNOWLEDGE OF THEMES. MAINTAINS THAT FUTURE TESTS SHOULD SHOW HOW MUCH THE TESTEE KNOWS ABOUT THE VARIOUS MEANINGS OF WORDS.
3310 DRONEY, MARGARET L., CUCCHIARA, STELLA M., AND SCIPIONE, ALICE M., "PUPIL PREFERENCE FOR TITLES AND STORIES IN BASAL READERS FOR THE INTERMEDIATE GRADES," JOURNAL OF EDUCATIONAL RESEARCH, XLVII (DECEMBER, 1953), 271-77. SUMMARIZES THE RESPONSES OF FOURTH-, FIFTH-, AND SIXTH-GRADE PUPILS TO TWO QUESTIONNAIRES TO DETERMINE (1) THE TITLES IN FIVE BASAL READERS THAT APPEALED MOST TO THEM AND (2) WHETHER CHILDREN SELECT A TITLE BECAUSE OF TITLE APPEAL OR STORY APPEAL.


3313 FISHER, BERNARD, "GROUP THERAPY WITH RETARDED READERS", JOURNAL OF EDUCATIONAL PSYCHOLOGY, XLIV (OCTOBER, 1953), 354-60. REVIEWS THE RESULTS OF A SERIES OF STUDIES WHICH SUGGESTED THAT READING DISABILITIES "ARE IN LARGE PART CAUSED AND EFFECTED BY EMOTIONAL ADJUSTMENT". REPORTS THE RESULTS OF A CONTROLLED EXPERIMENT WITH DELINQUENT BOYS TO TEST THIS HYPOTHESIS.

3315  FRENCH, EDWARD L., "KINESTHETIC RECOGNITION IN RETARDED READERS", EDUCATIONAL AND PSYCHOLOGICAL MEASUREMENT, XIII (WINTER, 1953), 636-54. COMPARES THE SCORES OF A GROUP OF RETARDED READERS IN ORAL-READING AND A GROUP OF NON-RETARDED READERS ON A TEST OF KINESTHETIC RECOGNITION TO DETERMINE IF RETARDED ORAL READERS FOR NO KNOWN EXTRINSIC OR INTRINSIC CAUSES ARE SIGNIFICANTLY DEFICIENT IN KINESTHETIC RECOGNITION.

3316  GAIER, EUGENE L., LEE, MARILYN C., AND MCQUITTY, LOUIS L., "RESPONSE PATTERNS IN A TEST OF LOGICAL INFERENCE", EDUCATIONAL AND PSYCHOLOGICAL MEASUREMENT, XIII (WINTER, 1953), 550-67. PRESENTS AN ANALYSIS OF THE RESPONSES OF 674 HIGH-SCHOOL STUDENTS TO TWENTY SETS OF THREE QUESTIONS EACH, EACH SET BEING SIMILAR IN LOGICAL FORM BUT HAVING DIFFERENT SUBJECT MATTER, PREMISES AND CONCLUSIONS.

3317  GILBERT, LUTHER C., FUNCTIONAL MOTOR EFFICIENCY OF THE EYES AND ITS RELATIONS TO READING. UNIVERSITY OF CALIFORNIA PUBLICATIONS IN EDUCATION, VOLUME 11, NO. 3, PP. 159-231. BERKELEY AND LOS ANGELES. UNIVERSITY OF CALIFORNIA PRESS, 1953. PRESENTS THE RESULTS OF A STUDY OF GROWTH IN SIMPLE OCULOMOTOR CONTROL OF THE EYES AS REVEALED THROUGH PHOTOGRAPHIC RECORDS OF EYE-MOVEMENTS IN READING DIGITS AND WORDS IN CONTEXT BY 486 PUPILS IN GRADES I TO IX AND BY 42 COLLEGE STUDENTS, AND ITS RELATIONSHIP TO CHRONOLOGICAL AGE, TO INTELLIGENCE AND TO READING ACHIEVEMENT.


3319  HAMILTON, R. C. S., "THE CONSTRUCTION AND ADMINISTRATION OF A READING COMPREHENSION TEST USING MATHEMATICAL MATERIAL", BRITISH JOURNAL OF EDUCATIONAL PSYCHOLOGY, XXIII (NOVEMBER, 1953), 203-05. DESCRIBES THE PURPOSE, NATURE AND DEVELOPMENT OF AN INSTRUMENT FOR MEASURING READING COMPREHENSION OF MATHEMATICAL MATERIAL AND SUMMARIZES THE RESULTS SECURED THROUGH GIVING IT TO 246 FIRST-YEAR PUPILS OF A SENIOR SECONDARY GROUP.
3320  Hester, Kathleen B., "Classroom Problems in the Teaching of Reading”, Elementary School Journal, LIV (October, 1953), 84-87. Summarizes responses of approximately eight hundred elementary-school educators to three questions concerned with the followings. (1) Changes in schools responsible for today’s problems in reading instructions. (2) Problems causing greatest difficulty. (3) Those problems with which help is most needed.

3321  Holmes, Jack A., "Factors Underlying Major Reading Disabilities at the College Level”, Genetic Psychology Monographs, XLIX (February, 1954), 3-95. Presents an analysis of test data secured from over 200 students to check two hypotheses. That reading ability is a composite of "speed" and "power" of reading, each of which is a composite of related factors. That disabilities in reading bear an inverse relationship to the quantitative levels of each of these components.


3323  Hulsman, Helen L., "Visual Factors in Readings. With Implications for Teaching", American Journal of Ophthalmology, XXXVI (November, 1953), 1577-86. Discusses "The Effect of Visual Errors in Reading" and "The Results of Correcting the Defects of Vision", as reported in a series of studies of these problems. Also the implications of the findings and conclusions for the improvement of teaching.

3324  Hunt, D. D., "Reading Improvement in Industry", What the Colleges Are Doing in Reading Improvement Programs, pp. 72-76. Third Yearbook of the Southwest Reading Conference for Colleges and Universities. Fort Worth, Texas: Texas Christian University Press, 1954. Describes nature of a reading improvement course given to a group of business executives. Reports the percentage of improvement in speed and comprehension as a result of three hours training weekly during a period of ten weeks and the percentage of improvement retained at the end of 5 months.
3325  HURLBURT, DELPHA, "THE RELATIVE VALUE OF RECALL AND RECOGNITION TECHNIQUES FOR MEASURING PRECISE KNOWLEDGE OF WORD MEANING - NOUNS, VERBS, ADJECTIVES", JOURNAL OF EDUCATIONAL RESEARCH, XLVII (APRIL, 1954), 561-76. COMPARES THE "ACTIVE OR WRITING AND SPEAKING VOCABULARY" OF 192 STUDENTS FROM GRADE IX AND 210 STUDENTS FROM GRADE XI WITH THEIR "LATENT OR READING VOCABULARY".

3326  JANES, H. PAUL, "IS REMEDIAL READING EFFECTIVE WITH SLOW LEARNERS", THE TRAINING SCHOOL BULLETIN, L (MAY, 1953), 51-3. SUMMARIZES THE RESULTS ACHIEVED WITH SLOW LEARNERS THROUGH REMEDIAL READING DURING FOUR SUCCESSIVE YEARS IN THE SCHOOL CLINIC, CAMDEN, NEW JERSEY.


3328  KAY, HERBERT, "TOWARD AN UNDERSTANDING OF NEWS-READING BEHAVIOR", JOURNALISM QUARTERLY, XXXI (WINTER, 1954), 15-32, 94. SUMMARIZES THE RESULTS OF AN EXPLORATORY STUDY INVOLVING 35 DEPTH INTERVIEWS OF ONE AND ONE-HALF HOURS EACH, TO TEST THE HYPOTHESIS THAT ANXIETY IS A "PERVERSIVE DETERMINANT OF NEWS-READING BEHAVIOR".

3329  KELLEY, DOROTHY JONES, "USING CHILDREN'S SCHOOL ATYPICALITIES TO INDICATE OCULAR DEFECTS", JOURNAL OF EDUCATIONAL RESEARCH, XLVII (FEBRUARY, 1954), 455-65. CORRELATES ACHIEVEMENT SCORES IN READING MADE BY 533 PUPILS IN GRADES I TO VI WITH MASSACHUSETTS VISION TEST FINDINGS TO DETERMINE THE EXTENT TO WHICH ACHIEVEMENT SCORES AND OBSERVATION OF VISUAL BEHAVIORS OR ABNORMALITIES COULD BE USED TO INDICATE THE PRESENCE OF OCULAR DEFECTS.
3330  KINGSTON, ALBERT J., "ANALYSIS OF READING QUESTIONNAIRE FOR TEXAS SOCIETY FOR COLLEGE TEACHERS OF EDUCATION", WHAT THE COLLEGES ARE DOING IN READING IMPROVEMENT PROGRAMS, PPs. 67-70. THIRD YEARBOOK OF THE SOUTHWEST READING CONFERENCE FOR COLLEGES AND UNIVERSITIES. FORT WORTH, TEXAS CHRISTIAN UNIVERSITY PRESS, 1954. SUMMARIZES THE RESPONSES FROM 29 FOUR-YEAR COLLEGES AND 15 JUNIOR COLLEGES TO A QUESTIONNAIRE WHICH AIMED TO FIND OUT THE EXTENT TO WHICH INSTITUTIONS PREPARING TEACHERS GIVE COURSES IN READING METHODS, PROVIDE OBSERVATION FACILITIES, OPERATE READING LABORATORIES OR CLINICS, GIVE READING TESTS TO PROSPECTIVE TEACHERS, AND STUDY THE EXTENT OF THEIR PERSONAL READING.

3331  KLARE, GEORGE R., GUSTAFSON, LEVARL M., AND MABRY, JAMES E., THE READING INTERESTS OF AIRMEN DURING BASIC TRAINING. AIR RESEARCH AND DEVELOPMENT COMMAND, RESEARCH BULLETIN, 53-44. SAN ANTONIO, TEXAS. U. S. A. F., HUMAN RESOURCES RESEARCH CENTER, 1953, PP. 10. SUMMARIZES THE RANKINGS GIVEN BY 398 AIRMEN TO 117 ITEMS ON A MODIFIED WAPLES TYLER CHECK LIST OF NON-FICTIONAL READING INTERESTS WHEN REQUESTED TO MARK EACH ITEM AS "VERY INTERESTING", OF "AVERAGE INTEREST" OR "NOT INTERESTING".


3333  LEWIN, HERBERT S., "FACTS AND FEARS ABOUT THE COMICS", NATION'S SCHOOLS, LII (JULY, 1953), 46-48. COMPARES THE EXTENT OF "MALADJUSTMENT IN TERMS OF DELINQUENCY AND OTHER MISBEHAVIOR" OF THREE GROUPS OF BOYS OF AVERAGE INTELLIGENCE BETWEEN THE AGES OF 12 AND 13, ONE GROUP SHOWING GREATEST INTEREST IN COMICS, AND A SECOND SHOWING LITTLE INTEREST IN COMICS, A THIRD RATING HIGHEST IN ABILITY TO SIZE UP WHAT WAS READ.

3334  MCCCRACKEN, GLENN, "THE NEW CASTLE READING EXPERIMENT", ELEMENTARY SCHOOL JOURNAL, LV (MARCH, 1954), 385-90. PRESENTS EVIDENCE OF THE VALUE OF SUPPLEMENTING THE USE OF BASIC READERS WITH FILMSTRIPS WHICH PROVIDE PICTURES FOR PROJECTING ON A SCREEN RELATING TO THE TEXT MATERIAL.
3335 MCDOWELL, REV. JOHN B., "A REPORT ON THE PHONETIC METHOD OF TEACHING CHILDREN TO READ", THE CATHOLIC EDUCATIONAL REVIEW, LI (OCTOBER, 1953), 506-519. COMPARES THE ACHIEVEMENT IN READING OF TWO GROUPS OF FOURTH-GRADE PUPILS, ONE GROUP OF 142 PUPILS FROM FIVE SCHOOLS HAVING RECEIVED THREE YEARS OF READING INSTRUCTION WHICH GAVE SPECIAL EMPHASIS TO PHONICS AND A SECOND GROUP OF SIMILAR AGE AND DISTRIBUTION WHICH HAD RECEIVED TRAINING IN WHICH PHONETIC TRAINING WAS A SUBSIDIARY WORD ATTACK SKILL WHICH WAS INTRODUCED GRADUALLY AND DEVELOPED THROUGH ANALYSIS OF MEANINGFUL MATERIAL.


3337 MARTENS, CLARENCE C., "EDUCATIONAL ACHIEVEMENTS OF EIGHTH-GRADE PUPILS IN ONE-ROOM RURAL AND GRADED TOWN SCHOOLS", ELEMENTARY SCHOOL JOURNAL, LIV (MAY, 1954), 523-5. COMPARSES THE ACHIEVEMENT IN READING, LANGUAGE AND ARITHMETIC OF 74 TOWN PUPILS AND 74 RURAL PUPILS EACH OF WHICH HAD ATTENDED THE SAME SCHOOL FOR ALL EIGHT GRADES.

3338 MEHUS, HILDA, "LEARNING AND THERAPY", AMERICAN JOURNAL OF ORTHOPSYCHIATRY, XXIII (APRIL, 1953), 416-21. SUMMARIZES BRIEFLY READING CLINIC CASES TO POINT UP (1) THE DETERMINING FACTORS IN SELECTING CASES FOR TREATMENT, INCLUDING READING NEEDS AND EMOTIONAL AND INTELLECTUAL RESOURCES, (2) THE TREATMENT IN EACH CASE, (3) THE RESULTS.

3339 MEYER, GEORGE, "SOME RELATIONSHIPS BETWEEN RORSCHACH SCORES IN KINDERGARTEN AND READING IN THE PRIMARY GRADES", JOURNAL OF PROJECTIVE TECHNIQUES, XVII (DECEMBER, 1953), 414-25. COMPARSES THE SCORES ON THE CHICAGO READING TESTS OF 51 THIRD-GRADE CHILDREN WITH THEIR RORSCHACH SCORES MADE DURING THE KINDERGARTEN PERIOD.
3340 Miller, George A., Bruner, Jerome S., and Postman, Leo, "Familiarity of Letter Sequences and Tachistoscopic Identification", Journal of General Psychology, L (January, 1954), 129-39. Presents the basic assumptions, procedures and conclusions of an experiment, involving six college students as subjects, to test the hypothesis that "the amount of information per exposure is relatively constant (even though the number of letters received varies) as a function of the familiarity of the letter sequences".


3342 Murfin, Mark, "A Study of the Expressed Attitudes of Children from Two Socio-Economic Levels and the Relationship to Intelligence and Reading Achievement", Studies in Reading, 1952 (Thesis Abstract Series), No. 4, pp. 239-43. Bloomington Ind. S. School of Education, Indiana University, 1953. Summarizes methods used and conclusions reached in a study of attitudes toward education and related factors involving all fourth-, fifth-, and sixth-grade pupils in two schools in a "middle-sized" Indiana city.

3343 Nila, Sister Mary, "Foundations of a Successful Reading Program", Education, LXXIII (May, 1953), 543-55. Refers to the findings of many previous studies and presents the results of two experiments in an effort to define the characteristics and procedures involved in a sound reading program.

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3402 George, Clay E. "An Evaluation of Selected Methods of Using Reading Pacers," Evaluating College Reading Programs, the Fourth Yearbook of the Southwest Reading Conference for Colleges and Universities, pp. 39-42, (Oscar S. Causey and Albert J. Kingston, Editors), Fort Worth, Tex. Texas Christian University Press, February, 1955. Reports the results of remedial training given to 200 students through the use of reading pacers or "accelerators" when varying sets of instructions were given to the students of different sections.


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3405 GOTTSEGEN, MONROE G., AND GOTTSEGEN, GLORIA B. "THE LEARNING PLATEAU SEEN AS RESISTANCE IN INDIVIDUAL REMEDIAL TEACHING," JOURNAL OF CLINICAL PSYCHOLOGY, X (JANUARY, 1954), 85-87. DESCRIBES TWO CASE STUDIES WHICH SUPPORT THE CONTENTION THAT THE LEARNING CURVE MAY SERVE AT TIMES TO BLOCK PROGRESS IN REMEDIAL CASES. DISCUSSES TREATMENT OF SUCH CASES.

3406 GRAY, WILLIAM S. "SUMMARY OF READING INVESTIGATIONS JULY 1, 1953 TO JUNE 30, 1954," JOURNAL OF EDUCATIONAL RESEARCH, XLVIII (FEBRUARY, 1955), 401-42. SUMMARIZES THE CHIEF FINDINGS OF SCIENTIFIC STUDIES RELATING TO READING PUBLISHED DURING 1953-54. INCLUDES AN ANNOTATED BIBLIOGRAPHY OF 84 REFERENCES.

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3408 HALL, JOHN F. "RETROACTIVE INHIBITION IN MEANINGFUL MATERIAL," JOURNAL OF EDUCATIONAL PSYCHOLOGY, XLVI (JANUARY, 1955), 47-52. REPORTS THE RESULTS OF A CONTROLLED EXPERIMENT INVOLVING 45 COLLEGE STUDENTS TO TEST "THE OPERATION OF RETROACTIVE INHIBITION WITH MEANINGFUL MATERIAL EMPLOYING TWO DEGREES OF SIMILARITY BETWEEN THE ORIGINAL AND INTERPOLATED MATERIAL."

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3425 Mowbray, G. H. "Simultaneous Vision and Auditions. The Comprehension of Prose Passages with Varying Levels of Difficulty," Journal of Experimental Psychology, XLVI (November, 1953), 365-72. Presents the results of a controlled experiment with two groups of subjects--Naval Enlisted Men and a University Population--to determine the effect of presenting two different prose passages to a subject simultaneously, one visually and one aurally, the passages having been selected to represent three levels of difficulty.

3426 Mullins, Cecil J. "The Effect of Reading Ability on Two Standardized Classification Tests," Journal of Educational Psychology, XLVI (March, 1955), 189-92. Reports correlations between the scores made by 400 students on test of "Reading Ability and Two Widely Used Classification Tests--The ACE (Q-Score Only) and The Cooperative Mechanics of Expression, Form A."

3427 Naeslund, Jon. Methods of Teaching Primary Readings. A Co-Twin Control Experiment, Research Bulletins from the Institute of Education, University of Stockholm, No. 4, Pp. 7, Stockholm, Sweden. Institute of Education, 8 Observatoriegatan, June, 1955. Presents the results of a controlled experiment, involving 18 pairs of twins, 10 of which were identical, to determine the relative efficiency of a phonic method and a sentence method, as measured by the progress made by pupils during the first years in school.

3428 Nafziger, Ralph O., Engstrom, Warren C., and Maclean, Malcolm S., Jr. "The Mass Media and an Informed Public," Public Opinion Quarterly, XV (Spring, 1951), 105-14. Compares ability of metropolitan, small city, and rural adult populations to identify persons in international, national, and local (state) news, also studies quality of response in relation to other reader characteristics such as income, sex, education, amount of book, magazine and newspaper reading.

3429 Nixon, Raymond B. "Changes in Reader Attitudes Toward Daily Newspapers," Journalism Quarterly, XXXI (Fall, 1954), 421-33. Reports responses obtained from a questionnaire sent to managers of state press associations inquiring about trends since 1945 at the "grass root" level, in the "climate of opinion" regarding newspapers, includes also data from newspaper reader attitude studies made in Louisville, Des Moines, Minneapolis, and Atlanta.

3431 OSBURN, WORTH J. "TEACHING SPELLING BY TEACHING SYLLABLES AND ROOT WORDS," ELEMENTARY SCHOOL JOURNAL, LV (SEPTEMBER, 1954), 32-41. REPORTS THE FREQUENCY OF OCCURRENCE OF SYLLABLES IN ALL POLYSYLLABIC WORDS IN RINSLAND'S A BASIC VOCABULARY OF ELEMENTARY SCHOOL CHILDREN, CLASSIFIED AS INITIAL, MEDIAL AND FINAL SYLLABLES.


3433 PARK, GEORGE E., M. D. "NURTURE AND/OR NATURE CASE READING DIFFICULTIES." ARCHIVES OF PEDIATRICS, LXIX (NOVEMBER, 1952), 432-44. PRESENTS A CASE REPORT OF DYSLEXIAC CONTAINING EVIDENCE THAT HIS CRITICISMS OF HALLGREN'S CONCLUSION THAT HEREDITY IS A CAUSAL FACTOR IN DYSLEXIA.

3434 PARK, GEORGE E., M. D. "MIRROR AND REVERSED READING," THE JOURNAL OF PEDIATRICS, XLII (JANUARY, 1953), 120-28. PRESENTS A SERIES OF CASE STUDIES TO SUPPORT THE CONTENTION THAT MIRROR AND REVERSED READING ARE SYMPTOMS OF DYSLEXIA RATHER THAN THE CAUSE OF IT.
3435 Peters, Robert W. "The Effect of Changes in Side-Tone Delay and Level Upon Rate of Oral Reading of Normal Speakers," Journal of Speech and Hearing Disorders, XIX (December, 1954), 483-90. Reports the results of an experiment with 18 college males with normal hearing in which a mechanical device was employed to control the speed of transmission of voice tone to the subject's ears while the subject was reading orally 36 five-syllable phrases and a short prose passage under 12 different experimental conditions.

3436 Postman, Leo, and Conger, Beverly. "Verbal Habits and the Visual Recognition of Words," Science, CXIX (May 14, 1954), 671-73. Reports conclusions based on two experiments in which visual recognition thresholds were measured for 23 students responding to three-letter words, trigrams (three-letter combinations forming parts of longer words) and three-letter nonsense syllables. Interprets the findings in relation to verbal habits and sheer frequency of visual exposure.


3438 Price, Granville. "A Method for Analyzing Newspaper Campaign Coverage," Journalism Quarterly, XXXI (Fall, 1954), 447-58. Reports results of a pilot study designed to test a content analysis device for indicating political coverage by newspapers by showing relative positions of papers rather than by showing deviation from an "equal treatment" base.

3439 Pugh, Derek S. "A Note on the Vorhaus Configurations of 'Reading Disability'," Journal of Projective Techniques, XVIII (December, 1954), 478-80. Presents the findings of a study of subjects of above average English attainments who exhibit the Rorschach configurations which Vorhaus previously identified as those of retarded readers. Is followed by a reply by Vorhaus (pp. 480-81).


3443 Rogers, James L. "PROSPECTIVE TEACHERS' ATTITUDES TOWARD FREEDOM OF INFORMATION," JOURNALISM QUARTERLY, XXXII (SPRING, 1955), 169-76. SUMMARIZES THE RESPONSES OF 686 STUDENTS IN TEACHER-TRAINING AGENCIES IN TEXAS TO THREE SCALES DESIGNED (A) TO MEASURE "ATTITUDE TOWARD DAILY NEWSPAPERS," (B) "ATTITUDE TOWARD FREEDOM OF INFORMATION," AND (C) "INFORMATION ABOUT NEWSPAPERS."

3444 Rudman, Herbert C. "THE INFORMATIONAL NEEDS OF CHILDREN IN GRADES IV THROUGH VIII," ELEMENTARY SCHOOL JOURNAL, LV (MAY, 1955), 502-12. SUMMARIZES AND INTERPRETS QUESTIONNAIRE RESPONSES FROM 6,313 PUPILS IN GRADES IV TO VIII INCLUSIVE, 4,531 PARENTS OF THESE PUPILS, 212 TEACHERS, AND 169 LIBRARIANS.
RUSSELL, DAVID H., AND GROFF, PATRI. "PERSONAL FACTORS INFLUENCING PERCEPTION IN READING," EDUCATION, LXXV (MAY, 1955), 600-3. REVIEWS THE RESULTS OF A SERIES OF STUDIES WHICH SUPPORT THE VIEW THAT THE CHILD'S PERCEPTION IN READING IS AFFECTED BY MANY FACTORS OTHER THAN THE VISUAL, AUDITORY OR KINAESTHETIC METHODS IN WHICH HE IS TRAINED BY THE TEACHER.

SEEMAN, JULIUS, AND EDWARDS, BENNER. "A THERAPEUTIC APPROACH TO READING DIFFICULTIES," JOURNAL OF CONSULTING PSYCHOLOGY, XVIII (DECEMBER, 1954), 451-53. REPORTS THE RESULTS OF A PAIRED GROUP EXPERIMENT WITH 76 CHILDREN WHO RANKED LOW IN BOTH READING ACHIEVEMENT AND PERSONALITY ADJUSTMENT TO DETERMINE THE RESULTS OF PLAY THERAPY ON BOTH PERSONALITY AND READING PERFORMANCE.

SENDERS, VIRGINIA L. "ON READING PRINTED MATTER WITH INTERRUPTED LIGHT," JOURNAL OF EXPERIMENTAL PSYCHOLOGY, XLVII (FEBRUARY, 1954), 135-36. PRESENTS A RE-INTERPRETATION OF DATA PRESENTED IN A PREVIOUS PAPER COMPARING READABILITY OF LOW-CONTRAST PRINTED MATTER IN STEADY ILLUMINATION AND IN FLICKERING ILLUMINATION.

SENNITT, T. B. "THE INTERPRETIVE STORY AS AN AID TO UNDERSTANDING NEWS," JOURNALISM QUARTERLY, XXXI (SUMMER, 1954), 365-66. COMPARES THE NUMBER OF FACTS RETAINED BY COLLEGE STUDENTS ON READING AN INTERPRETIVE STORY AND ON READING NEWS ITEMS PERTAINING TO THE SAME EVENTS WHEN FICTITIOUS MATERIAL OF THE TWO TYPES WAS PRESENTED TO 52 JOURNALISM STUDENTS.

SERRA, MARY C. "AMPLIFYING AND SIMPLIFYING INSTRUCTIONAL MATERIALS. EFFECTS ON COMPREHENSION," ELEMENTARY SCHOOL JOURNAL, LV (OCTOBER, 1954), 77-81. SUMMARIZES THE RESULTS OF ELEVEN INVESTIGATIONS UNDER THREE HEADINGS. "AMPLIFICATION OF GENERAL STATEMENTS," "SIMPLIFICATION OF VOCABULARY AND SENTENCE STRUCTURE," "EFFECT OF PUNCTUATION ON COMPREHENSION."

SHORES, J. HARLAN. "READER INTERESTS AND INFORMATIONAL NEEDS OF CHILDREN IN GRADES FOUR AND EIGHT," ELEMENTARY ENGLISH XXXI (DECEMBER, 1954), 493-500. SUMMARIZES QUESTIONNAIRE RESPONSES FROM 6,313 PUPILS IN GRADES FOUR THROUGH EIGHT, 4,531 PARENTS OF THESE PUPILS, 212 TEACHERS, AND 169 LIBRARIANS, RELATING TO "WHAT CHILDREN ARE LOOKING UP IN BOOKS, WHAT THEY WANT TO FIND OUT ABOUT, AND WHAT THEY WANT TO READ ABOUT."

SMITH, DONALD E. P., AND WOOD, ROGER L. "READING IMPROVEMENT AND COLLEGE GRADES. A FOLLOW-UP," JOURNAL OF EDUCATIONAL PSYCHOLOGY, XLVI (MARCH, 1955), 155-59. PRESENTS THE RESULTS OF AN EVALUATIVE STUDY OF READING IMPROVEMENT AT THE COLLEGE LEVEL WHICH AIMED TO OVERCOME CRITICISMS INHERENT IN PREVIOUS STUDIES OF A SIMILAR TYPE.


3455 SMITH, NILA BANTON. "RESEARCH IN READING AND THE EMOTIONS," SCHOOL AND SOCIETY, LXXXI (JANUARY 8, 1955), 8-10. PRESENTS A BRIEF OVERVIEW OF THE NATURE OF THE RESEARCH IN THIS FIELD, AS REVEALED BY 34 PERTINENT STUDIES, MAJOR FINDINGS, AND RECENT TRENDS IN THE TYPES OF PROBLEMS STUDIED.

3456 SMITH, NILA BANTON. "WHAT RESEARCH TELLS US ABOUT WORD RECOGNITION," ELEMENTARY SCHOOL JOURNAL, LV (APRIL, 1955), 440-6. SUMMARIZES THE CHIEF RESULTS OF 26 PERTINENT STUDIES UNDER THREE HEADINGS. "HOW DO WE RECOGNIZE WORDS?" "WHEN IS PHONICS INSTRUCTION MOST VALUABLE?" "WHAT SHOULD BE TAUGHT IN A PHONICS PROGRAM?"

3457 SPITZER, HERBERT F. "CLASS SIZE AND ACHIEVEMENT IN ELEMENTARY SCHOOLS," ELEMENTARY SCHOOL JOURNAL, LV (OCTOBER, 1954), 82-86. BASES CONCLUSIONS ON THE RECORDS OF ALL PUPILS IN THIRD AND SIXTH GRADE CLASSES IN THOSE CITIES IN IOWA WITH A POPULATION OF 5,000 OR OVER THAT PARTICIPATED IN THE 1953 ADMINISTRATION OF THE IOWA EVERY-PUPIL TESTS OF BASIC SKILLS (1,108 PUPILS IN SMALL CLASSES AND 835 IN LARGE CLASSES IN GRADE II; 1,145 PUPILS IN SMALL CLASSES AND 566 IN LARGE CLASSES IN GRADE VI).

3458 STAIGER, RALPH C. "CERTAIN LANGUAGE FACTORS IN THE LITTY OF PRIMARY READING TEXTBOOKS," JOURNAL OF EDUCATIONAL RESEARCH, XLVIII (APRIL, 1955), 589-96. REPORTS THE RESULTS OF A STUDY OF THE INFLUENCE OF 44 LANGUAGE FACTORS "ON THE READABILITY OF MATERIALS USED IN PRIMARY LANGUAGE INSTRUCTION."

3459 SUTTON, RACHEL S. "A STUDY OF CERTAIN FACTORS WITH READING READINESS IN THE KINDERGARTEN," JOURNAL OF EDUCATIONAL RESEARCH, XLVIII (MARCH, 1955), 531-38. REPORTS 246 PEARSON PRODUCT-MOMENT CORRELATIONS BETWEEN READING READINESS, AS MEASURED BY THE METROPOLITAN READINESS TESTS GIVEN TO 150 KINDERGARTEN CHILDREN, AND VARIOUS ENVIRONMENTAL CONDITIONS, PERSONALITY TRAITS AND TEACHER RATINGS OF PUPIL ADJUSTMENT.
3460 THOMPSON, WARREN CRAIG. "A BOOK VERSUS MACHINE EXPERIMENT IN ADULT READING IMPROVEMENT," COLLEGE ENGLISH, XV (MAY, 1954), 471-73. REPORTS THE CHANGES IN SPEED AND COMPREHENSION SECURED AS A RESULT OF AN EXPERIMENT WITH 438 AIR FORCE JUNIOR OFFICERS IN WHICH ONE EXPERIMENTAL GROUP RECEIVED MACHINE-CENTERED INSTRUCTION, ONE RECEIVED BOOK-CENTERED INSTRUCTION AND A CONTROL GROUP RECEIVED NO SPECIAL INSTRUCTION IN READING.

3461 TINKER, MILES A. "READABILITY OF MATHEMATICAL TABLES," JOURNAL OF APPLIED PSYCHOLOGY, XXXVIII (DECEMBER, 1954), 436-42. PRESENTS THE RESULTS OF AN ANALYSIS OF DATA SECURED FROM 20 STUDENTS TO DETERMINE "THE INFLUENCE OF CERTAIN TYPOGRAPHICAL VARIATIONS UPON THE READABILITY OF MATHEMATICAL TABLES."

3462 TOOPS, MYRTLE DEWEY. "THE CORE PROGRAM DOES IMPROVE READING PROFICIENCY," EDUCATIONAL ADMINISTRATION AND SUPERVISION, XL (DECEMBER, 1954), 494-503. SUMMARIZES THE RESULTS OF RELATED RESEARCH AND PRESENTS AN ANALYSIS OF THE PROGRESS IN VOCABULARY AND COMPREHENSION MADE BY TWO MATCHED GROUPS OF 30 PUPILS EACH OF WHOM FOLLOWED, FOR TWO YEARS, STARTING AT THE BEGINNING OF THE SIXTH GRADE, A CORE CURRICULUM WITH INSTRUCTION ORGANIZED IN TERMS OF "VITAL PROBLEMS".


3464 TRAXLER, ARTHUR E., AND SPAULDING, GERALDINE. "SEX DIFFERENCES IN ACHIEVEMENT OF INDEPENDENT SCHOOL PUPILS AS MEASURED BY STANFORD ACHIEVEMENT TEST, FORM K," 1954 ACHIEVEMENT TESTING PROGRAM IN INDEPENDENT SCHOOLS AND SUPPLEMENTARY STUDIES, EDUCATIONAL RECORDS BULLETIN, NO. 63, PP. 69-80. NEW YORK, NEW YORK EDUCATIONAL RECORDS BUREAU, JULY, 1954. BASES CONCLUSIONS UPON THE SCORES MADE BY 200 OR MORE BOYS AND A CORRESPONDING NUMBER OF GIRLS IN EACH OF GRADES 3, 5, AND 7 IN 35 SCHOOLS.

3466  TYLER, FRED T. "ORGONISIMIC GROWTHS. SEXUAL MATURITY AND PROGRESS IN READING," JOURNAL OF EDUCATIONAL PSYCHOLOGY, XLVI (FEBRUARY, 1955), 85-93. ANALYZES DATA RELATIVE TO READING AGES AND QUOTIENTS OF 57 BOYS AND THE AGE OF THE ONSET OF SPURT IN SEXUAL DEVELOPMENT TO DETERMINE THE RELATIONSHIP, IF ANY, BETWEEN SEXUAL MATURITY AND PROGRESS IN READING.

3467  VERNON, M. D. "THE INSTRUCTION OF CHILDREN BY PICTORIAL ILLUSTRATION," BRITISH JOURNAL OF EDUCATIONAL PSYCHOLOGY, XXIV (NOVEMBER, 1954), 171-79. REPORTS THE RESULTS OF TWO EXPERIMENTS "IN WHICH INSTRUCTIVE MATERIAL, ILLUSTRATED IN DIFFERENT WAYS, WAS READ TO OR READ BY ELEVEN-TO-TWELVE YEAR OLD CHILDREN FROM GRAMMAR AND SECONDARY MODERN SCHOOLS" TO DETERMINE THE EFFECT OF PICTURES ON UNDERSTANDING AND REMEMBERING THE VERBAL TEXT.

3468  WHEELER, LESTER R., AND WHEELER, VIOLA D. "A STUDY OF THE RELATIONSHIP OF AUDITORY DISCRIMINATION TO SILENT READING ABILITIES," JOURNAL OF EDUCATIONAL RESEARCH, XLVIII (OCTOBER, 1954), 103-13. REVIEWS PREVIOUS RELATED STUDIES. SUMMARIZES AND INTERPRETS THE RESULTS OF TESTS GIVEN TO 629 PUPILS IN GRADES IV TO VI INCLUSIVE, TO DETERMINE THE RELATION OF "ABILITY TO JUDGE PITCH OF MUSICAL TONES" AND "ABILITY TO DISCRIMINATE SOUNDS IN AUDITORY LANGUAGE SITUATIONS" TO "SIGHT VOCABULARY" AND "SILENT READING COMPREHENSION."

WOOSTER, GEORGE F. "AN EXPERIMENTAL STUDY OF THE READING-RATE CONTROLLER," JOURNAL OF EDUCATIONAL PSYCHOLOGY, XLV (NOVEMBER, 1954), 421-26. REPORTS THE RESULTS OF AN EXPERIMENT INVOLVING STUDENTS IN A COLLEGE COURSE IN PSYCHOLOGY TO DETERMINE THE POSSIBLE VALUE OF SUPPLEMENTARY TRAINING ON THE READING-RATE CONTROLLER IN CONJUNCTION WITH A COURSE IN EFFECTIVE STUDY."
JULY 1, 1955 TO JUNE 30, 1956

3472 ABRAMS, MARK. "CHILD AUDIENCES FOR TELEVISION IN GREAT BRITAIN," JOURNALISM QUARTERLY, XXXIII (WINTER, 1956), 35-41. COMPARES THE LEISURE-TIME ACTIVITIES, INCLUDING THE READING OF COMICS, OF 1500 CHILDREN IN ENGLAND FROM A NATIONAL "QUOTA" SAMPLE OF THE TOTAL CHILD POPULATION IN THE 8-15 AGE GROUP, 41 PERCENT OF WHOM WERE FROM TV HOMES.

3473 ALTUS, GRACE T. "A WISC PROFILE FOR RETARDED READERS," JOURNAL OF CONSULTING PSYCHOLOGY, XX (APRIL, 1956), 155-6. PRESENTS DATA FROM 25 CHILDREN FROM 12 ELEMENTARY SCHOOLS WHICH SHOWED THAT CHILDREN WITH SEVERE READING DISABILITIES REVEAL A DISTINCT PATTERN ON THE WECHSLER INTELLIGENCE SCALE FOR CHILDREN.


3477  BANNING, EVELYN I. "SOCIAL INFLUENCES ON CHILDREN AND YOUTH," REVIEW OF EDUCATIONAL RESEARCH, XXV (FEBRUARY, 1955), 36-47. SUMMARIZES THE RESULTS OF RECENT RESEARCH RELATING TO THE INFLUENCE OF MASS MEDIA (TELEVISION, RADIO, MOTION PICTURES, COMIC BOOKS, NEWSPAPERS) ON THE VALUES AND CHARACTER OF YOUNG PEOPLE.

3478  BARBE, WALTER B. "READING IMPROVEMENT AND GROUP INTELLIGENCE TEST SCORES," SCHOOL AND SOCIETY, LXXXII (SEPTEMBER 3, 1955), 72-3. SUMMARIZES A STUDY INVOLVING 51 COLLEGE STUDENTS TO DETERMINE THE EFFECT OF A TWELVE WEEKS READING IMPROVEMENT PROGRAM UPON THEIR INTELLIGENCE TEST SCORES.

3479  BARBE, WALTER B., AND WATERHOUSE, TINA S. "AN EXPERIMENTAL PROGRAM IN READING," ELEMENTARY ENGLISH XXXIII (FEBRUARY, 1956), 102-104. REPORTS THE PROGRESS MADE BY APPROXIMATELY 180 PUPILS IN GRADES FOUR, FIVE AND SIX OVER A PERIOD OF SIX MONTHS DURING WHICH THE PUPILS WERE REGROUPIED AND TAUGHT IN RELATIVELY HOMOGENEOUS CLASSES WITH RESPECT TO READING ACHIEVEMENT.

3480  BERNSTEIN, MARGERY R. "RELATIONSHIP BETWEEN INTEREST AND READING COMPREHENSION," JOURNAL OF EDUCATIONAL RESEARCH, XLIX (DECEMBER, 1955), 283-88. COMPARES THE COMPREHENSION SCORES MADE BY 100 NINTH-GRADE PUPILS ON TWO PASSAGES OF COMPARABLE DIFFICULTY, ACCORDING TO THREE READABILITY FORMULAE, BUT WHICH DIFFERED SIGNIFICANTLY IN INTEREST.

3482  BLIESMER, EMERY P. "A COMPARISON OF RESULTS OF VARIOUS CAPACITY TESTS USED WITH RETARDED READERS," ELEMENTARY SCHOOL JOURNAL, LVI (MAY, 1956), 400-402. USING DATA FROM PUPILS IN GRADES FOUR TO SEVEN, THE SCORES MADE ON FOUR GROUP INTELLIGENCE TESTS AND ON THE DURRELL-SULLIVAN READING CAPACITY TEST WERE COMPARED WITH THOSE MADE ON THE REVISED STANFORD BINET TEST TO DETERMINE IF GROUP TESTS COULD BE SUBSTITUTED FOR THE BINET TEST.


3484  BOGART, LEO. "MAGAZINES SINCE THE RISE OF TELEVISION." JOURNALISM QUARTERLY, XXXIII (SPRING, 1956), 153-66. PRESENTS THE RESULTS OF STATISTICAL AND ANALYTICAL STUDIES TO IDENTIFY RECENT CHANGES IN MAGAZINE CIRCULATION, ADVERTISING AND EDITORIAL CONTENT, AND OTHER SIGNIFICANT ADJUSTMENTS IN MAGAZINES THAT HAVE ACCOMPANIED THE RISE OF TELEVISION.


CARDWELL, IRENE. "ADULT READING IMPROVEMENT WITHOUT MACHINES," SCHOOL AND SOCIETY, LXXXII (SEPTEMBER 3, 1955), 71-2. REPORTS THE RESULTS OF TRAINING IN READING GIVEN DURING TWELVE TWO-HOUR PERIODS WITHOUT THE USE OF MECHANICAL DEVICES—ACCELERATORS, OPHTHALMOMETERS, AND TACHISTOSCOPES—TO 20 ADMINISTRATORS AND SUPERVISORS IN A FOUNDRY TO DETERMINE THEIR VALUE IN INCREASING SPEED AND COMPREHENSION.


CARMICHAEL, ANNE, AND REES, ROBERT E. "A SURVEY OF READING ACHIEVEMENT IN ALBERTA SCHOOLS," ALBERTA JOURNAL OF EDUCATIONAL RESEARCH, i (MARCH, 1955), 18-33. REPORTS THE RESULTS OF A STUDY OF A CAREFULLY SELECTED SAMPLE OF 2000 OF THE ALBERTA SCHOOL POPULATION IN GRADES FOUR AND SEVEN TO DETERMINE THE COMPARATIVE ACHIEVEMENT IN READING (A) OF URBAN, TOWN, GRADED RURAL AND UNGRADED RURAL, AND (B) OF ALBERTA PUPILS WITH THE NORMS ON THE CALIFORNIA READING TESTS.

CARTER, RICHARD F. "WRITING CONTROVERSIAL STORIES FOR COMPREHENSION," JOURNALISM QUARTERLY, XXXIII (SUMMER, 1955), 319-328. ANALYZES THE DATA SECURED THROUGH A CONTROLLED EXPERIMENT, INCLUDING 59 HIGH-SCHOOL PUPILS, COLLEGE STUDENTS AND MEMBERS OF THE LEAGUE OF WOMEN VOTERS, TO DETERMINE THE INFLUENCE ON COMPREHENSION OF "USING DIFFERENT METHODS OF STRUCTURING NEWS STORIES ON CONTROVERSIAL SUBJECTS."

COSPER, RUSSELL, AND KEPHART, NEWELL C. "RETENTION OF READING SKILLS," JOURNAL OF EDUCATIONAL RESEARCH, XLIX (NOVEMBER, 1955), 211-216. REPORTS THE RESULTS OF A STUDY TO DETERMINE TO WHAT EXTENT 38 COLLEGE STUDENTS, WHO HAD TAKEN A ONE-SEMESTER COURSE IN DEVELOPMENTAL READING, RETAINED THE PROGRESS MADE AFTER A PERIOD OF 14 MONTHS.

COULL, WILLIAM H. "A NORMATIVE SURVEY OF READING ACHIEVEMENT OF ALBERTA CHILDREN IN RELATION TO INTELLIGENCE, SEX, BILINGUALISM, AND GRADE PLACEMENT," ALBERTA JOURNAL OF EDUCATIONAL RESEARCH, II (MARCH, 1956), 18-29. BASES CONCLUSIONS ON THE RESULTS OF SCORES MADE BY 1870 PUPILS IN GRADES FOUR AND SEVEN, CAREFULLY SELECTED IN RESPECT TO GEOGRAPHIC, SOCIO-ECONOMIC, AND LANGUAGE FACTORS, ON THE CALIFORNIA SHORT-FORM TEST OF MENTAL MATURITY AND THE CALIFORNIA READING TESTS.


DALE, EDGAR. "THE PROBLEM OF VOCABULARY IN READING," EDUCATIONAL RESEARCH BULLETIN, OHIO STATE UNIVERSITY, XXXV (MAY 9, 1956), 113-123. REVIEWS BRIEFLY A SERIES OF EARLIER STUDIES OF VOCABULARY IN READING AND WRITINGS. POINTS OUT THE DISCREPANCIES BETWEEN FREQUENCY OF OCCURRENCE OF WORDS AND THEIR FAMILIARITY. DESCRIBES THE METHODS USED IN CHECKING FAMILIARITY WITH 8000 OF THE FIRST 10,000 IN THE THORNDIKE WORD LIST AMONG PUPILS IN GRADES FOUR, SIX AND EIGHT.
DEVERETT, HOLLIS M. "NATIONAL-WIDE SURVEY OF ADULT READING SERVICES," MART NEWS (NATIONAL ASSOCIATION FOR REMEDIAL TEACHING), V (OCTOBER, 1955), 3, 45-6-8. SUMMARIZES 271 USABLE RESPONSES FROM 41 STATES AND THE DISTRICT OF COLUMBIA TO A QUESTIONNAIRE MAILED TO 2626 INDIVIDUALS ACTIVE IN THE ADULT READING FIELD AND WHICH WAS DESIGNED TO OBTAIN INFORMATION CONCERNING THE VARIOUS TYPES OF ADULT READING SERVICES THAT ARE NOW AVAILABLE.


EAMES, THOMAS H. "THE RELATIONSHIP OF BIRTH WEIGHT, THE SPEEDS OF OBJECT AND WORD PERCEPTION, AND VISUAL ACUITY," JOURNAL OF PEDIATRICS, XLVII (NOVEMBER, 1955), 603-606. COMPARES THE SPEED OF OBJECT AND WORD PERCEPTION AND VISUAL ACUITY OF 25 PUPILS WHOSE BIRTH WEIGHS WERE LESS THAN 5.5 POUNDS WITH THOSE OF AN EQUAL NUMBER WHOSE BIRTH WEIGHTS WERE 5.5 POUNDS OR OVER.


FORLAND, GEORGE, AND WRIGHTSTONE, J. WAYNE. "MEASURING THE EFFECTIVENESS OF SPECIAL READING INSTRUCTION IN SELECTED VOCATIONAL HIGH SCHOOLS," HIGH POINTS, XXXVIII (MARCH, 1956), 31-36. PRESENTS DATA SECURED FROM GROUPS OF PUPILS IN FOUR COOPERATING HIGH SCHOOLS INCLUDING BOTH CONTROL AND EXPERIMENTAL CLASSES TO DETERMINE THE EFFECTIVENESS OF SPECIAL READING INSTRUCTION GIVEN IN THE EXPERIMENTAL CLASSES.
3507  Furness, Edna Lue. "Perspective on Reversal Tendencies," Elementary English, XXXIII (January, 1956), 38-41. Describes various types of reversals, reviews the early theories of the causes of reversals, and summarizes briefly the results of studies which present evidence on which the modern concept of reversals is based.


3510  Gray, William S. "A Study of Reading in Fourteen Languages," Teaching of Reading and Writings. An International Study, pp. 53-59. Monographs on Fundamental Education. Paris, France: UNESCO House, 19 Kleber Avenue, 1956. (Distributed in the U. S. by Scott Foresman and Company, Chicago.) Presents an analysis of the eye-movement records of mature readers of fourteen different languages to determine if the basic processes involved in reading languages that differ in form and structure are similar or different.

3511  Gray, William S., and Rogers, Bernice. Maturity in Readings. Its Nature and Appraisal. Chicago: The University of Chicago Press, 1956. Presents a definition of maturity as applied to reading, develops an instrument for use in appraising maturity in reading and applies it to data from three groups, secured through interviews and tests, to determine the level of maturity attained and possible factors contributing to mature reading interests and habits.
3512 HANITCHAK, JOHN JOSEPH. "ORAL PEAK STRESSS. ITS VALIDITY AND RELATIONSHIP TO READING COMPREHENSION AND EFFICIENCY." JOURNAL OF EDUCATIONAL RESEARCH, XLIX (DECEMBER, 1955), 295-99. SUMMARIZES DATA FROM 165 TENTH-GRADE PUPILS TO TEST THE HYPOTHESIS THAT "ORAL PEAK STRESS IN READING MATERIAL DOES NOT INFLUENCE READING COMPREHENSION."

3513 HARRINGTON, SISTER MARY JAMES, AND DURRELL, DONALD D. "MENTAL MATURITY VERSUS PERCEPTION ABILITIES IN PRIMARY READING." JOURNAL OF EDUCATIONAL PSYCHOLOGY, XLVI (OCTOBER, 1955), 375-80. PRESENTS A SUMMARY AND ANALYSIS OF DATA SECURED FROM 1500 SECOND-GRADE PUPILS TO DETERMINE THE INFLUENCE OF EACH OF THE FOLLOWING FACTORS ON READING ACHIEVEMENTS: VISUAL DISCRIMINATION, AUDITORY DISCRIMINATION, PHONICS, MENTAL ABILITY.

3514 HARRIS, ALBERT J. "READING AND OTHER SUBJECT DISABILITIES." PROGRESS IN CLINICAL PSYCHOLOGY, (EDITORS DANIEL BOWER AND LAWRENCE E. ABT), PP. 146-160. NEW YORKS. GRUNE AND STRATTON, 1956. SUMMARIZES EVIDENCE FROM 155 SOURCES RELATIVE TO "CAUSES OF READING DISABILITIES," "DIAGNOSIS AND TESTING," "REMEDIAL INSTRUCTION IN READING," "MATERIALS FOR REMEDIAL WORK," "REMEDIAL READING IN SPECIAL EDUCATION."


3516 HENDERSON, MARGARET G. PROGRESS REPORT OF READING STUDY, 1952-1955. CHAMPAIGN, ILLS. COMMUNITY UNIT SCHOOL DISTRICT NO. 4, CHAMPAIGN COUNTY, ILLINOIS. UNDATED, PP. V + 57. SEE ALSO "A NEW PHONICS APPROACH TO PRIMARY READING INSTRUCTION," CHICAGO SCHOOLS JOURNAL, XXXVII (JANUARY-FEBRUARY, 1956), 141-147. COMPARES THE PROGRESS IN READING OVER A THREE-YEAR PERIOD OF PUPILS TAUGHT TO READ WITH THE AID OF PHONETIC KEYS TO READING WITH THOSE TAUGHT BY A "WORD MEMORY APPROACH." THAT IS, THE BUILDING OF A BASIC SIGHT VOCABULARY AS A FIRST STEP IN READING INSTRUCTION.
3517 Hinkelmann, Emmet Arthur. "Relationship of Reading Ability to Elementary School Achievement," Educational Administration and Supervision, XLII (February, 1956), 65-7. A longitudinal study which presents rho-coefficients between reading marks given by teachers and marks in nine curriculum areas for 30 pupils (15 girls and 15 boys) when attending the second, fifth and seventh grades.

3518 Holmes, Jack A., and Finley, Carmen J. "Relative Importance of Curricular Areas for Grade Placement Deviations in Grade V," California Journal of Educational Research, VI (November, 1955), 213-218. Summarizes the results of a study involving 515 boys and 464 girls in the fifth grade to determine the relationship, if any, between over- and under-age placements and success in various subject-matter areas and in reading vocabulary and comprehension.

3519 Jackson, Joseph. "A Reading-Center Approach Within the Classroom," Journal of Educational Psychology, XLVII (April, 1956), 213-22. Compares the results of using conventional and individualized methods, and various combinations of the two, with retarded readers in grades three to six inclusive.


3521 Justman, Joseph, and Aronow, Miriam. "The Davis-Eells Games as a Measure of the Intelligence of Poor Readers," Journal of Educational Psychology, XLVI (November, 1955), 418-22. Bases conclusions on data secured from 246 pupils in nine sixth-grade classes selected from six elementary schools which ranked below the average sixth-grade population.

3523 Klare, George R., Mabry, James E., and Gustafson, Levarl M. "The Relationship of Style Difficulty to Immediate Retention and to Acceptability of Technical Material," Journal of Educational Psychology, XLVI (May, 1955), 287-295. Reports the results of an experiment including 989 male airmen to measure the influence of three style versions of the same material on "immediate retention test score," "amount read in a given time," and "acceptability of technical training material."

3524 Lampard, Dorothy. "The Reading Abilities of Adults," Alberta Journal of Educational Research, I (March, 1955), 53-60. Presents data secured from 64 adults in Calgary and Edmonton in Canada, showing the results on the improvement of reading ability of short-term remedial training through the use of the Harvard film and transfer sheet and the discussion of such topics as vocabulary, memory and critical thinking.


3526 Larrick, Nancy. "What Parents Think About Children's Reading," Elementary English, XXXIII (April, 1956), 206-209. Reports the results of interviews with 107 parents of intermediate-grade pupils concerning how reading is taught, how parents can help their children learn to read better and to enjoy reading more, and what books and magazines parents should recommend.
LAYCOCK, FRANK. "SIGNIFICANT CHARACTERISTICS OF COLLEGE STUDENTS WITH VARYING FLEXIBILITY IN READING RATES. I. EYE-MOVEMENTS IN READING PROSES. AND II. MOTOR AND PERCEPTUAL SKILL IN 'READING' MATERIAL WHOSE MEANING IS UNIMPORTANT," JOURNAL OF EXPERIMENTAL EDUCATION, XXIII (JUNE, 1955), 311-330. REPORTS THE RESULTS OF TWO STUDIES TO DETERMINE MORE FULLY THE CHARACTERISTICS OF COLLEGE STUDENTS ALL OF WHOM HAD SIMILAR GENERAL READING ABILITY BUT WHO DIFFERED IN ABILITY TO ADJUST THEIR SPEED OF READING TO THE DEMANDS OF DIFFERENT SITUATIONS.

LEAVELL, ULLIN W., AND WILSON, GRACE E. "GUIDED FREE READING VERSUS OTHER METHODS IN HIGH SCHOOL ENGLISH," PEABODY JOURNAL OF EDUCATION, XXXIII (MARCH, 1956), 272-80. PRESENTS THE RESULTS OF A CONTROLLED EXPERIMENT, INCLUDING 290 LOW SOPHOMORE PUPILS, TO DETERMINE THE RELATIVE EFFECTIVENESS IN IMPROVING READING EFFICIENCY OF (A) TWO TYPES OF MECHANICAL DEVICES, (B) DIRECT TEACHING OF READING SKILLS, (C) A GUIDED FREE READING PROGRAM, AND (D) A CERTAIN PRESCRIBED COURSE OF STUDY.


3533 MOULY, GEORGE J. AND GRANT, VIRGINIA F. "A STUDY OF THE GROWTH TO BE EXPECTED OF RETARDED READERS," JOURNAL OF EDUCATIONAL RESEARCH, XLIX (FEBRUARY, 1956), 461-65. REPORTS THE AVERAGE GAIN PER MONTH OF NEARLY 1,000 RETARDED READERS WHO WERE GIVEN REMEDIAL TRAINING IN READING CENTERS. ON THE BASIS OF THE DATA SECURED, PROPOSED A REGRESSION EQUATION FOR ESTIMATING THE AMOUNT OF EXPECTED GAIN PER RETARDED PUPIL.

3534 MULDER, ROBERT L. AND CURTIN, JAMES, "VOCAL PHONIC ABILITY AND SILENT-READING ACHIEVEMENTS. A FIRST REPORT," ELEMENTARY SCHOOL JOURNAL, LVI (NOVEMBER, 1955), 121-23. REPORTS THE RESULTS OF A STUDY IN WHICH 63 FOURTH-GRADE CHILDREN WERE GIVEN A TEST TO DETERMINE WHETHER THERE IS A RELATION BETWEEN THE ABILITY TO FUSE PHONETIC ELEMENTS, PRESENTED ORALLY, INTO WORDS AND SILENT READING ACHIEVEMENT.

3535 MURPHY, DONALD R. "HOW A FARM PAPER USES RESEARCH IN JOURNALISM," JOURNALISM QUARTERLY, XXXIII (SPRING, 1956), 175-78. DESCRIBES METHODS USED IN FINDING OUT WHAT SUBSCRIBERS READ AND DO NOT READ, THE EFFECT OF VARIOUS DEVICES INTRODUCED TO ATTRACT ATTENTION TO SPECIFIC ITEMS, AND THE ATTITUDES OF FARM PEOPLE ON ITEMS OF CURRENT INTEREST.

3536 NAESLUND, JON. METODIKEN VID DEN FORSTA LAS UNDERSYNINGENS. EN OVERSIKT OCH EXPERIMENTELLA BIDRAG (WITH A SUMMARY IN ENGLISH). UPPSALAS. ALMQVIST AND WIKSELLS, 1956, PP. 187. REPORTS THE RESULTS OF EXPERIMENTAL STUDIES, USING 18 TWIN PAIRS OF THE SAME SEX, TO TEST THE VALIDITY OF A SERIES OF HYPOTHESES CONCERNING THE COMPARATIVE EFFICIENCY OF SYNTHETIC AND ANALYTIC METHODS OF TEACHING BEGINNING READING IN SWEDEN.


3540 O'BEAR, HARRY H. "CHANGES IN THE ACADEMIC ACHIEVEMENT OF MATCHED GROUPS OF REMEDIAL READING AND NON-REMEDIAL READING STUDENTS AT INDIANA UNIVERSITY," STUDIES IN EDUCATION, 1954 (THESES ABSTRACT SERIES), NO. 6, PP. 151-56. BLOOMINGTON, INDIANAS. SCHOOL OF EDUCATION, INDIANA UNIVERSITY, 1955. REPORTS THE RESULTS OF A STUDY OF 192 MATCHED PAIRS OF STUDENTS TO ASCERTAIN WHETHER STUDENTS TAKING A REMEDIAL READING COURSE RESULTED IN ANY STATISTICALLY SIGNIFICANT CHANGES IN THEIR TOTAL ACADEMIC ACHIEVEMENT, IN LINGUISTIC AND NON-LINGUISTIC GROWTH, IN READING ABILITY, AND IN SCHOLASTIC PERSISTENCE, AS COMPARED WITH STUDENTS WHO DID NOT TAKE THE COURSE.

3542  PARK, GEORGE E., ET AL. "BIOLOGICAL CHANGES ASSOCIATED WITH DYSLEXIA." ARCHIVES OF PEDIATRICS, LXXII (MARCH, 1955), 71-84. PRESENTS AND INTERPRETS THE RESULTS OF MEDICAL LABORATORY EXAMINATIONS (BLOOD COUNTS AND BASAL METABOLISM RATES), PSYCHOLOGICAL TESTS AND ACHIEVEMENT TESTS GIVEN TO 198 DYSLEXIA CASES BETWEEN 7 AND 22 YEARS OF AGE.


3544  PENTY, RUTH C. READING ABILITY AND HIGH SCHOOL DROP-OUTS. NEW YORKS. BUREAU OF PUBLICATIONS, TEACHERS COLLEGE, COLUMBIA UNIVERSITY, 1956, PP. 93. ANALYZES DURING EACH OF FOUR YEARS THE SCORES OF TENTH-GRADE PUPILS RANKING IN THE LOWEST AND HIGHEST QUARTERS OF THEIR CLASSES IN READING ON THE IOWA SILENT READING TESTS AND THE OTIS TEST OF MENTAL ABILITY TO DETERMINE THE INFLUENCE OF POOR READING ABILITY ON HIGH-SCHOOL DROP-OUTS.

3545  PETERSON, MARGARET JEAN. "COMPARISON OF FLESCH READABILITY SCORES WITH A TEST OF READING COMPREHENSION," JOURNAL OF APPLIED PSYCHOLOGY, XL (FEBRUARY, 1956), 35-6. COMPARES THE FLESCH READABILITY SCORES WITH SCORES MADE ON A TEST OF READING COMPREHENSION FOR HIGH-SCHOOL PUPILS, USING REVISED PASSAGES OF 100 WORDS EACH BASED ON ANECDOTES IN THE 1951 ISSUE OF THE READERS DIGEST WHICH VARIED WIDELY IN DIFFICULTY.

3546  PIEKARZ, JOSEPHINE A. "GETTING MEANING FROM READING," ELEMENTARY SCHOOL JOURNAL, LVI (MARCH, 1956), 303-309. COMPARES THE INTERPRETIVE PROCESSES IN READING IN THE CASE OF A HIGHER-LEVEL READER AND A LOWER-LEVEL READER, AS DETERMINED THROUGH THE APPLICATION OF A DETAILED EXPERIMENTAL TECHNIQUE.
3547 Pressnall, Hugo E. "Parents' Opinions of Reading Instruction," Elementary English, XXXIII (January, 1956), 29-33. Summarizes the responses of parents of fourth- and fifth-grade pupils in two California schools to questions relating to the value of phonic and oral reading instructions. Responses classified according to parents who ranked their child as reading "well," "satisfactory," "poorly."

3548 Preston, Ralph C., and Schneyer, J. Wesley. "The Neurological Background of Nine Severely Retarded Readers," Journal of Educational Research, XLIX (February, 1956), 455-59. Reports the findings of neurological examinations of nine carefully selected cases which revealed evidence of brain injuries. Suggested the possibility of such injuries in the cases of a larger proportion of poor readers.

3549 Prothro, E. Terry. "Arab-American Differences in the Judgment of Written Messages," Journal of Social Psychology, XLII (August, 1955), 3-11. Compares the ratings given by an American group and two groups of Arab students (one of which was bilingual) to a generalized attitude scale in order to test the hypothesis that Arab speech as compared with American speech is more given to over-assertion.

3550 Reed, James C. "Some Effects of Short-Term Training in Reading Under Conditions of Controlled Motivation," Journal of Educational Psychology, XLVII (May, 1956), 257-64. Presents the results of an experiment which aimed to test the hypothesis that "under conditions of controlled motivation, intensive training in reading and study skills would yield significant gains in rate, vocabulary, comprehension, and honor-point average."

3551 Research and Guidance Branch, Department of Public Instruction, Queensland. An Investigation of Methods of Teaching Reading in Infants' Schools. Bulletin No. 9, Brisbane, Australia, Department of Public Instruction, Technical College Building, March, 1955. Reports the findings of an experiment to compare under practical school conditions the comparative efficiency of "a whole word and sentence method" (two schools, three groups) with "a basically phonic method" (two schools) which had been used largely for several years.

3553 ROBINSON, HELEN M. "QUALIFICATIONS FOR TEACHERS OF REMEDIAL READING," THE SCHOOL REVIEW, LXIII (SEPTEMBER, 1955), 334-337. SUMMARIZES PROPOSALS MADE BY 109 RESPONDENTS TO A QUESTIONNAIRE (SENT TO 683 UNDER THE FOLLOWING HEADINGS: NEEDED BACKGROUND, ESSENTIAL UNDERSTANDINGS, SKILLS AND TECHNIQUES, REQUIREMENTS FOR REMEDIAL THERAPY, EXPERIENCE ESSENTIAL.

3554 RUSSELL, DAVID H. "TEACHERS' VIEWS ON PHONICS," ELEMENTARY ENGLISH XXXII (OCTOBER, 1955), 371-75. SUMMARIZES THE RESPONSES OF 220 EXPERIENCED ELEMENTARY TEACHERS AND OTHER SCHOOL PEOPLE IN 33 STATES TO EIGHT SPECIFIC QUESTIONS, SUCH AS, WHO SHOULD RECEIVE PHONIC INSTRUCTION, GRADES IN WHICH IT SHOULD BE EMPHASIZED, THE TECHNIQUES FOUND MOST HELPFUL.

3555 RUSSELL, IVAN L. "THE DAVIS-EELLS TEST AND READING SUCCESS IN FIRST GRADE," JOURNAL OF EDUCATIONAL PSYCHOLOGY, XLVII (MAY, 1956), 269-70. REPORTS THE RESULTS OF A STUDY WITH 50 FIRST-GRADE PUPILS WHO TOOK THE DAVIS-EELLS TEST DURING THE FIRST WEEK OF SCHOOL TO DETERMINE IF IT YIELDED "SIGNIFICANT INFORMATION CONCERNING READING READINESS."

3557 SCHLESINGER, LAWRENCE E. "PREDICTION OF NEWSPAPER BIAS," JOURNAL OF SOCIAL PSYCHOLOGY, XLII (AUGUST, 1955), 35-42. REPORTS THE RESULTS OF A STUDY DESIGNED TO TEST THE ACCURACY OF PREDICTION AND CONSISTENCE OF NEWSPAPER BIAS IN THREE NATIONAL NEWSPAPERS AND TO DETERMINE THE RELATIONSHIP BETWEEN EDITORIAL POLICY AND THE KIND AND AMOUNT OF NEWS PRESENTED ON AN ISSUE.

3558 SCHONFIELD, DAVID. "SPECIAL DIFFICULTIES AT A READING AGE OF 8+" BRITISH JOURNAL OF EDUCATIONAL PSYCHOLOGY, XXVI (FEBRUARY, 1956), 39-50. PRESENTS EVIDENCE SECURED IN "MODERN SECONDARY SCHOOLS" WHICH SHOWS THAT OLDER RETARDED CHILDREN, WITH READING AGES ABOVE 8-1/2 YEARS (A GRADE SCORE OF 3.5) REQUIRE A MINIMUM OF HELP TO ENABLE THEM TO REACH A READING AGE OF 10 OR MORE (A GRADE SCORE OF 5.0 OR MORE), WHEREAS THOSE WITH A READING AGE BELOW 8-1/2 NEED EXTRA INSTRUCTION.


3560 SHANE, HAROLD G. "THE FIRST R," RESEARCH HELPS IN TEACHING THE LANGUAGE ARTS, CHAPTER 2, WASHINGTON D. C.S. ASSOCIATION FOR SUPERVISION AND CURRICULUM DEVELOPMENT, NATIONAL EDUCATION ASSOCIATION, 1955, PP. 80. SUMMARIZES THE FINDINGS OF RESEARCH RELATING TO 11 "BASIC QUESTIONS," DISTILLED FROM HUNDREDS ON QUESTIONS RELATING TO READING ASKED BY TEACHERS.

3562 SMITH, DONALD E. P., WOOD, ROGER L., DOWNER, JAMES W., AND RAYGOR, ALTON L. "READING IMPROVEMENT AS A FUNCTION OF STUDENT PERSONALITY AND TEACHING METHOD," JOURNAL OF EDUCATIONAL PSYCHOLOGY, XLVII (JANUARY, 1956), 47-59. SUMMARIZES DATA SECURED FROM 80 COLLEGE STUDENTS WHO ELECTED CORRECTIVE READING CLASSES TO CHECK ON THE VALIDITY OF TWO HYPOTHESES. (1) THAT "ANXIOUS INDIVIDUALS OF PERMEABLE OR FLUID STRUCTURE WILL MAKE OPTIMUM GAINS WHEN EXPOSED TO A MAXIMUM OF COURSE INSTRUCTION AND DIRECTION" AND (2) THAT ANXIOUS INDIVIDUALS OF IMPERMEABLE, RIGID STRUCTURE DO BEST WHEN EXPOSED TO NON-DIRECTIVE TEACHING PROCEDURES.

3563 SMITH, WILLIAM. "REPORT OF VISION SCREENING TESTS IN A GROUP OF TEN READING PROBLEM CASES," AMERICAN JOURNAL OF OPTOMETRY AND ARCHIVES OF AMERICAN ACADEMY OF OPTOMETRY, XXXII (JUNE, 1955), 295-303. PRESENTS 10 CASE STUDIES IN WHICH BOTH EYE EXAMINATION UNDER CYCLOPLEGIA AND STEREOSCOPIC INSTRUMENT TESTS WERE USED TO TEST THE ASSUMPTION THAT DISCREPANCIES EXIST BETWEEN THE RESULTS OF THE TWO TYPES OF EXAMINATIONS.


3567 STEINBERG, PHILIP M., AND ROSENBERG, ROBERT. "RELATIONSHIP BETWEEN READING AND VARIOUS ASPECTS OF VISUAL ANOMALIES," JOURNAL OF THE AMERICAN OPTOMETRIC ASSOCIATION, XXVI (MARCH, 1956), 444-46. SUMMARIZES RELATIONSHIPS, BASED ON DATA FROM 1000 CHILDREN IN GRADES FOUR TO EIGHT INCLUSIVE, BETWEEN READING ABILITY AND OCULAR MUSCLE IMBALANCES, VERTICAL MUSCLE IMBALANCES, HAND DOMINANCE, HAND-EYE DOMINANCE, VISUAL ACUITY AND DEPTH PERCEPTION.

3568 STORDAHL, KALMER E., AND CHRISTENSEN, CLIFFORD M. "THE EFFECT OF STUDY TECHNIQUES ON COMPREHENSION AND RETENTION," JOURNAL OF EDUCATIONAL RESEARCH, XLIX (APRIL, 1956), 561-570. REPORTS THE RESULTS OF A CONTROLLED EXPERIMENT WITH AIR FORCE TRAINEES TO DETERMINE IF THE USE OF SUCH TECHNIQUES AS UNDERLINING, OUTLINING, AND SUMMARIZING WHILE STUDYING ARE MORE EFFECTIVE IN PROMOTING COMPREHENSION AND RETENTION THAN MERELY READING AND REREADING.

3569 STROM, INGRID M. "DOES KNOWLEDGE OF GRAMMAR IMPROVE READINGS?" ENGLISH JOURNAL, XLV (MARCH, 1956), 129-133. REPORTS THE RESULTS OF A STUDY INCLUDING 327 HIGH-SCHOOL SOPHOMORES IN FIFTEEN CLASSES TO DETERMINE THE RELATIONSHIP BETWEEN ABILITY TO READ INFORMATIVE AND LITERARY MATERIALS AND ABILITY TO ANALYZE THE SYNTAX AND GRAMMAR OF THE SENTENCES READ, ALSO THE EFFECT UPON THIS RELATIONSHIP OF INTELLIGENCE, SOCIO-ECONOMIC STATUS, SEX, KNOWLEDGE OF VOCABULARY AND UNDERSTANDING OF FOREIGN LANGUAGES.

3570 SWANSON, CHARLES E. "WHAT THEY READ IN 130 DAILY NEWSPAPERS," JOURNALISM QUARTERLY, XXXII (FALL, 1955), 411-21. PRESENTS AN ANALYSIS OF READERSHIP DATA IN 130 U. S. DAILIES SURVEYED BY THE CONTINUING STUDY OF NEWSPAPER READING, SHOWING DIFFERENCES IN READERSHIP OF 40,158 NEWS-EDITORIAL-FEATURE ITEMS BY TYPE OF PAGE, FORM OF ITEM, GEOGRAPHICAL ORIGIN, MALES AND FEMALES. ALSO READERSHIP OF 3,353 PHOTOGRAPHS CLASSIFIED BY TOPICAL CATEGORIES.

140


TINKER, MILES A. "PERCEPTUAL AND OCULOMOTOR EFFICIENCY IN READING MATERIALS IN VERTICAL AND HORIZONTAL ARRANGEMENTS," AMERICAN JOURNAL OF PSYCHOLOGY, LXVIII (SEPTEMBER, 1955), 444-49. PRESENTS DATA FROM TEN COLLEGE WOMEN STUDENTS TO DETERMINE THE EFFECT ON SPEED OF READING OF LIMITED PRACTICE IN READING MATERIALS ARRANGED IN VERTICAL AND HORIZONTAL ARRANGEMENTS. ALSO TO DETERMINE WHICH ARRANGEMENT, IF EITHER, WAS BASICALLY THE BETTER.

TINKER, MILES A. "PROLONGED READING TASKS IN VISUAL RESEARCH," JOURNAL OF APPLIED PSYCHOLOGY, XXXIX (DECEMBER, 1955), 444-446. REPORTS THE RESULTS OF TWO CONTROLLED EXPERIMENTS INVOLVING RESPECTIVELY 192 AND 254 COLLEGE SOPHOMORES TO DEMONSTRATE THE USEFULNESS OF PROLONGED PERIODS OF READING IN STUDYING THE EFFECTS ON SPEED OF PERCEPTION IN READING VARYING TYPOGRAPHICAL ARRANGEMENTS.


3579 VANDAMENT, WILLIAM E., AND THALMAN, W. A. "AN INVESTIGATION INTO THE READING INTERESTS OF CHILDREN," JOURNAL OF EDUCATIONAL RESEARCH, XLIX (FEBRUARY, 1956), 467-70. ANALYZES THE RESPONSES OF 1034 CHILDREN IN GRADES SIX AND TEN TO DISCOVER "WHETHER CERTAIN TYPES OF READING FANTASY ARE PREFERRED ABOVE OTHERS BY CHILDREN OF DIFFERENT AGE GROUPS, SOCIO-ECONOMIC STATUS, SEX GROUPS, AND RESIDENTIAL GROUPS."


3581 WALTON, HOWARD N. "VISUAL AND READING IMPROVEMENT IN INDUSTRY," AMERICAN JOURNAL OF OPTOMETRY AND ARCHIVES OF AMERICAN ACADEMY OF OPTOMETRY, XXXII (NOVEMBER, 1955), 563-577. REPORTS THE RESULTS OF A STUDY IN WHICH 56 BANK PERSONNEL WERE GIVEN A READING IMPROVEMENT PROGRAM DESIGNED TO TRAIN THE VISUAL, PERCEPTUAL AND READING SKILLS ESSENTIAL FOR EFFICIENT CLERICAL OPERATIONS AND EFFECTIVE READING.
WARD, LOUIS R. "MEASURING COMPREHENSION IN READING," COLLEGE ENGLISH, XVII (MAY, 1956), 481-83. DISCUSSES ASSUMPTIONS UNDERLYING AN EFFORT TO DEVELOP A TEST WHICH MEASURES THE COMPONENTS OF COMPREHENSION, DESCRIBES THE NATURE OF THE TEST THAT WAS DEVELOPED, AND PRESENTS CONCLUSIONS BASED UPON ITS USE.


WHITEHEAD, FRANK. "THE ATTITUDES OF GRAMMAR SCHOOL PUPILS TOWARDS SOME NOVELS COMMONLY READ IN SCHOOL," BRITISH JOURNAL OF EDUCATIONAL PSYCHOLOGY, XXVI (JUNE, 1956), 104-111. COMPARES BY MEANS OF A THURSTONE-TYPE ATTITUDE SCALE "THE ATTITUDES OF 1870 CHILDREN BETWEEN THE AGES OF 11 AND 16, IN 14 LONDON GRAMMAR SCHOOLS, TOWARDS 12 NOVELS READ IN CLASS.

JULY 1, 1956 TO JUNE 30, 1957


3590 ANDERSON, PAUL S. "MCGUFFEY VS. THE MODERNS IN CHARACTER TRAINING," PHI DELTA KAPPAN, XXXVIII (NOVEMBER, 1956), 53-58. REPORTS THE JUDGMENTS OF TEN INDIVIDUALS WHO APPRAISED PORTIONS OF THE MCGUFFEY READERS AND OF TWO RECENTLY PUBLISHED FIFTH-GRADE READERS FOR THEIR VALUE IN CHARACTER TRAINING IN THE LIGHT OF CRITERIA RELATING TO TEN VALUE AREAS.


3594  BARTLET, DEONE, AND SHAPIRO, M. B. "INVESTIGATION AND TREATMENT OF A READING DISABILITY IN A DULL CHILD WITH SEVERE PSYCHIATRIC DISTURBANCES." BRITISH JOURNAL OF EDUCATIONAL PSYCHOLOGY, XXVI (NOVEMBER, 1956), 180-90. DESCRIBES "AN EXPERIMENTAL INVESTIGATION AND TREATMENT OF THE READING DIFFICULTY OF A NINE-YEAR-OLD BOY, WHO DESPITE A GREAT DEAL OF INDIVIDUAL ATTENTION, HAD NOT BENEFITED FROM EXPERT TREATMENT."


3596  BETTS, EMMETT ALBERT. "RESEARCH ON READING AS A THINKING PROCESS," JOURNAL OF EDUCATIONAL RESEARCH, L (SEPTEMBER, 1956), 1-15. SUMMARIZES THE FINDINGS AND IMPLICATIONS OF THREE DOCTORAL DISSERTATIONS RELATING TO READING AS A THINKING PROCESS, WITH SPECIAL REFERENCE TO THE FIELDS OF THE SOCIAL STUDIES AND SCIENCE.

3597  BETTS, EMMETT ALBERT. "PHONICS: PRACTICAL CONSIDERATIONS BASED ON RESEARCH," ELEMENTARY ENGLISH, III (OCTOBER, 1956), 357-71. DISCUSSES A SERIES OF BASIC ISSUES RELATING TO PHONICS AS REFLECTED IN 199 PERTINENT ARTICLES, BULLETINS AND REPORTS OF RESEARCH.

3598  BLAKE, WALTER S., JR. "DO PROBATIONARY COLLEGE FRESHMEN BENEFIT FROM COMPULSORY STUDY SKILLS AND READING TRAININGS?" JOURNAL OF EXPERIMENTAL EDUCATION, XXIV (SEPTEMBER, 1956), 91-3. PRESENTS AN ANALYSIS OF THE RESULTS OF THE 1952-53 PROGRAM AT MARYLAND UNIVERSITY TO DETERMINE "WHETHER PROBATIONARY COLLEGE FRESHMEN DO BENEFIT FROM COMPULSORY STUDY SKILLS AND READING IMPROVEMENT TRAINING."
3599  BOYKIN, LEANDER L. "BASES FOR THE ESTABLISHMENT AND IMPROVEMENT OF READING PROGRAMS IN NEGRO COLLEGES AND UNIVERSITIES." NEGRO EDUCATIONAL REVIEW, VIII (JANUARY, 1957), 4-12. SUMMARIZES THE RESULTS OF READING TESTS GIVEN BETWEEN 1940 AND 1955 TO 3686 NEGRO COLLEGE STUDENTS IN THREE INSTITUTIONS TO IDENTIFY THE NATURE OF THE READING IMPROVEMENT PROGRAMS NEEDED.

3600  BUSWELL, G. T. "THE RELATIONSHIP BETWEEN PERCEPTUAL AND INTELLECTUAL PROCESSES IN READING," CALIFORNIA JOURNAL OF EDUCATIONAL RESEARCH, VIII (MAY, 1957), 99-103. REPORTS THE RESULTS OF STUDIES BASED ON THE HYPOTHESIS "THAT DIFFICULTIES IN READING FOR MANY COLLEGE STUDENTS ARE DUE TO LACK OF PERCEPTUAL SKILL" WHICH RESULTS FROM "THE FIXING OF PERCEPTUAL HABITS IN THE ELEMENTARY SCHOOL BEFORE A SUFFICIENTLY HIGH LEVEL OF MATURITY IS REACHED."

3601  CANNELL, CHARLES F., AND MACDONALD, JAMES C. "THE IMPACT OF HEALTH NEWS ON ATTITUDES AND BEHAVIOR," JOURNALISM QUARTERLY, XXXIII (SUMMER, 1956), 315-23. REPORTS THE RESULTS OF INTERVIEWS WITH 228 PERSONS, EIGHTEEN YEARS OF AGE OR OLDER, TO DETERMINE, (A) EFFECT ON ATTITUDES AND BEHAVIOR OF NEWS THAT DISCUSSES THE RELATION OF SMOKING TO CANCER, (B) WHICH MASS MEDIUM WAS MOST TRUSTED FOR HEALTH AND SCIENCE NEWS, AND (C) THE MEDIUM MOST USED AS A GENERAL SOURCE OF NEWS.

3602  CAPP A, DAN. "SOURCES OF APPEAL IN KINDERGARTEN BOOKS," ELEMENTARY ENGLISH, XXXIV (APRIL, 1957), 259. REPORTS THE FREQUENCY OF SIX SOURCES OF APPEAL IN STORIES READ TO OVER 2500 KINDERGARTEN CHILDREN BY THEIR TEACHERS.

3603  CAR SLEY, J. D. "THE INTERESTS OF CHILDREN (AGED 10-11) IN BOOKS," BRITISH JOURNAL OF EDUCATIONAL PSYCHOLOGY, XXVII (FEBRUARY, 1957), 13-23. SUMMARIZES 2,040 QUESTIONNAIRE RETURNS WHICH AIMED TO FIND OUT THE NAMES OF BOOKS READ IN SCHOOL WITHIN A MONTH OR SO, WHETHER READ SILENTLY OR ORALLY BY THE PUPILS OR THE PUPILS' TEACHERS. THE BOOKS READ AT HOME, WHEN PROCURED, AND PREFERENCES. PREFERENCES FOR BOOKS OF STATED CATEGORIES. AND EFFECT OF FILM, TELEVISION, AND RADIO ON READING.
Carter, Lowell Burney. "The Effect of Early School Entrance on the Scholastic Achievement of Elementary School Children in the Austin Public Schools," Journal of Educational Research, L (October, 1956), 91-103. Bases conclusions upon records of achievement in reading and other school subjects, secured yearly from 50 pairs of pupils, grades II through VI, who entered school on September 1, 1947, half of whom were six years old or older and half less than six at the time of entrance.

Castano, Paulina M. "A Study of the Reading Interests and Tastes of Children in the Lakan-Dula Elementary School, Manila," Contributions to Education-Science-Culture, Graduate and Faculty Studies, Centro Escolar University, Volume VI, 1955, 145-72. Summarizes the results of observations and questionnaire returns from 847 pupils in grades 3 to 6, inclusive, and information from other sources concerning reading interests and tastes and related causal factors.

Causey, Oscar S. "Recent and Current Research in College Reading," Techniques and Procedures in College and Adult Reading Programs, 114-20. Sixth Yearbook of the Southwest Reading Conference for Colleges and Universities (Oscar S. Causey, Ed.), Fort Worth, Texas. Texas Christian University Press, 1957. Describes recently completed research and "research in progress on problems relating directly or indirectly to improvement of reading in college", as reported in responses to requests addressed to heads of departments of psychology and education in all state universities and in 150 other large colleges and universities.

Chall, Jeanne S. "A Survey of Users of the Dale-Chall Formula," Educational Research Bulletin, XXXV (November, 1956), 197-212. Summarizes the responses to the following questions sent to 240 persons who had ordered a pamphlet relating to the Dale-Chall formulas. Who sent for its, by whom and how was it useds, were other formulas used also? If so, which formulas. Reactions to the Dale-Chall formula.

Cosper, Russell, Lokke, V. L., and Schick, George. "Reading Instruction at Purdue University," Techniques and Procedures in College and Adult Reading Programs, 23-31. Sixth Yearbook of the Southwest Reading Conference for Colleges and Universities (Oscar S. Causey, Ed.). Fort Worth, Texas. Texas Christian University Press, 1957. Describes the origin, development and nature of the Purdue University Reading Instruction Program and presents measured results of progress in specific aspects of reading at various periods from 1950 to 1956.


3611 DANIELS, J. C., AND DIACK, H. PROGRESS IN READINGS. A COMPARATIVE STUDY OF SUCCESS AND ERROR IN CHILDREN TAUGHT BY DIFFERENT METHODS. NOTTINGHAM, ENGLANDS. UNIVERSITY OF NOTTINGHAM, INSTITUTE OF EDUCATION, 1956. COMPARES THE PROGRESS OF TWO GROUPS OF BACKWARD CHILDREN, ONE TAUGHT BY THE SO-CALLED "PHONIC-WORD METHOD" AND THE OTHER BY "MIXED METHODS" WHICH INSIST ON READING FOR MEANING AND NOT IN TEACHING THE SOUND VALUES OF LETTERS IN ISOLATION.


3613 DUNN, LLOYD M., AND CAPOBIANCO, RUDOLPH J. STUDIES IN READING AND ARITHMETIC IN MENTALLY RETARDED BOYS. "I. A COMPARISON OF THE READING PROCESSES OF MENTALLY RETARDED AND NORMAL BOYS OF THE SAME MENTAL AGE," MONOGRAPHS OF THE SOCIETY FOR RESEARCH IN CHILD DEVELOPMENT, INC., VOL. XIX, NO. 1, 1954. LAFAYETTE, INDIANAS. CHILD DEVELOPMENT PUBLICATIONS, PURDUE UNIVERSITY, 1956. REVIEWS PREVIOUS RESEARCHS. COMPARES 20 EDUCABLE MENTALLY RETARDED BOYS IN SPECIAL CLASSES WITH 30 MENTALLY NORMAL BOYS, ALL WHITE AND WITH MENTAL AGES FROM 8.0 TO 10.0, "ON SOME ASPECTS OF THE READING PROCESS AND ON SELECTED FACTORS RELATED TO IT."


3618 FILANO, ALBERT E. "THE ABILITY OF COLLEGE FRESHMEN TO READ MATHEMATICS TEXTS INDEPENDENTLY WITH UNDERSTANDING," SCHOOL SCIENCE AND MATHEMATICS, LVII (JANUARY, 1957), 16-18. COMPARES THE RESULTS ON EQUIVALENT OBJECTIVE TESTS TO DETERMINE THE MASTERY OF A UNIT RELATING TO THE HYPERBOLA BY TWO GROUPS OF STUDENTS, A CONTROL AND AN EXPERIMENTAL (6 SECTIONS, 151 STUDENTS), THE FORMER TAUGHT BY THE USUAL METHODS AND THE LATTER REQUIRED TO STUDY THE UNIT INDEPENDENTLY.
3619  FURNESS, EDNA LUE. "SHOULD READING AND SPELLING BE TAUGHT SEPARATELY?" CLEARING HOUSE, XXXI (OCTOBER, 1956), 67-70. BASES CONCLUSIONS ON THE RESULTS OF 17 PERTINENT INVESTIGATIONS AND REPORTS.

3620  GRAFFAM, O. T. "REPORT ON AN ADULT READING PROGRAM," THE READING TEACHERS' MAILBOX, NO. 10, 3-4, MEADVILLE, PA. S. KEYSTONE VIEW CO., OCTOBER 1, 1956. PRESENTS THE RESULTS OF READING IMPROVEMENT TRAINING DURING SEVEN PERIODS OF 90 MINUTES EACH GIVEN TO ELEVEN GOVERNMENTAL OFFICIALS IN PENNSYLVANIA, USING KEYSTONE TACHISTOSCOPIC TRAINING, VOCABULARY TRAINING, AND HOME ASSIGNMENTS IN THE TRIGGS REMEDIAL READING MANUAL.


3624 GUNDERSON, AGNES G. "WHAT SEVEN-YEAR-OLDS LIKE IN BOOKS," JOURNAL OF EDUCATIONAL RESEARCH, L (MARCH, 1957), 509-20. ANALYZES THE RESPONSES OF A GROUP OF 21 SECOND-GRADE PUPILS IN A UNIVERSITY ELEMENTARY SCHOOL TO THE QUESTION "WHY DID YOU LIKE IT" AS APPLIED TO EACH OF 14 BOOKS SELECTED FOR STUDY.


3626 HAMILTON, GEORGE E., AND ANDERSON, PAUL L. "WILL PERCEPTUAL TRAINING ALONE INCREASE READING ABILITY OF ADULTS?" THE READING TEACHERS' MAILBOX, NO. 10, 4-7. MEADVILLE, PA.: KEYSTONE VIEW COMPANY, OCTOBER 1, 1956. BASES CONCLUSIONS ON THE RESULTS OF 26 ONE-HALF HOUR PERIODS OF GROUP TRAINING THROUGH THE USE OF THE KEYSTONE TACHISTOSCOPE AND THE ACCOMPANYING "TACHISTOSLIDES" GIVEN TO 13 STENOGRAPHIC AND CLERICAL WOMEN EMPLOYEES AT THE KEYSTONE COMPANY.


152

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JOHNSON, DONOVAN A. "THE READABILITY OF MATHEMATICS BOOKS." MATHEMATICS TEACHER, XXX (JANUARY, 1957), 105-10. COMPARES THE READABILITY SCORES OF MATHEMATICAL TEXTBOOKS, SEVENTH AND EIGHTH GRADE ARITHMETIC, ALGEBRA AND GEOMETRY TEXTS, AND SUPPLEMENTAL BOOKS USING THE FLESCH "READING EASE" FORMULA AS APPLIED TO SENTENCE MATERIAL.


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3637  LYNN, R. "TEMPERAMENTAL CHARACTERISTICS RELATED TO DISPARITY OF ATTAINMENT IN READING AND ARITHMETIC," BRITISH JOURNAL OF EDUCATIONAL PSYCHOLOGY, XXVII (FEBRUARY, 1957), 62-67. REPORTS THE RESULTS OF A STUDY AMONG EIGHTY PRIMARY-SCHOOL CHILDREN AND 45 SECONDARY MODERN SCHOOL BOYS TO DETERMINE THE RELATIONSHIP, IF ANY, "OF ATTAINMENT IN READING AND ARITHMETIC TO TEMPERAMENTAL CHARACTERISTICS AND IN PARTICULAR TO FEELINGS OF ANXIETY".

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3646  MITZEL, HAROLD E. AND MEDLEY, DONALD M. "PUPIL GROWTH IN READING - AN INDEX OF EFFECTIVE TEACHING," JOURNAL OF EDUCATIONAL PSYCHOLOGY, XLVIII (APRIL, 1957), 227-39. PRESENTS THE RESULTS OF A STUDY OF 49 BEGINNING TEACHERS TO ESTIMATE THEIR AVERAGE EFFECTIVENESS IN STIMULATING PUPILS TO READ, TAKING INTO ACCOUNT DIFFERENCES IN LEARNING ABILITY AND PREVIOUS READING ACHIEVEMENT OF PUPILS, DIFFERENCES IN GRADE LEVEL, AND DIFFERENCES IN AVERAGE AMOUNTS OF IMPROVEMENT IN READING AMONG PUPILS IN DIFFERENT SCHOOLS.

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3648  MORRISON, HELEN MINER, AND BLACK, JOHN W. "PREDICTION OF MISSING WORDS IN SENTENCES," JOURNAL OF SPEECH AND HEARING DISORDERS, XXII (JUNE, 1957), 236-40. REPORTS THE RESULTS OF TESTS GIVEN TO MORE THAN 700 STUDENTS AND RECENT GRADUATES IN WHICH FROM 1 TO 6 WORDS WERE OMITTED FROM EACH OF 130 SENTENCES TO DETERMINE THE EFFECT OF OMITTING WORDS AND OF RANDOMNESS IN THE ORDER OF STIMULUS WORDS ON ABILITY TO IDENTIFY THE CORRECT IDEA OF THE SENTENCE.

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3652 NORTH, ROBERT D. "ACADEMIC ACHIEVEMENT OF INDEPENDENT SCHOOL PUPILS AS REFLECTED BY STANFORD ACHIEVEMENT TEST RESULTS, 1953-57," 1957 ACHIEVEMENT TESTING PROGRAM IN INDEPENDENT SCHOOLS AND SUPPLEMENTARY STUDIES, 55-63. EDUCATIONAL RECORDS BULLETIN, NO. 70. NEW YORKS. EDUCATIONAL RECORDS BUREAU, 21 AUDUBON AVENUE, 1957. COMPARES THE PROGRESS IN READING AND OTHER SUBJECTS OF INDEPENDENT SCHOOL PUPILS IN GRADES 2, 5 AND 8, AS MEASURED BY THE STANFORD ACHIEVEMENT TEST DURING A FOUR-YEAR PERIOD.

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3692 Bevington, W. G. "Effects of Age at Time of Entrance Into Grade I on Subsequent Achievement," The Alberta Journal of Educational Research, IV (March, 1958), 6-16. Compares progress during Grade I, as measured by the Gates Primary Reading Tests, Types I and II, with age of entering Grade I and with mental ages, as measured by the Detroit Beginners First Grade Intelligence Test, in the case of 640 pupils who had complete cumulative record cards for the first six grades in the Edmonton public schools.

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3694 Blakely, W. Paul. "Reading of Comic Books by Seventh-Grade Children," Elementary School Journal, LVIII (March, 1958), 326-30. Summarizes the responses of twelve class sections of seventh-grade pupils in two public junior high schools to questions relating to the titles of all comic books read "within the past week and the number of times each was read."

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3707  CHANSKY, NORMAN M. AND BREGMAN, MARTIN. "IMPROVEMENT OF READING IN COLLEGE," JOURNAL OF EDUCATIONAL RESEARCH, LI (DECEMBER, 1957), 313-17. ANALYZES TEST SCORES TO DETERMINE "WHETHER IMPROVEMENT OF VOCABULARY AND OF READING COMPREHENSION COULD BE PREDICTED FROM SCORES ON THE ACE LANGUAGE TEST, FROM THE BROWN-HOLZMAN SSAH AND FROM THE HYSTERIA AND PSYCHASTHENIA SCORES OF THE MMPI".


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3723 FRICKE, BENNO G. "'SPEED AND LEVEL VERSUS RATE AND ACCURACY OF READING." THE 14TH YEARBOOK, NATIONAL COUNCIL ON MEASUREMENTS USED IN EDUCATION, PP. 73-77. PRINCETON, N. J., EDUCATIONAL TESTING SERVICE, 1957. USES READING TEST SCORES OF 294 COLLEGE FRESHMEN ON THE COOPERATIVE ENGLISH TEST C2S. READING COMPREHENSION, IN A CRITICAL STUDY OF DIFFERENCES BETWEEN THE "SPEED" AND "LEVEL" SCORES AS USUALLY CALCULATED WITH "RATE" AND "ACCURACY" SCORES CALCULATED BY A METHOD DEVISED BY THE INVESTIGATOR.

3724 FRIDIAN, SISTER M. AND ROSANNA, SISTER M. "'A DEVELOPMENTAL READING EXPERIMENT IN A EUROPEAN HISTORY CLASS." JOURNAL OF DEVELOPMENTAL READING, I (WINTER, 1958), 3-7. PRESENTS EVIDENCE FROM 18 STUDENTS TO SUPPORT THE VIEW THAT SPEED AND TO SOME EXTENT COMPREHENSION CAN BE IMPROVED IN A RELATIVELY SHORT TIME THROUGH THE USE OF APPROPRIATE METHODS IN A HISTORY COURSE.

3725 FRY, EDWARD. "'DEVELOPING A WORD LIST FOR REMEDIAL READING." ELEMENTARY ENGLISH, XXXIV (NOVEMBER, 1957), 456-58. DESCRIBES THE SOURCES, METHODS OF SELECTION AND THE FINAL CHOICE OF A TEST OF 600 WORDS, ARRANGED IN GROUPS OF 25 AND PRESENTED IN THE ORDER OF FREQUENCY IN THE SOURCES USED.

3727 Gleason, Gerald T. and Klausmeier, Herbert J. "THE RELATIONSHIP BETWEEN VARIABILITY IN PHYSICAL GROWTH AND ACADEMIC ACHIEVEMENT AMONG THIRD- AND FIFTH-GRADE CHILDREN," JOURNAL OF EDUCATIONAL RESEARCH, LI (MARCH, 1958), 521-27. COMPARES RECORDS FROM 54 THIRD-GRADE AND 66 FIFTH-GRADE PUPILS IN FIVE ASPECTS OF PHYSICAL GROWTH AND IN ACHIEVEMENT IN READING, ARITHMETIC AND LANGUAGE TO TEST THE HYPOTHESIS THAT "VARIABILITY IN PHYSICAL GROWTH IS ACCOMPANIED BY VARIABILITY IN ACADEMIC ACHIEVEMENT" AND BY "LOW ACADEMIC ACHIEVEMENT."

3728 Goins, Jean Turner, VISUAL PERCEPTUAL ABILITIES AND EARLY READING PROGRESS. SUPPLEMENTARY EDUCATIONAL MONOGRAPHS, NO. 87. UNIVERSITY OF CHICAGO PRESS, FEBRUARY, 1958. PRESENTS AND ANALYZES DATA SECURED "(1) TO ASCERTAIN THE LEVEL OF COMPETENCE IN VISUAL PERCEPTION OF FIRST-GRADE CHILDREN AND THE CORRELATION OF THEIR PERCEPTUAL ABILITIES WITH THEIR ACHIEVEMENT IN READING AND (2) TO DETERMINE THE EFFECT THAT TRAINING IN RECOGNITION OF VISUAL FORMS WOULD HAVE ON PROGRESS IN LEARNING TO READ."


3730 Gray, William S. "SUMMARY OF READING INVESTIGATIONS JULY 1, 1956 TO JUNE 30, 1957," JOURNAL OF EDUCATIONAL RESEARCH, LI (FEBRUARY, 1958), 401-435. SUMMARIZES MAJOR FINDINGS OF 96 INVESTIGATIONS RELATING TO READING, PUBLISHED DURING THE YEAR INDICATED.
3731 Hackman, Ray B. and Tinker, Miles A. “Effect of Variations in Color of Print and Background Upon Eye Movements in Reading,” American Journal of Optometry and Archives of American Academy of Optometry, XXXIV (July, 1957), 354-59. (See also Monograph No. 212.) Presents and interprets the eye movements of 49 subjects, photographed while reading four short paragraphs in each of several color combinations of ink and paper.

3732 Hall, William F. and Demarest, Ruth. “Effect on Achievement Scores of a Change in Promotional Policy,” Elementary School Journal, LVIII (January, 1958), 204-7. Compares the average reading scores and intelligence quotients of pupils in the fourth and sixth grades in all schools of Phoenix, Arizona, for each of the school years during which there was a change in promotional policy.


3735 Harris, Albert J. “Lateral Dominance, Directional Confusion, and Reading Disability,” Journal of Psychology, XLIV (October, 1957), 283-94. Presents evidence from 316 cases of marked reading disability and 245 unselected school children which support the assumption that when appropriate tests are used, there is a significant relationship between certain aspects of lateral dominance and reading disability.”
3736 HASKINS, JACK B. "TESTING SUITABILITY OF TYPE FACES FOR EDITORIAL SUBJECT-MATTER," JOURNALISM QUARTERLY, XXXV (SPRING, 1958), 186-94. REPORTS RESULTS OF INTERVIEWS WITH A NATION-WIDE SAMPLE OF 300 PERSONS 10 YEARS OF AGE OR OLDER, TO DETERMINE IF SOME TYPE FACES (TEN IN NUMBER) ARE MORE APPROPRIATE THAN OTHERS FOR SPECIFIC KINDS OF MAGAZINE CONTENT.


3740 HUNNICUTT, C. W. AND IVERSON, WILLIAM J. RESEARCH IN THE THREE R'S, PP. 1-259. NEW YORKS. HARPER AND BROTHERS, 1958. PRESENTS A REASONABLY DETAILED SUMMARY OF EACH OF 37 REPORTS OF RESEARCH IN READING, ORGANIZED UNDER SUCH HEADINGS AS "WHY WE READ", "HOW WE READ", "GETTING READY TO READ", "IMPROVING UNDERSTANDINGS AND TASTES", "WHAT MAKES IT READABLE", "REMEDYING OUR WEAKNESSES".
3741 HUNT, LYMAN C., JR. "CAN WE MEASURE SPECIFIC FACTORS ASSOCIATED WITH READING COMPREHENSIONS?" JOURNAL OF EDUCATIONAL RESEARCH, LI (NOVEMBER, 1957), 161-72. PRESENTS THE RESULTS OF A STUDY, INVOLVING A DIFFERENTIAL ITEM ANALYSIS OF SIX FACTORS OF READING COMPREHENSION IDENTIFIED BY DAVIS TO DETERMINE IF EACH ITEM GROUP WAS A UNIQUE MEASURE OF ITS DESIGNATED SKILL.

3742 JEFFERSON, BENJAMIN F. "SOME RELATIONSHIPS BETWEEN PARENTS' AND CHILDREN'S PREFERENCES IN JUVENILE LITERATURE," ELEMENTARY SCHOOL JOURNAL, LVIII (JANUARY, 1958), 212-18. COMPARES THE RANKINGS GIVEN BY 305 CHILDREN IN GRADES III THROUGH VI TO 120 TITLES OF JUVENILE LITERATURE WITH THE RANKINGS GIVEN TO THE SAME TITLES BY 250 PARENTS, MOSTLY MOTHERS, OF THE CHILDREN.


3744 JOHNSON, MARJORIE SEDDON. "FACTORS RELATED TO DISABILITY IN READING," JOURNAL OF EXPERIMENTAL EDUCATION, XXVI (SEPTEMBER, 1957), 1-26. PRESENTS A SUMMARY OF EVIDENCE, CONTAINED IN 179 REFERENCES, RELATING TO FACTORS UNDERLYING DISABILITY IN READING.


3750 Klare, Geomir H. and Nichols, William H. "THE RELATIONSHIP OF STYLE DIFFICULTY, PRACTICE AND ABILITY TO EFFICIENCY OF READING AND TO RETENTION," JOURNAL OF APPLIED PSYCHOLOGY, XLI (AUGUST, 1957), 222-26. DRAWS CONCLUSIONS FROM THE RESULTS OF TESTS, INCLUDING EYE-MOVEMENT RECORDS, BASED ON TWO VERSIONS OF A PASSAGE, "ONE IN AN 'EASY' AND ONE IN A 'HARD' STYLE", THE SUBJECTS INCLUDING TWO GROUPS OF MALE AIRMEN, 60 OF WHOM RANKED "HIGH" IN MECHANICAL APTITUDE AND SIXTY RANKED "LOW."


3753 LEE, W. R. IS THE IRREGULARITY WITH WHICH ENGLISH IS SPELT AN IMPORTANT CAUSE OF READING DIFFICULTY? LANGUAGE DIVISION, UNIVERSITY OF LONDON, INSTITUTE OF EDUCATION, JUNE, 1957. (MIMEOGRAPHED, PP. 89.) PRESENTS AN ANALYSIS OF THE ERRORS MADE BY MORE THAN 200 CHILDREN IN ENGLAND AND IRELAND IN READING WORDS IN CONTEXT AND IN ISOLATION AND COMPARES THE NUMBER OF ERRORS MADE ON THE MORE REGULARLY AND LESS REGULARLY SPELLED WORDS IN THE TESTS.

3754 MCCULLOUGH, CONSTANCE M. "RESPONSES OF ELEMENTARY SCHOOL CHILDREN TO COMMON TYPES OF READING COMPREHENSION QUESTIONS," JOURNAL OF EDUCATIONAL RESEARCH, LI (SEPTEMBER, 1957), 65-70. DISCUSSES THE IMPLICATIONS OF THE CORRELATIONS BETWEEN ANSWERS TO FOUR TYPES OF QUESTIONS IN READING (MAIN IDEA, FACT OR DETAIL, SEQUENCE OR ORGANIZATION, AND CREATIVE READING, THAT IS, DRAWING CONCLUSIONS, PASSING JUDGMENTS, SEEING RELATIONSHIPS AND THE LIKES) IN THE CASE OF FIRST, SECOND AND FOURTH GRADE PUPILS.

3755 MCCULLOUGH, CONSTANCE M. "WHAT DOES RESEARCH REVEAL ABOUT PRACTICES IN TEACHING READINGS?" ENGLISH JOURNAL, XLVI (NOVEMBER, 1957), 475-90. POINTS OUT PRACTICES IN TEACHING READING WHICH RESEARCH FINDINGS SUPPORT, ORGANIZED UNDER SUCH MAJOR HEADINGS AS DEVELOPING "VOCABULARY," "COMPREHENSION," "SPEED OF READING," "TASTES AND APPRECIATION," "GROUPING FOR INSTRUCTION," AND "EVALUATING GROWTH IN READING SKILLS."
3756 McCullough, Constance M. "A Log of Children's Out-of-School Activities," Elementary School Journal, LVIII (December, 1957), 157-65. Summarizes the records of the out-of-school activities during a five-day period of 391 children in Grade V.

3757 McCullough, Constance M. "Reading," Language Arts and Fine Arts, Review of Educational Research, XXVIII (April, 1958), 96-106. Summarizes important findings of 77 scientific studies of reading published during the years 1955 through 1957, under the following headings: "General Status", "Factors Related to Reading", "Developmental Programs", "Improvement of Reading", "Vocabulary", "Word Analysis", "Comprehension", "Materials for Reading."

3758 McDonald, Arthur S. "A Reading Versatility Inventory," Significant Elements in College and Adult Reading Improvement (Edited by Oscar S. Causey), pp. 48-53. Seventh Yearbook of the National Reading Conference for Colleges and Adults. Fort Worth, Texas: Texas Christian University, 1958. Describes the design of an inventory of reading versatility which consists of three reading selections, each of which requires a different approach, and presents data showing the correlation between the scores made on the different tests.

3759 MacLean, Malcolm S., Jr. and Pinna, Luca. "Distance and News Interests. Scarperia, Italy," Journalism Quarterly, XXXV (Winter, 1958), 36-48. Presents data secured from 375 adults showing degree of interest in news about places at varying distances, including correlation coefficients showing how closely various places were associated in terms of expressed interest.

3760 Malmquist, Eve. Factors Related to Reading Disabilities in the First Grade of the Elementary School. Acta Universitatis Stockholmiensis, Stockholm Studies in Educational Psychology 2. Stockholm: Almquist and Wiksell, 1958. Presents a detailed analysis of the results of reading tests given to 399 first-grade children in various school districts of Sweden, showing their relationship to various mental, social and physical traits, number of days absent from grade 1, and teacher variables such as age and number of years of service.
3761. MANOLAKES, George. "NEEDED RESEARCH IN READING," EDUCATIONAL LEADERSHIP, XV (JANUARY, 1958), 238-42. DISCUSSES THE RESEARCH NEEDED IN READING TO SECURE IMPROVEMENT IN THREE DIRECTIONS. "THE DEVELOPMENT OF A POSITIVE PROGRAM OF READING INSTRUCTION", "MORE EFFECTIVE TEACHING AND LEARNING EXPERIENCES", AND "CONSISTENCY WITH THE GROWTH AND DEVELOPMENT OF CHILDREN".


3765. MURPHY, DONALD R. "PAGE POSITION AND READERSHIP IN A FARM MAGAZINE," JOURNALISM QUARTERLY, XXXIV (FALL, 1957), 499-500. CARRIED ON A SERIES OF EXPERIMENTS IN WHICH SPECIFIC ARTICLES WERE PRINTED AT VARIOUS LOCATIONS IN ISSUES OF 80 TO 100 PAGES TO DETERMINE THE RELATIONSHIP BETWEEN PAGE POSITION AND READERSHIP IN A FARM MAGAZINE.
3766 MURPHY, HELEN A. "THE SPONTANEOUS SPEAKING VOCABULARY OF CHILDREN IN PRIMARY GRADES," JOURNAL OF EDUCATION, CXL (DECEMBER, 1957), 2-104. REPORTS THE FREQUENCY OF THE WORDS USED IN CONVERSATION, INCLUDING A RUNNING COUNT OF 1,195,098 WORDS, STIMULATED IN VARIOUS AREAS AMONG PUPILS IN THE KINDERGARTEN AND IN GRADES I, II AND III IN 70 CLASSROOMS, LARGELY IN NEW ENGLAND.


3768 POSTEL, HAROLD H. "READING THE ENTIRE BOOKS. AN EXPERIMENT IN SUSTAINED READING," ELEMENTARY SCHOOL JOURNAL, LVIII (APRIL, 1958), 389-90. REPORTS THE GAINS MADE BY TWO FIFTH-GRADE CLASSES DURING AN EXPERIMENT IN FREE READING EXTENDING FOR FIVE MONTHS IN WHICH PUPILS SELECTED WHAT THEY WOULD READ BUT WERE REQUIRED TO COMPLETE A BOOK CHOSEN BEFORE BEGINNING ANOTHER.

3769 PRINCE, JACK H. "RELATIONSHIP OF READING TYPES TO UNCORRECTABLE LOWERED VISUAL ACUITY," AMERICAN JOURNAL OF OPTOMETRY AND ARCHIVES OF AMERICAN ACADEMY OF OPTOMETRY, XXXIV (NOVEMBER, 1957), 581-95. PRESENTS EXPERIMENTAL EVIDENCE SECURED TO TEST THE HYPOTHESIS "THAT WITH SCIENTIFICALLY PLANNED INTER-LETTER SPACING, PRINT THAT IS ORDINARILY VISIBLE ONLY TO SUBJECTS WITH EMMETROPIA, CAN BE MADE LEGIBLE TO SUBJECTS WITH A CERTAIN DEGREE OF UNCORRECTED LOW VISUAL ACUITY".

3770 PURCELL, BARBARA A. "METHODS OF TEACHING READINGS. A REPORT OF A TRI-STATE SURVEY," ELEMENTARY SCHOOL JOURNAL, LVII (MAY, 1958), 449-53. SUMMARIZES RESPONSES FROM REPRESENTATIVES OF 210 COUNTIES IN OHIO, PENNSYLVANIA AND WEST VIRGINIA TO A QUESTIONNAIRE RELATING TO THE METHODS USED IN TEACHING READING IN GRADES ONE TO SIX, INCLUSIVE.
3771. QUEENSLAND EDUCATION DEPARTMENT, READING METHODS FOR QUEENSLAND INFANTS' SCHOOLS. DEPARTMENT OF EDUCATION BULLETIN NO. 17. BRISBANE, AUSTRALIA. DEPARTMENT OF PUBLIC INSTRUCTION, QUEENSLAND, RESEARCH AND GUIDANCE BRANCH, BLOCK "A", TECHNICAL COLLEGE BUILDINGS, GEORGE STREET, APRIL, 1958. REPORTS THE RESULTS OF AN EXPERIMENTAL STUDY IN A CLASS IN EACH OF 27 SCHOOLS IN ALL PARTS OF THE STATE TO DETERMINE THE MERITS OF A TRADITIONAL PHONIC SYSTEM OF TEACHING BEGINNING READING AND OF A MODERN METHOD WHICH MADE USE FROM THE BEGINNING OF MEANINGFUL LANGUAGE UNITS.

3772. RAMSEY, WALLACE Z. "AN EXPERIMENT IN TEACHING IN HIGH SCHOOL ENGLISH CLASSES," ENGLISH JOURNAL, XLVI (NOVEMBER, 1957), 495-500. REPORTS THE RESULTS ACHIEVED IN AN EXPERIMENT IN WHICH AN AVERAGE OF 120 MINUTES PER WEEK FROM OCTOBER TO MAY WERE USED IN AN INTEGRATED COURSE OF READING AND LITERATURE IN EFFORTS TO IMPROVE WORD-ATTACK SKILLS, VOCABULARY, COMPREHENSION, AND SPEED OF READING.


3776 ROBERTS, RICHARD W. AND COLEMAN, JAMES C. "AN INVESTIGATION OF THE ROLE OF VISUAL AND KINESTHETIC FACTORS IN READING FAILURE," JOURNAL OF EDUCATIONAL RESEARCH, LI (FEBRUARY, 1958), 445-51. PRESENTS THE RESULTS OF A CONTROLLED EXPERIMENT INVOLVING 27 BOYS IN THE EXPERIMENTAL GROUP WHICH VARIED IN AGE FROM 9.3 TO 14.0 TO TEST THREE HYPOTHESES UNDERLYING THE USE OF KINESTHETIC METHODS IN REMEDIAL READING CASES.


3778 ROSE, FLORENCE C., "THE OCCURRENCE OF SHORT AUDITORY MEMORY SPAN AMONG SCHOOL CHILDREN REFERRED FOR DIAGNOSIS OF READING DIFFICULTIES," JOURNAL OF EDUCATIONAL RESEARCH, LI (FEBRUARY, 1958), 459-64. SUMMARIZES THE RESULTS OF THE AUDITORY MEMORY SPAN SUB-TESTS ON FORM L OF THE STANFORD BINET INTELLIGENCE TEST GIVEN TO 113 REMEDIAL READING CASES TO DETERMINE THE DIFFICULTY OF THESE TESTS FOR SUCH PUPILS.


3780 SCARBOROUGH, G. C.S. BRUNS, RICHARD F. AND FRAZIER, ALEXANDER. "IMPROVEMENT OF READING THROUGH ABILITY-LEVEL ASSIGNMENTS," SCHOOL REVIEW, LXV (WINTER, 1957), 474-80. SUMMARIZES THE RESULTS OF AN EXPERIMENT, INCLUDING THREE EIGHTH-GRADE SECTIONS, TO DETERMINE THE VALUE OF MAKING READING ASSIGNMENTS ON THE BASIS OF LEVELS OF READING ABILITY.
3781 Schmidt, W. H. O. "An Investigation to Determine the Optimum Mental Age for Commencing Reading Instruction Under Conditions at Present Obtaining in Certain Schools in Pietermaritzburg and in Durban." Journal of Social Research, Vol. V, 119-28, 1954 (Pretoria, Union of South Africa). Presents the results of a statistical analysis of the intelligence test and reading scores of 464 pupils in seven different governmental schools of the Union of South Africa classified according to mental ages and sex, to determine the appropriate age for remedial reading instruction.

3782 Schramm, Wilbur. "Newspapers of a State as a News Network." Journalism Quarterly, XXXV (Spring, 1958) 177-82. Analyzes the news content of all Oregon dailies for one week, examines the sources of the news and the pattern of news exchange within the state "in an effort to relate population and distance to news flow."

3783 Schwartz, Marvin. "Transfer of Reading Training from Non-Technical to Technical Material." Journal of Educational Psychology, XLVIII (December, 1957) 498-504. Reports the effect of 17.5 hours of training in reading through the use of non-technical material on speed and comprehension of technical material both at the end of the training period and twelve weeks later.

3784 Sekerak, Robert M. "Mass Communication Media, Reading Comprehension, and Intelligence." Audio-Visual Communication Review, V (Spring, 1957) 463-75. Presents the results of a carefully planned statistical analysis of the relationships between the reading comprehension and intelligence of 366 junior high-school pupils and their use of mass communication media as revealed through the use of a diary form questionnaire.

3785 Smith, Donald E. P. "The Neurophysiology of Reading Disability." Significant Elements in College and Adult Reading Improvement (Edited by Oscar E. Causey), pp. 54-59. The Seventh Yearbook of the National Reading Conference for Colleges and Adults. Fort Worth, Texas. Texas Christian University Press, 1958. Reports the results of a battery of fifteen individual tests, given to 30 superior readers and the poorest readers in a group of 700, which provided individual profiles of the strengths and weaknesses of each pupil, to test the assumption that reading deficiency may be due to poor neural functioning.
3786  SMITH, NILA B. "WHAT RESEARCH SAYS ABOUT PHONICS INSTRUCTION," JOURNAL OF EDUCATIONAL RESEARCH, LI (SEPTEMBER, 1957), 1-9. SUMMARIZES PERTINENT RESEARCH TO FIND ANSWERS TO FOUR QUESTIONS: "ARE SCHOOLS TEACHING PHONICS?" "SHOULD WE TEACH PHONICS?" "WHEN SHOULD PHONICS INSTRUCTION BEGIN?" "HOW SHOULD WE TEACH PHONICS?"


3789  SPACHE, GEORGE D. "IMPROVING READING SKILLS IN THE SUBJECT MATTER AREAS," SIGNIFICANT ELEMENTS IN COLLEGE AND ADULT READING IMPROVEMENT (EDITED BY OSCAR S. CAUSEY), PP. 30-38. SEVENTH YEARBOOK OF THE NATIONAL READING CONFERENCE FOR COLLEGES AND ADULTS. FORT WORTH, TEXAS. TEXAS CHRISTIAN UNIVERSITY, 1958. SUMMARIZES CURRENT EFFORTS TO IMPROVE READING SKILLS IN SUBJECT-MATTER AREAS, AS PRESENTED IN 12 REPORTS OF RECENT PROGRAMS AND SEVERAL SUMMARIES OF CURRENT IMPROVEMENT PROGRAMS.

3790  STAIGER, RALPH C. "HOW ARE BASAL READERS USED?" ELEMENTARY ENGLISH, XXXV (JANUARY, 1958), 46-49. SUMMARIZES QUESTIONNAIRE RETURNS FROM 474 SCHOOLS IN ALL 48 STATES AND HAWAII CONCERNING SUCH ISSUES AS THE PLAN FOLLOWED (ONE, TWO OR MORE, OR NO BASAL READERS), WHEN CHANGES ARE MADE, WHO DECIDES ON CHANGES, USE OF BASAL READERS AS SUPPLEMENTARY, DESIRABILITY OF THE TWO-LEVEL PER GRADE SERIES, USE OF WORKBOOKS.
3791 STEINBAUM, MILTON, AND KURK, MITCHELL. "RELATIONSHIP BETWEEN THE KEYSTONE VISUAL SKILLS TESTS WITH READING ACHIEVEMENT AND INTELLIGENCE." AMERICAN JOURNAL OF OPTOMETRY, XXXV (APRIL, 1958), 173-81. COMPARES THE VISUAL SCORES MADE BY 100 FIFTH- AND SIXTH-GRADE PUPILS, CLASSIFIED INTO THREE IQ GROUPS AND INTO "ABOVE" AND "BELOW AVERAGE" IN READING, TO DETERMINE THE RELATIONSHIP BETWEEN THE SCORES ON THE KEYSTONE VISUAL SKILLS TEST AND READING, INTELLIGENCE, AND READING AND INTELLIGENCE COMBINED.

3792 THORNTON, ROBERT D. DEVELOPMENTAL READING IN TEXAS SECONDARY SCHOOLS. JANUARY, 1957. TEXAS STUDY OF SECONDARY EDUCATION, RESEARCH STUDY NUMBER TWENTY-THREE. (MRS. MAE COWAN, SEC., 2207 NOLEN STREET, AUSTIN, TEXAS.) REPORTS THE RESULTS OF A QUESTIONNAIRE STUDY CONCERNING THE EXTENT OF DEVELOPMENTAL READING PROGAMS IN TEXAS HIGH SCHOOLS, THEIR VALUE, RESULTS ATTAINED, AND THE NEED FOR THEM WHERE THEY DO NOT EXIST.


3794 TINKER, MILES A. "EFFECT OF CURVED TEXT UPON READABILITY OF PRINT." JOURNAL OF APPLIED PSYCHOLOGY, XLI (AUGUST, 1957), 218-221. SUMMARIZES FINDINGS IN AN EXPERIMENT INVOLVING 104 COLLEGE STUDENTS TO DETERMINE "THE EFFECTS OF CURVED TEXT UPON SPEED OF READING AND UPON VISIBILITY OF WORD FORMS".

3795 TODD, KERMIT R. "AN ANALYSIS OF THE POINTS OF VIEW, PRACTICES, AND PROCEDURES RELATED TO THE PROGRAMS OF HELPING CHILDREN WITH THEIR READING PROBLEMS IN SELECTED ELEMENTARY SCHOOLS IN INDIANA." STUDIES IN EDUCATION, 1955, PP. 345-48. THESIS ABSTRACT SERIES, SCHOOL OF EDUCATION, INDIANA UNIVERSITY, NO. 7, 1956. SUMMARIZES RESPONSES TO A QUESTIONNAIRE, INCLUDING 185 ITEMS, FROM ELEMENTARY-SCHOOL "SUPERVISORS IN 24 SELECTED SYSTEMS WITH A TOTAL OF 144 CLASSROOM TEACHERS, TEN OF THESE SYSTEMS HAVING 33 SPECIAL READING AND CLASSROOMS."


TURNER, MARY ALICE. "NEWS-READING BEHAVIOR AND SOCIAL ADJUSTMENT," JOURNALISM QUARTERLY, XXXV (SPRING, 1958), 199-204. ANALYZES THE RESPONSES OF ADULTS DURING INTERVIEWS TO DISCOVER POSSIBLE RELATIONSHIPS BETWEEN AN INDIVIDUAL'S TENSION AND ADJUSTMENT IN SOCIAL ROLES AND HIS NEWSPAPER READING.

3801 WEISGERBER, S. Jo, CHARLES A. "ACCURACY IN JUDGING EMOTIONAL EXPRESSIONS AS RELATED TO UNDERSTANDING OF LITERATURE," JOURNAL OF SOCIAL PSYCHOLOGY, XLVI (NOVEMBER, 1957), 253-58. CORRELATES THE SCORES OF 112 STUDENTS ON "TEST 7, ABILITY TO INTERPRET LITERARY MATERIALS, OF THE IOWA TESTS OF EDUCATIONAL DEVELOPMENT" AND THEIR ABILITY "TO JUDGE THE EMOTIONS PORTRAYED IN THE RUCKMICK PICTURES OF SOCIAL EXPRESSION".

3802 WOLLNER, MARY H. B. "SOME EUROPEAN RESEARCH IN READING DISABILITIES," EDUCATION, LXXVIII (MAY, 1958), 555-60. PRESENTS A BRIEF REVIEW OF THE NATURE OF THE RESEARCH RELATING TO READING DISABILITIES IN AUSTRIA, GERMANY AND FRANCE.

JULY 1, 1958 TO JUNE 30, 1959

3805 AARON, I. E., GOODWIN, FRANCES, AND KENT, VADA. "FOURTH GRADE TEACHERS EXPERIMENT WITH CROSS-CLASS GROUPING FOR READING INSTRUCTION," ELEMENTARY ENGLISH, XXXVI (MAY, 1959), 305-307. REPORTS THE PROGRESS ACHIEVED DURING SIX MONTHS OF INSTRUCTION IN WHICH ALL THE PUPILS IN THREE FOURTH-GRADE ROOMS WERE DIVIDED INTO SIX READING GROUPS ON THE BASIS OF THEIR READING ABILITY, EACH TEACHER TEACHING TWO GROUPS.


3807 AUSUBEL, DAVID P. AND BLAKE, ELIAS, JR. "PROACTIVE INHIBITION IN THE FORGETTING OF MEANINGFUL SCHOOL MATERIAL," JOURNAL OF EDUCATIONAL RESEARCH, LII (DECEMBER, 1958), 145-49. REPORTS THE RESULTS OF AN EXPERIMENT AT THE COLLEGE LEVEL TO DETERMINE THE EFFECT ON RETENTION OF READING MATERIAL RELATED TO BUDDHISM AS CONTRASTED TO THE READING OF MATERIAL INCLUDING ALL THE CONTENT OF THE FIRST PASSAGE PLUS A DISCUSSION OF SIMILARITIES AND DIFFERENCES BETWEEN BUDDHISM AND CHRISTIANITY.

3808 BANHAM, KATHARINE M. "MATURITY LEVEL FOR READING READINESS," EDUCATIONAL AND PSYCHOLOGICAL MEASUREMENT, XVIII (SUMMER, 1958), 371-75. PRESENTS A CHECK LIST FOR MATURITY LEVEL FOR READING READINESS TO BE USED AS A SUPPLEMENT TO READING READINESS TESTS, DISCUSSES ITS VALIDITY AND THE CORRELATIONS OF SCORES MADE ON IT WITH THOSE ON TESTS OF INTELLIGENCE AND READING ABILITY.

3809 BARANYAI, ELIZABETH H. "VERBAL COMPREHENSION IN HUNGARIAN CHILDREN OF 8-10 YEARS," BRITISH JOURNAL OF EDUCATIONAL PSYCHOLOGY, XXVIII (NOVEMBER, 1958), 262-65. REPORTS THE FINDINGS OF A STUDY WHICH AIMED, FIRST, TO IDENTIFY CHILDREN'S UNDERSTANDING OF WORDS AND PHRASES SELECTED FROM THEIR SCHOOL READERS AND, SECOND, TO DETERMINE THE APPROPRIATENESS OF THE READERS FOR THE HUNGARIAN CHILDREN TESTED.


3812 Beasley, Charles E., Jr. "A Freshman Reading Program," Journal of Developmental Reading, II (Winter, 1959), 23-29. Reports the gain and permanence of gain after three months of instruction, involving use of mechanical and non-mechanical devices, given to 144 students during thirty-six class hours, supplemented by twenty-four hours of individual and small-group help.

3813 Bernard, Mary J. "Homogeneous Grouping for Reading Instruction. Upper Grade Rooms Divided for Reading Lessons," The Chicago Schools Journal, XL (December, 1958), 135-39. Reports the results of a year of reading instruction given to nine classes which had been classified into homogeneous groups on the basis of the Chicago Reading Test.

3815 BLIESMER, EMERY P. "METHODS OF EVALUATING PROGRESS OF RETARDED READERS IN REMEDIAL READING PROGRAMS," THE 15TH YEARBOOK OF THE NATIONAL COUNCIL ON MEASUREMENTS USED IN EDUCATION, 1958, PP. 128-34. COMPARES THE RESULTS OF THREE METHODS OF EVALUATING PROGRESS OF RETARDED READERS IN REMEDIAL READING PROGRAMS IN THE CASE OF TWO GROUPS OF PUPILS IN GRADES FOUR TO EIGHT, INCLUSIVE.


3817 BOHNHORST, BEN A. AND SELLERS, SOPHIA N. "INDIVIDUAL READING INSTRUCTION VS. BASAL TEXTBOOK INSTRUCTIONS. SOME TENTATIVE EXPLORATIONS," ELEMENTARY ENGLISH, XXXVI (MARCH, 1959), 185-90. REPORTS AN "EXPLORATORY" RATHER THAN "RIGOROUSLY EXPERIMENTAL" STUDY IN TWO CLASSROOMS IN THE PRIMARY GRADES IN WHICH THE PUPILS RECEIVED ALTERNATING GROUP AND INDIVIDUALIZED INSTRUCTION FOR EIGHT WEEKS DURING EACH OF TWO SEMESTERS, FOLLOWED BY INDIVIDUALIZED INSTRUCTION THE NEXT YEAR.

3818 BRADDOCK, RICHARD AND KRAUS, SIDNEY, "AN EXPERIMENT IN ACCELERATING THE VOCABULARY GROWTH OF REMEDIAL STUDENTS," COLLEGE COMPOSITION AND COMMUNICATION, IX (DECEMBER, 1958), 216-19. REPORTS THE RESULTS OF EFFORTS IN A FRESHMAN COMMUNICATION COURSE FOR LOW RANKING STUDENTS TO INCREASE THEIR MEANING VOCABULARY IN THE VARIOUS COURSES TAKEN.

3820  Brinton, James E. and Danieldon, Wayne A. "A Factor Analysis of Language Elements Affecting Readability," Journalism Quarterly, XXXV (Fall, 1958), 420-26. Presents the results of a factor-analysis of twenty language elements to identify underlying relationships that might suggest "theoretical bases of readability".


3822  Clyse, Juanita. "What do Basic Readers Teach about Jobs," Elementary School Journal, LIX (May, 1959), 456-60. Presents the results of an analysis of the selections on eight basic readers for use at the third-grade level to determine the nature and extent of the information given on occupations "as a means of earning a living".


3825 EAMES, THOMAS H., M. D. "THE EFFECT OF ENDOCRINE DISORDERS ON READING," THE READING TEACHER, XII (APRIL, 1959), 263-65. REPORTS THE RESULTS OF COMPARISONS OF 24 READING FAILURES WITH ENDOCRINE DYSFUNCTION WITH 100 READING FAILURES WITHOUT ENDOCRINE DYSFUNCTION AND 100 CONTROLS.

3826 EDFELT, AKE W. SILENT SPEECH AND SILENT READING. STOCKHOLM, SWEDENS. ALMQUIST AND WIKSELL, 1959. ANALYZES ELECTROMYOGRAPHICALLY SECURED SILENT SPEECH RECORDS WHILE READING OF 84 FRESHMAN STUDENTS IN THE UNIVERSITY OF STOCKHOLM TO DETERMINE THE RELATIONSHIP BETWEEN THE OCCURRENCE OF SILENT SPEECH IN READING AND READING ABILITY.

3827 ELLER, WILLIAM AND DYKSTRA, ROBERT. "PERSUASION AND PERSONALITYS. READERS'-PREDISPOSITIONS AS A FACTOR IN CRITICAL READING," ELEMENTARY ENGLISH, XXXVI (MARCH, 1959), 191-97, 202. PRESENTS A CRITICAL REVIEW OF THE PUBLISHED RESEARCH RELATING TO CRITICAL READING, WITH SPECIAL REFERENCE TO THE "READER-PREDISPOSITION FACTOR," INCLUDING PERSONAL, SOCIAL AND CULTURAL ASPECTS.

3828 ELLISON, JEROME AND GOSER, FRANKLIN T. "NON-FICTION MAGAZINE ARTICLES. A CONTENT ANALYSIS STUDY," JOURNALISM QUARTERLY, XXXVI (WINTER, 1959), 27-34. PRESENTS THE RESULTS OF CONTENT ANALYSES OF NINE NON-FICTION MAGAZINES FOR THREE-MONTH PERIODS IN 1947 AND 1957 TO IDENTIFY CHANGES IN SUBJECT MATTER, WRITING STYLE AND ARTICLE LENGTH FOR INDIVIDUAL MAGAZINES AND THE GROUP.

3829 ENGEL, GERALD, O'SHEA, HARRIET E. AND MENDEHALL, JOHN H., "'PROJECTIVE' RESPONSES TO A NEWS ARTICLES. A STUDY IN ASPECTS OF BIAS," JOURNAL OF PSYCHOLOGY, XLVI (OCTOBER, 1958), 309-17. REPORTS THE RESULTS OF AN EXPERIMENT, INCLUDING 233 COLLEGE STUDENTS AND ADULTS BELONGING TO 8 DIFFERENT GROUPS, TO TEST THE HYPOTHESES THAT "PEOPLE READ AND INTERPRET STATEMENTS DISSIMILARLY" AND THAT "THE DIRECTION OF INTERPRETATION OF AMBIGUOUS READING MATERIAL IS DETERMINED BY THE EXISTING BIAS OF THE INDIVIDUAL."


3833 FISHER, HELEN. "TEACHER DIFFERENCES IN PROFESSIONAL READING," EDUCATIONAL ADMINISTRATION AND SUPERVISION, XLIV (SEPTEMBER, 1958), 282-89. SUMMARIZES THE RESULTS OF INFORMATION SECURED FROM 50 ELEMENTARY-SCHOOL TEACHERS TO DETERMINE THEIR PATTERNS OF PROFESSIONAL READING AND THE FACTORS THAT INFLUENCED THEIR READING.

3834 FISHMAN, JOSHUA A. AND FISHMAN, CELE SCHWEID. "SEPARATISM AND INTEGRATIONISMS. A SOCIAL-PSYCHOLOGICAL ANALYSIS OF EDITORIAL CONTENT IN NEW YORK NEWSPAPERS OF THREE AMERICAN MINORITY GROUPS," GENETIC PSYCHOLOGY MONOGRAPHS, LIX (MAY, 1959), 219-61. COMPARES THE EDITORIAL CONTENT OF FIVE FOREIGN-LANGUAGE NEWSPAPERS PUBLISHED IN NEW YORK CITY TO DETERMINE THE PROPORTION OF EDITORIALS DEVOTED TO THEIR OWN ETHNIC GROUP PROBLEMS AND TO "SEPARATISM-RETENTIONISM" ON THE PART OF THREE AMERICAN MINORITY GROUPS.
3835  FITE, MARGARETTA W. AND MOSHER, MARGARET M. "THE SPECIAL READING SERVICES OF THE NEW YORK BOARD OF EDUCATION," THE READING TEACHER, XII (FEBRUARY, 1959), 101-86. DESCRIBES THE CLINICAL PROGRAMS AND SUMMARIZES EVIDENCE CONCERNING "SYMPTOMS OF DISTURBANCE", "PROBLEMS WITHIN THE FAMILY", "SITUATIONAL FACTORS AND EARLY SCHOOL EXPERIENCES" AND "ADVERSE PHYSICAL DEVELOPMENTAL FINDINGS".

3836  FRIDIAN, SISTER MARY. "READING ACHIEVEMENT IN A CATHOLIC PAROCHIAL SCHOOL," SCHOOL AND SOCIETY, LXXXVI (NOVEMBER 8, 1958), 403-5. COMPARES THE ACHIEVEMENT IN READING OF PUPILS IN GRADES I TO VII INCLUSIVE IN 1940 AND IN 1956, AS MEASURED BY THE GATES READING TESTS FOR THE APPROPRIATE GRADES.

3837  FRIEDMAN, S. "A REPORT ON PROGRESS IN AN L. E. A. REMEDIAL READING CLASS," BRITISH JOURNAL OF EDUCATIONAL PSYCHOLOGY, XXVII (NOVEMBER, 1958), 258-261. COMPARES "THE PROGRESS IN READING OF RETARDED CHILDREN BEFORE ENTERING A REMEDIAL CLASS, AND AFTER A PERIOD OF INSTRUCTION IN THE CLASS."

3838  GARVER, RICHARD A. "THE LABOR PRESS AS A LEADERSHIP TOOL," JOURNALISM QUARTERLY, XXXV (SUMMER, 1958), 324-32. PRESENTS A CONTENT ANALYSIS OF U. S. LABOR PUBLICATIONS ISSUED DURING 1956 FROM HEADQUARTERS OF 34 INTERNATIONAL TRADE UNIONS Chosen Randomly From a Possible Total of 163 SUCH UnIONS, "TO DETERMINE THE BASIC PURPOSE OF SUCH PUBLICATIONS."

3839  GIBBONS, EDWARD W., WINCHESTER, RICHARD A. AND KREBS, DONALD F. "VARIABILITY OF ORAL READING RATE," JOURNAL OF SPEECH AND HEARING DISORDERS, XXIII (NOVEMBER, 1958), 591-93. REPORTS AND INTERPRETS EVIDENCE FROM 60 VETERANS WHICH WAS SECURED TO TEST "THE HYPOTHESIS THAT SUSTAINED READING, IN AND OF ITSELF, MAY HAVE AN INFLUENCE UPON ORAL READING RATE."
GILBERT, LUTHER C. "INFLUENCE OF INTERFERING STIMULI ON PERCEPTION OF MEANINGFUL MATERIAL," CALIFORNIA JOURNAL OF EDUCATIONAL RESEARCH, X (JANUARY, 1959), 15-23. SUMMARIZES DATA SECURED FROM 68 UPPER DIVISION AND GRADUATE STUDENTS "TO DETERMINE THE AMOUNT OF INTERFERENCE WHICH RESULTED WHEN A COMPETING STIMULUS WAS THROWN ON THE SAME GROUP OF RODS AND CONES IMMEDIATELY FOLLOWING OR PRECEDING THE PRESENTATION OF WORDS OR PHRASES OF SENSE MATERIAL.".


GILBERT, LUTHER C. "SPEED OF PROCESSING VISUAL STIMULI AND ITS RELATION TO READING," JOURNAL OF EDUCATIONAL PSYCHOLOGY, L (JANUARY, 1959), 8-14. SUMMARIZES DATA FROM 64 COLLEGE AND GRADUATE STUDENTS WHICH WERE SECURED TO FIND OUT THE "INFLUENCE OF VARYING THE PROCESSING TIMES FOR THE FIRST STIMULUS BEFORE THE EYES WERE PERMITTED TO ENCOUNTER AN INTERFERING STIMULUS."

GILBERT, LUTHER C. "GENETIC STUDY OF EYE-MOVEMENTS IN READING," ELEMENTARY SCHOOL JOURNAL, LIX (MARCH, 1959), 328-35. COMPARES THE NUMBER OF FIXATIONS AND REGRESSIONS PER 100 WORDS AND THE DURATION OF FIXATIONS IN PROSE READING OF 22 SUBJECTS WHEN IN THE SECOND GRADE AND AGAIN WHEN COLLEGE JUNIORS AND SENIORS. ALSO FOR 7 SUBJECTS AT THE SECOND, FOURTH AND SIXTH GRADES AND IN COLLEGE.


3846  GRAY, WILLIAM S. "SUMMARY OF READING INVESTIGATIONS, JULY 1, 1957 TO JUNE 30, 1958," JOURNAL OF EDUCATIONAL RESEARCH, LII (FEBRUARY, 1959), 203-21. SUMMARIZES MAJOR FINDINGS OF 118 INVESTIGATIONS RELATING TO READINGS. INCLUDES ANNOTATED BIBLIOGRAPHICAL REFERENCES.


PUBLISHED RESEARCH LITERATURE IN READING, 1950 TO 1963


HART, RICHARD H. "THE EFFECTIVENESS OF AN APPROACH TO THE PROBLEM OF VARYING ABILITIES IN TEACHER READING," JOURNAL OF EDUCATIONAL RESEARCH, LII (FEBRUARY, 1959), 228-31. REPORTS THE RESULTS OF A STUDY OF THE FOURTH AND FIFTH-GRADE LEVELS TO TEST THE HYPOTHESIS THAT ACHIEVEMENT IN READING IS SIGNIFICANTLY GREATER WHEN PUPILS ARE GROUPED HOMOGENEOUSLY ACCORDING TO ABILITY THAN WHEN GROUPED HETEROGENEOUSLY, "ALL OTHER FACTORS BEING EQUAL".

HERMAN, KNUD. "CONGENITAL WORD-BLINDNESS. (POOR READERS IN THE LIGHT OF GERSTMANN'S SYNDROME)," ACTA PSYCHIATRICA AND NEUROLOGICA SCANDINAVICA, SUPPLEMENT 108. COPENHAGEN, DENMARKS. MUNKSGAARD, 1956. PRESENTS EVIDENCE THAT THE FUNDAMENTAL DISTURBANCE IN THE CASE OF CONGENITAL WORD-BLINDNESS IS THE SAME AS THAT IN THE CASE OF GERSTMANN'S SYNDROME.


HUELSMAN, CHARLES B. "SOME RECENT RESEARCH ON VISUAL PROBLEMS IN READING," AMERICAN JOURNAL OF OPTOMETRY AND ARCHIVES OF AMERICAN ACADEMY OF OPTOMETRY, XXXV (NOVEMBER, 1958), 559-64. SUMMARIZES PERTINENT RESEARCH SINCE 1960 UNDER THREE HEADINGS. "OUTLINE FORM PERCEPTION", "USE OF THE TACHISTOSCOPE", AND "GENERAL VISUAL ACHIEVEMENT".

3856 KASDON, LAWRENCE M. "EARLY READING BACKGROUND OF SOME SUPERIOR READERS AMONG COLLEGE FRESHMEN," JOURNAL OF EDUCATIONAL RESEARCH, LII (DECEMBER, 1958), 151-53. SUMMARIZES THE RESULTS OF INQUIRIES AMONG 50 OF THE HIGHEST RANKING FRESHMEN IN NINE COLLEGES IN THE LOS ANGELES AREA ON THE SPEED OF COMPREHENSION SCALE OF THE COOPERATIVE ENGLISH TEST, FORM Y, TO DETERMINE IF THEY LEARNED TO READ BEFORE SCHOOL ENTRANCE, HOW THEY LEARNED TO READ, AND HOW THEY ACCOUNTED FOR THE FACT THAT THEY BECAME SUPERIOR READERS.

3857 KEATS, J. A. ET. AL. "THE DIFFICULTY OF AVAILABLE WORD RECOGNITION TESTS FOR QUEENSLAND CHILDREN," THE AUSTRALIAN JOURNAL OF EDUCATION, II (NOVEMBER, 1958), 168-70. REPORTS THE RESULTS OF AN EVALUATION OF SIX VOCABULARY TESTS WITH RESPECT TO DIFFICULTY, USING AS A "CRITERION OF DIFFICULTY" THE NUMBER OF PUPILS IN A GROUP OF 600 APPROXIMATELY NINE YEARS OLD WHO IN A PREVIOUS STUDY HAD USED A PARTICULAR WORD APPEARING IN ANY OF THE SIX TESTS.

3858 KERRICK, JEAN S. "NEWS-PICTURES, CAPTIONS, AND THE POINT OF RESOLUTION," JOURNALISM QUARTERLY, XXXVI (SPRING, 1959), 183-88. SUMMARIZES THE RESPONSES OF TWO GROUPS OF 50 COLLEGE WOMEN "TO EXPLORE THE EFFECT (ON MEANING) OF COMBINING PICTURES AND CAPTIONS", USING FIVE PICTURES AND A PAIR OF CAPTIONS, "ONE INTENDED TO BE POSITIVE" AND "ONE INTENDED TO BE NEGATIVE".

3859 KETCHUM, WARREN A. AND LAFFITTE, RONDEAU G., JR. "HOW WELL ARE THEY LEARNING?" EDUCATIONAL LEADERSHIP, XVI (MARCH, 1959), 337-41. COMPARES THE LONGITUDINAL RECORDS OF FIFTY CHILDREN IN MENTAL AND READING AGES BEGINNING WITH A CHRONOLOGICAL AGE OF 84 MONTHS AND CONTINUING TO 144 MONTHS.
KING, W. H. "AN EXPERIMENTAL INVESTIGATION INTO THE RELATIVE MERITS OF LISTENING AND READING COMPREHENSION FOR BOYS AND GIRLS OF PRIMARY SCHOOL AGE," BRITISH JOURNAL OF EDUCATIONAL PSYCHOLOGY, XXIX (FEBRUARY, 1959), 42-49. COMPARES THE SCORES OF 225 BOYS AND 250 GIRLS ON TESTS OF VISUAL AND AUDITORY COMPREHENSION AND RELATES THESE SCORES WITH THE RESULTS OF A VERBAL INTELLIGENCE TEST AND TESTS OF (A) ABILITY TO FOLLOW DIRECTIONS, (B) IMMEDIATE RECALL, (C) WORD MEANINGS AND (D) ATTENTION.

KINLOCH, FLORENCE. "DO CHILDREN FORGET DURING THE SUMMER?" SCHOOL AND COMMUNITY, XLV (MAY, 1959), 95-40. PRESENTS THE RESULTS OF A CONTROLLED EXPERIMENT WITH TWO GROUPS OF 14 PUPILS EACH TO DETERMINE (1) IF PUPILS DECREASE IN READING ABILITY DURING THE SUMMER FOLLOWING FIRST GRADE TRAINING AND (2) THE INFLUENCE OF GUIDED WORK DURING THE SUMMER ON THEIR STATUS IN READING AT THE END OF THE SUMMER.


LEAHY, DOROTHY M. "READING ABILITY OF COLLEGE HOME ECONOMICS STUDENTS," CALIFORNIA JOURNAL OF EDUCATIONAL RESEARCH, X (JANUARY, 1959), 42-47. REPORTS THE FINDINGS OF A STUDY MADE AMONG 477 WOMEN STUDENTS IN HOME ECONOMICS TO FIND OUT HOW WELL THEY READ, THE EXTENT OF THEIR VOCABULARY, HOW THEY COMPARED IN READING ABILITY WITH COLLEGE STUDENTS IN GENERAL, AND THE RELATION OF READING ABILITY TO THEIR GRADE-POINT AVERAGES.


3867  LETSON, CHARLES T. "THE RELATIVE INFLUENCE OF MATERIAL AND PURPOSE ON READING RATES," JOURNAL OF EDUCATIONAL RESEARCH, LII (FEBRUARY, 1959), 238-40. SUMMARIZES THE SCORES MADE BY 601 COLLEGE FRESHMEN WHEN READING TWO PASSAGES THAT DIFFERED IN DIFFICULTY FOR TWO PURPOSES. (A) AS RAPIDLY AS POSSIBLE FOR THE STORY AND (B) FOR COMPLETE MASTERY OF IDEAS AND DETAILS.


3869  LEVY, JEROME. "READABILITY LEVEL AND DIFFERENTIAL TEST PERFORMANCE, A LANGUAGE REVISION OF THE STUDY OF VALUES," JOURNAL OF EDUCATIONAL PSYCHOLOGY, XLIX (FEBRUARY, 1958), 6-12. PRESENTS THE RESULTS OF AN ATTEMPT TO PRODUCE A MORE READABLE MODIFICATION OF THE ALLPORT-VERNON STUDY OF VALUES THAT WAS EQUIVALENT TO IT IN ALL OTHER RESPECTS.
3870  LUSER, CAROLYN, STANTON, EILEEN, AND DOYLE, CHARLES I. "EFFECT OF AN AUDIO-VISUAL PHONICS AID IN THE INTERMEDIATE GRADES," JOURNAL OF EDUCATIONAL PSYCHOLOGY, XLIX (FEBRUARY, 1958), 28-30. REPORTS THE RESULTS OF A CONTROLLED EXPERIMENT INVOLVING 214 THIRD- AND FOURTH-GRADE PUPILS TO DETERMINE THE EFFECT OF 43 DRILL LESSONS IN PHONICS ON ACHIEVEMENT IN ORAL READING, PARAGRAPH MEANING, AND SPELLING.

3871  LYNN, R. "DISPARITY OF ATTAINMENT IN READING AND ARITHMETIC," BRITISH JOURNAL OF EDUCATIONAL PSYCHOLOGY, XXVIII (NOVEMBER, 1958), 277-80. REPLIES TO CRITICISMS BY REED AND SCHONFIELD OF A PREVIOUS ARTICLE UNDER THE SAME TITLE AS ABOVE, REVIEWING THE RESULTS OF RELEVANT RESEARCH TO SUPPORT HIS VIEWS.

3872  MCANARNEY, HARRY. "A COMPARISON OF THE FIVE MOST RECENT KANSAS BASAL PRIMARY READING ADOPTIONS WITH THE EDUCATIONAL THOUGHT OF EACH ADOPTION PERIOD IN THE AREAS OF CONTENT, VOCABULARY, WORD ANALYSIS, READINESS, AND READABILITY," UNIVERSITY OF KANSAS BULLETIN OF EDUCATION, XIII (SPRING ISSUE, MAY, 1959), 95-100. REPORTS THE FINDINGS OF A STUDY DIRECTED BY THREE AIDS. "(1) TO EXAMINE THE RESEARCH FINDINGS OF EACH ADOPTION PERIODS. (2) TO ESTABLISH ON THE BASIS OF THE RESEARCH FINDINGS, CRITERIA TO USE IN THE EVALUATION OF THE ADOPTED READING SERIES. (3) TO COMPARE THE KANSAS ADOPTIONS WITH THE RESEARCH OF EACH OF THE ADOPTION PERIODS."

3873  MCCRACKEN, ROBERT A. "AN EXPERIMENT WITH CONTRIVED READABILITY IN FIFTH AND SIXTH GRADES," JOURNAL OF EDUCATIONAL RESEARCH, LII (MARCH, 1959), 277-78. REPORTS THE RESULTS OF AN EXPERIMENT INVOLVING 124 FIFTH AND SIXTH-GRADE PUPILS "TO DETERMINE THE EFFECT MADE UPON READING COMPREHENSION SCORES . . . BY CHANGING VOCABULARY DIFFICULTY OF THE SELECTIONS READ".

3874  MCEVOY, POYNTER, "MEDIA-HABIT SURVEY OF INDIANA HOMES," JOURNALISM QUARTERLY, XXXVI (WINTER, 1959), 63-64. SUMMARIZES THE 260 RESPONSES MAINLY FROM MIDDLE CLASS URBAN FAMILIES TO QUESTIONNAIRES TO DETERMINE THE EXTENT OF USE OF DIFFERENT MASS MEDIA AND PREFERENCES FOR THEM AMONG VARIOUS MEMBERS OF FAMILIES.
3875 MANEY, ETHEL S. "LITERAL AND CRITICAL READING IN SCIENCE," JOURNAL OF EXPERIMENTAL EDUCATION, XXVII (SEPTEMBER, 1958), 57-64. REPORTS CORRELATIONS OF SCORES OF 513 FIFTH-GRADE PUPILS ON THE PINTER GENERAL ABILITY TEST, VERBAL SERIES, INTERMEDIATE, FORM AS. THE GATES READING SURVEY, FORM 1, LEVEL OF COMPREHENSIONS. AND THE EXPERIMENTAL EDITION OF THE INTERMEDIATE READING TESTS. SCIENCE.


3877 MEHLING, REUBEN, "ATTITUDE CHANGING EFFECT OF NEWS AND PHOTO COMBINATIONS," JOURNALISM QUARTERLY, XXXVI (SPRING, 1959), 189-98. ANALYZED RESPONSES FROM SEVEN GROUPS OF UNIVERSITY STUDENTS RANGING IN SIZE FROM 13 TO 30 TO DETERMINE THE RELATIVE EFFECTIVENESS IN CHANGING PERSONAL ATTITUDES OF A PHOTO-CAPTION COMBINATION AND A STORY ALONE.

3878 MORRISON, IDA E. AND PERRY, IDA F. "SPELLING AND READING RELATIONSHIPS WITH INCIDENCE OF RETARDATION AND ACCELERATION," JOURNAL OF EDUCATIONAL RESEARCH, LII (FEBRUARY, 1959), 222-27. BASES CONCLUSIONS ON THE RESULTS OF THE CALIFORNIA ACHIEVEMENT TESTS AND THE CALIFORNIA SHORT-FORM TESTS OF MENTAL MATURITY GIVEN OVER A PERIOD OF FOUR YEARS TO 1,007 PUPILS IN GRADES III THROUGH VIII IN 36 CLASSROOMS IN FIVE SCHOOL DISTRICTS.


PATTERSON, WALTER G. "THE ROLE OF THE CLASSROOM TEACHER IN HELPING STUDENTS IMPROVE IN READING," JOURNAL OF DEVELOPMENTAL READING, I (SUMMER, 1958), 31-41. SUMMARIZES THE REACTIONS OF 31 HIGH-SCHOOL TEACHERS TO TWELVE GENERALIZATIONS CONCERNING THEIR PARTICIPATION IN SUPPLEMENTING THE FORMAL READING PROGRAMS. ALSO THE PRACTICAL SUGGESTIONS MADE BY THE SAME TEACHERS FOR HELPING STUDENTS IMPROVE IN READING.

PETerson, WILBUR, "IS DAILY CIRCULATION KEEPING PACE WITH THE NATION'S GROWTH?" JOURNALISM QUARTERLY, XXXVI (WINTER, 1959), 12-22. COMPARES (A) CIRCULATION OF DAILY NEWSPAPERS WITH THE TOTAL UNITED STATES POPULATION, AND WITH THAT OVER 20 YEARS OF AGE, FOR THE YEARS 1929 TO 1957 AND (B) RELATIONSHIP OF CIRCULATION TO NUMBER OF HOUSEHOLDS AND FAMILIES.


POWERS, RICHARD D. AND Ross, J. E. "NEW DIAGRAMS FOR CALCULATING READABILITY SCORES RAPIDLY," JOURNALISM QUARTERLY XXXVI (SPRING, 1959), 177-82. PRESENTS CALCULATING DIAGRAMS BASED ON RECENTLY RECALCULATED READABILITY FORMULAS ORIGINATED BY FLESCH, DALE AND CHALL, GUNNING, AND FARR, JENKINS AND PATERSON."
3885  REED, GRAHAM AND SCHONFIELD, DAVID. "DISPARITY OF ATTAINMENT IN READING AND ARITHMETIC," BRITISH JOURNAL OF EDUCATIONAL PSYCHOLOGY, XXVIII (NOVEMBER, 1958), 271-76. REVIEWS A RECENT ARTICLE BY R. LYNN IN WHICH THE LATTER MAINTAINED THAT "ANXIETY IS A CAUSE OF GOOD READING BUT INTERFERES WITH PROGRESS IN ARITHMETIC," CRITICIZES LYNN'S EVIDENCE AS INCONCLUSIVE AND MAKES SUGGESTIONS FOR FURTHER RESEARCH. A REPLY BY LYNN FOLLOWS GRAHAM AND SCHONFIELD'S DISCUSSION.

3886  RICHARDSON, J. A. "PHYSICAL FACTORS IN READING FAILURE," AUSTRALIAN JOURNAL OF EDUCATION, II (APRIL, 1958), 1-10. PRESENTS A GENERAL REVIEW OF RELATED RESEARCH AND COMPARES 97 MATCHED PAIRS OF RETARDED AND SUCCESSFUL READERS IN THE THIRD, FOURTH AND FIFTH GRADES TO DETERMINE GROUP DIFFERENCES IN THE INCIDENCE OF PHYSICAL FACTORS AND THEIR POSSIBLE RELATION TO READING FAILURE.


3888  ROBINSON, H. ALAN. "THE SECONDARY-SCHOOL READING SPECIALIST," THE READING TEACHER, XII (DECEMBER, 1958), 103-106. SUMMARIZES QUESTIONNAIRE RESPONSES OF 401 SECONDARY SCHOOL READING SPECIALISTS IN THE FIVE LARGEST CITIES OF 41 STATES AND THE DISTRICT OF COLUMBIA, CONCERNING THEIR PREPARATION, EARNINGS AND NATURE OF THEIR WORK.

PUBLISHED RESEARCH LITERATURE IN READING, 1950 TO 1961


3891  SAYLES, DANIEL C. "THE EFFECTS OF MEDIAL TESTING," JOURNAL OF DEVELOPMENTAL READING, II (AUTUMN, 1958), 43-47. REPORTS THE RESULTS OF AN EXPERIMENT INCLUDING 126 COLLEGE STUDENTS, BOTH MALE AND FEMALE, TO DETERMINE THE EFFECT OF "MEDIAL TESTING ON FINAL TEST PERFORMANCE" IN A READING IMPROVEMENT COURSE, MEETING TWO FIFTY-MINUTE PERIODS A WEEK FOR SIX WEEKS.


3893  SHARPE, MAIDA WOOD. "AN INDIVIDUALIZED READING PROJECT," ELEMENTARY ENGLISH, XXXV (DECEMBER, 1958), 507-12. REPORTS THE PROGRESS IN READING OF A SECOND GRADE CLASS WHICH RECEIVED ONE OR MORE DAYS OF GROUP INSTRUCTION EACH WEEK, SUPPLEMENTED BY INDIVIDUALIZED TEACHING AND SELF-SELECTION OF THE MATERIALS READ.

3894  SHIBLES, BURLEIGH H. "HOW MANY WORDS DOES A FIRST-GRADE CHILD KNOW?" ELEMENTARY ENGLISH, XXXVI (JANUARY, 1959), 42-47. REVIEWS THE FINDING OF PREVIOUS STUDIES AND REPORTS THE RESULTS OF THE SEASHORE-ECKERSON ENGLISH RECOGNITION VOCABULARY TEST GIVEN TO 183 BILINGUAL AND MONO-LINGUAL PUPILS IN SEVEN ELEMENTARY SCHOOLS IN MAINE.
SLOVER, VERA. "COMIC BOOKS VS. STORY BOOKS," ELEMENTARY ENGLISH, XXXVI (MAY, 1959), 319-22. SUMMARIZES RESPONSES OF 365 FOURTH-GRADE PUPILS TO THE QUESTIONS: "DO YOU READ COMIC BOOKS?" "WHICH OF THESE DO YOU ENJOY MOST?" - COMIC BOOKS, STORY BOOKS "GIVE A REASON FOR YOUR CHOICE IN THE QUESTION ABOVE."


SPACHE, GEORGE D. GOOD READING FOR POOR READERS, CHAMPAIGN, ILL. THE GARRARD PRESS, 1958. PRESENTS AN EXTENDED LIST OF BOOKS FOR POOR READERS, CLASSIFIED UNDER SUCH HEADINGS AS ADVENTURE, WITH INDEXES OF READING LEVELS AND INTEREST LEVELS. PREFACES THIS LIST WITH SUMMARIES OF RESEARCH RELATING TO CHOOSING BOOKS FOR CHILDREN, THE RIGHT TYPE OF BOOK, BIBLIO THERAPY AND METHODS OF ESTIMATING READABILITY.

STEINBAUM, MILTON AND KURK, MITCHELL. "COMPARISON OF VISUAL PERFORMANCE IN TWO CLASSES OF BELOW AVERAGE READERS," JOURNAL OF THE AMERICAN OPTOMETRIC ASSOCIATION, XXXV (OCTOBER, 1956), 194-96. COMPARES THE VISUAL STATUS OF TWO GROUPS OF BELOW AVERAGE READERS, Namely, 17 FOURTH-GRADE PUPILS WITH GREATER AVERAGE RETARDATION IN READING AND 18 FIFTH-GRADE PUPILS WITH LESSER AVERAGE RETARDATION.


3902 SULLIVAN, EUGENE A., JR. "SOME EXPERIENCES WITH READING IMPROVEMENT IN GENERAL MOTORS," JOURNAL OF DEVELOPMENTAL READING, II (WINTER, 1959), 12-16. PRESENTS RECORDS OF INDIVIDUALS OF DIFFERENT PERSONNEL DIVISIONS, SHOWING PERCENT OF GAIN IN READING EFFICIENCY AND EXTENT OF RETENTION AFTER SIX MONTHS, AS A RESULT OF TWENTY HOURS OF TRAINING WITHOUT THE USE OF MECHANICAL DEVICES.


3905  Thayer, Lee O. and Pronko, N. H. "Some Psychological Factors in the Reading of Fiction," Journal of Genetic Psychology, XCIII (September, 1958), 113-17. Analyzes and interprets the responses of 112 college students to questions and to their checking of a personality profile chart, following the reading of five fictional excerpts, to determine "the relative significance of a wide variety of contributing factors" to the reading of fiction.


3910  Tormey, Mary K. and Patterson, Walter G. "Developmental Reading and Student Evaluation," Journal of Developmental Reading, II (Winter, 1959), 30-43. Presents data showing gains made by ninth-grade students given reading instruction during a spring semester. Also their evaluation of the effectiveness of the training given and suggestions for its improvement.

3911  Turner, Carla S. "Remedial Reading Pays Dividends in the Junior High School," English Journal, XLVIII (March, 1959), 136-40, 153. Reports the progress in vocabulary, comprehension and speed of 40 junior high school pupils with I.Q.'s above 90. This progress resulting from a semester of remedial reading provided individually in groups of from 15 to 20. Indicates changes proposed in future training programs.

3912  Vernon, M. D. Backwardness in Reading: A Study of Its Nature and Origin. Cambridge: The University Press, 1958. Summarizes experimental and clinical studies of those who for some reason or other are unable to master the simple mechanics of reading, using the following headings: visual perception, auditory perception, innate factors, acquired defects, environmental factors.

3913  Waldman, John and Triggs, Francis Oralind. "The Measurement of Word Attack Skills," Elementary English, XXXV (November, 1958), 459-63. Reports the correlations between the scores made by pupils in grades 4, 5, 6 and 7 in word recognition, comprehension, vocabulary and rates of reading, as measured by the diagnostic reading testss. Survey section, lower level, and in spelling, as measured by the Lincoln Diagnostic Spelling Test, intermediate forms A, B, C and D.

3914  Wang, James D. "The Relationship Between Children's Play Interests and Their Mental Ability," Journal of Genetic Psychology, XCIII (September, 1958), 119-31. Reports the results of a study among 1800 children in grades four, five and six in certain schools of Tennessee and Kentucky to determine the preferences of children of varying levels of mental ability for certain play activities, including reading.

3916 Westover, Frederick L. "A Comparison of Listening and Reading as a Means of Testing," Journal of Educational Research, LII (September, 1958), 23-26. Summarizes the results of tests given to 198 college students to determine "the effects of the factors of listening to questions and of reading questions on the students' performance on objective tests".

3917 Williams, Gertrude. "Provisions for Critical Reading in Basic Readers," Elementary English, XXXVI (May, 1959), 323-30. Presents the results of an analysis of the provision for promoting growth in critical reading in the various readers of ten series for readers from the preprimers to the sixth grade, inclusive.

3918 Wilson, John A. R. "Differences in Achievement Attributable to Different Educational Environments," Journal of Educational Research, LII (November, 1958), 83-93. Compares time allotted to various school activities in Grades I and II, preparation required for teaching, class size, rates of acceleration and retardation, and third-grade achievement scores in reading of pupils in a school system in Southern California and in Alberta, Canada.

3919 Wilson, J. A. R. "Achievement, Intelligence, Age and Promotion Characteristics of Students Scoring at or Below the Tenth Percentile on the California Test of Personality," Journal of Educational Research, LII (April, 1959), 283-92. Analyzes scores of 1083 third-grade pupils in two school systems to determine "the achievement, age, intelligence and promotion characteristics of those who scored at or below the tenth percentile on the California test of personality."
3920  WINCHESTER, RICHARD A. AND GIBBONS, EDWARD W. "THE EFFECT OF AUDITORY MASKING UPON ORAL READING RATE," JOURNAL OF SPEECH AND HEARING DISORDERS, XXIII (AUGUST, 1958), 250-52. PRESENTS DATA FROM 40 NORMALLY HEARING VETERANS TO DETERMINE "THE INFLUENCE UPON ORAL READING RATE PROVIDED BY A COMMONLY USED MASKING (DISTRACTING) NOISE."


3922  WITTY, PAUL A. AND SIZEMORE, ROBERT A. "STUDIES IN LISTENING, II. RELATIVE VALUES OF ORAL AND VISUAL PRESENTATIONS," ELEMENTARY ENGLISH, XXXVI (JANUARY, 1959), 59-70. SUMMARIZES THE RESULTS OF "STUDIES OF THE RELATIVE VALUE OF LISTENING TO MATERIALS PRESENTED IN LECTURE FORM AS COMPARED WITH READING THE SAME SUBJECT MATTER."

3923  WITTY, PAUL A. AND SIZEMORE, ROBERT A. "STUDIES IN LISTENING, III. THE EFFECTIVENESS OF VISUAL AND AUDITORY PRESENTATIONS WITH CHANGES IN AGE AND GRADE LEVELS," ELEMENTARY ENGLISH, XXXVI (FEBRUARY, 1959), 130-40. BASES CONCLUSIONS PRIMARILY ON EXPERIMENTAL EVIDENCE REPORTED IN 20 STUDIES.

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3929  AMSDEN, RUTH HELEN. "CHILDREN'S PREFERENCES IN PICTURE STORY BOOK VARIABLES," JOURNAL OF EDUCATIONAL RESEARCH, LIII (APRIL, 1960), 309-12. REPORTS FINDINGS OF A STUDY INVOLVING 60 BOYS AND GIRLS, AGED THREE TO FIVE, FROM THREE DIFFERENT NURSERY SCHOOLS, TO DISCOVER THEIR PREFERENCES IN ILLUSTRATIONS AND STORY SUBJECTS.


3932 BLOOM, BENJAMIN S. "APPRaising READING PROGRESS UNDER DIFFERENT PATTERNS OF GROUPING," READING INSTRUCTION IN VARIOUS PATTERNS OF GROUPING. SUPPLEMENTARY EDUCATIONAL MONOGRAPHS. NO. 89. CHICAGO: THE UNIVERSITY OF CHICAGO PRESS, 1959. 180-84. DISTINGUISHES BETWEEN EXPLORATORY AND DEMONSTRATION RESEARCH AND DISCUSSES REQUISITES OF THE LATTER AS APPLIED TO THE STUDY OF DIFFERENT PATTERNS OF GROUPING.

3933 BLOOMER, RICHARD H. "AN INVESTIGATION OF AN EXPERIMENTAL FIRST GRADE PHONICS PROGRAM," JOURNAL OF EDUCATIONAL RESEARCH, LIII (JANUARY, 1960), 188-93. COMPARES THE PROGRESS OF TWO GROUPS OF FIRST-GRADE PUPILS WHOSE AVERAGE SCORES WERE ABOUT THE SAME ON THE GATES READING READINESS TEST, ONE GROUP ACQUIRING A SIGHT VOCABULARY BEFORE PHONICS WAS INTRODUCED AND THE OTHER RECEIVING TRAINING IN PHONICS BEFORE BEGINNING TO READ.


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3936 CLARK, WILLIS W. "Boys and Girls - Are There Significant Ability and Achievement Differences?" Phi Delta Kappan, XLI (November, 1958), 73-76. Compares the mental ability (eight measures) and achievement (six measures including reading) of boys and girls (grades three, five and eight) drawn at random from a nation-wide stratified sample for the country as a whole.


3938 CURR, W. AND GOURLAY, N. "The Effect of Practice on Performance in Scholastic Tests," The British Journal of Educational Psychology, XXX (June, 1960), 155-67. Reports the extent of "practice effect," as measured by tests "in mechanical reading, reading comprehension and arithmetic," given "at varying intervals of time to groups of 9-10-year-old children in four primary schools." (The second paper in a symposium on "The Diagnosis and Remedial Treatment of Reading Difficulties.")


3941 Dockrell, W. B. "The Use of Wechsler Intelligence Scale for Children in the Diagnosis of Retarded Readers," The Alberta Journal of Educational Research, VI (June, 1960), 86-91. Reviews results of related studies and reports the results of a study involving 34 retarded readers, ages 8.2 to 14.9 years, for whom a full W.I.S.C. profile was available to determine the diagnostic significance of the profile as a whole and of its sub-parts.

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3943 Durkin, Dolores. "A Case-Study Approach Toward an Identification of Factors Associated with Success and Failure in Learning to Read," California Journal of Educational Research, XI (January, 1960), 26-33. Reports findings in six case studies at the first-grade level, the ultimate aim being to secure "a better understanding of the number and kinds of factors that seem to be associated with both success and failure in learning to read."

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3948  FISHER, HELEN. "TEACHER DIFFERENCES IN PROFESSIONAL READING," EDUCATIONAL ADMINISTRATION AND SUPERVISION, XLIV (SEPTEMBER, 1958), 282-89. SUMMARIZES THE RESULTS OF INFORMATION SECURED FROM 50 ELEMENTARY SCHOOL TEACHERS TO DETERMINE THEIR PATTERNS OF PROFESSIONAL READING AND THE FACTORS THAT INFLUENCED THEIR READING.


3950  GRAY, WILLIAM S. "SUMMARY OF INVESTIGATIONS RELATING TO READING JULY 1, 1958 TO JUNE 30, 1959," JOURNAL OF EDUCATIONAL RESEARCH, LIII (FEBRUARY, 1960), 203-22. SUMMARIZES MAJOR FINDINGS OF 120 INVESTIGATIONS RELATING TO READINGS. INCLUDES AN ANNOTATED BIBLIOGRAPHY.


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3956 Hoyt, Jeanne S. and Blackmore, Dorothy S. "Fifty Seventh Graders. A Comparison of Their Reading Achievement and Expected Achievement in Grades One Through Seven," Journal of Educational Research, LIII (January, 1960), 163-71. Compares the achievement at each grade level of 50 seventh-grade pupils who had been in the school system since the first grade with their expected achievement as indicated by their intelligence scores determined in the seventh grade.

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3987  Ramsey, Wallace. "AN ANALYSIS OF VARIABLES PREDICTIVE OF READING GROWTH," JOURNAL OF DEVELOPMENTAL READING, III (SPRING, 1960), 158-64. THE RESULTS OF A STATISTICAL STUDY BASED ON TEST SCORES FROM 138 ELEVENTH GRADE STUDENTS "TO DETERMINE WHICH OF SEVERAL VARIABLES WERE PREDICTIVE OF SUCCESS IN IMPROVING VARIOUS IMPORTANT READING ABILITIES," PARTICULARLY SPEED, COMPREHENSION AND VOCABULARY.


3991 ROBERTSON, MALCOLM H. AND HARRISON, MILDRED M. "READING SKILL AS A PREDICTOR OF COLLEGE ACHIEVEMENT." JOURNAL OF EDUCATIONAL RESEARCH, LIII (MARCH, 1960), 258-62. PRESENTS CORRELATIONS BETWEEN THE SCORES MADE BY 152 COLLEGE FRESHMEN ON THE DIAGNOSTIC READING TESTS. SURVEY SECTION WITH SEMESTER GRADE POINT AVERAGES TO TEST THE HYPOTHESIS "THAT SCORES ON A STANDARDIZED READING TEST SHOW A PREDICTIVE RELATIONSHIP TO COLLEGE GRADES."


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4001  SCHUBERT, DELWYN G. "DO TEACHERS READ ABOUT READINGS?" CALIFORNIA JOURNAL OF EDUCATIONAL RESEARCH, XI (MARCH, 1960), 94-96. SUMMARIZES THE RESPONSES OF 132 EXPERIENCED TEACHERS IN CALIFORNIA AND WASHINGTON TO SIX QUESTIONS RELATING TO GRADE TAUGHT, AMOUNT OF TEACHING EXPERIENCE, NUMBER OF PROFESSIONAL BOOKS ON READING OWNED, VALUE ATTACHED TO SUCH BOOKS, AND NUMBER OF MAGAZINES SUBSCRIBED FOR THAT CARRY ARTICLES ON READING.


4003  SHELDON, WILLIAM D. "TELEVISION AND READING INSTRUCTION," EDUCATION, LXXX (MAY, 1960), 552-55. DESCRIBES PROCEDURES AND FINDINGS IN A PARTIALLY CONTROLLED EXPERIMENT INCLUDING "AVERAGE READERS" IN GRADES FOUR AND SIX TO DETERMINE THE VALUE OF THE THREE TV LESSONS PER WEEK AS PART OF THE TOTAL READING PROGRAM.


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4017 TRAXLER, ARTHUR E., AND JUNGEBLUT, ANN, WITH THE ASSISTANCE OF THE EDUCATIONAL RECORDS BUREAU STAFF. RESEARCH IN READING DURING ANOTHER FOUR YEARS. SUMMARY AND BIBLIOGRAPHY, EDUCATIONAL RECORDS BULLETIN, NO. 75. NEW YORKS. EDUCATIONAL RECORDS BUREAU, MAY, 1960, ENTIRE ISSUE. SUMMARIZES THE MAJOR FINDINGS OF 438 SCIENTIFIC STUDIES RELATING TO READING PUBLISHED BETWEEN JULY 1, 1953 AND DECEMBER 31, 1957, INCLUDES ANNOTATED BIBLIOGRAPHICAL REFERENCES.

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4020 VINEYARD, EDWIN E. AND BAILEY, ROBERT B. "INTERRELATIONSHIPS OF READING ABILITY, LISTENING SKILL, INTELLIGENCE AND SCHOLASTIC ACHIEVEMENT," JOURNAL OF DEVELOPMENTAL READING, III (SPRING, 1960), 174-78. BASES CONCLUSIONS ON A SERIES OF INTERCORRELATIONS, PARTIAL CORRELATIONS, AND SECOND ORDER PARTIAL CORRELATION COEFFICIENTS, USING SCORES MADE BY 114 FRESHMEN COLLEGE STUDENTS IN TESTS OF READING ABILITY, LISTENING SKILL AND INTELLIGENCE AND GRADE POINT AVERAGES AS MEASURES OF SCHOLASTIC ACHIEVEMENT.
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4114 Mazurkiewicz, Albert J. "Social-Cultural Influences and Reading." Journal of Developmental Reading, III (Summer, 1960), 254-63. An attempt to determine why there are more boys than girls in the retarded reading population by investigating whether fathers and sons classify reading as a "mostly masculine" or as a "mostly feminine" activity and relating the results to the reading ability and choice of curriculum.


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4119 Morgan, Elmer F., Jr., and Stucker, Gerald R. "The Joplin Plan of Reading vs. A Traditional Method." Journal of Educational Psychology, LI (April, 1960), 69-73. Reports of a one year experiment in which ninety matched pairs of fifth and sixth graders were divided into fast and slow, experimental and control groups for each grade, making a total of eight groups. Teachers were randomly selected for these groups. The California and Durrell-Sullivan reading tests were used for comparison.

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4125 PORTERFIELD, O. V., AND SCHLICHTING, HARRY F. "PEER STATUS AND READING ACHIEVEMENT," JOURNAL OF EDUCATIONAL RESEARCH, LIV (APRIL 1961), 291-97. BASED ON THIRTY CLASSES IN GRADE 6, FROM HIGH, AVERAGE, AND LOW SOCIO-ECONOMIC LEVELS, FOUR MEASURES OF PEER STATUS WERE RELATED TO SCORES ON PARAGRAPH MEANING OF THE STANFORD ACHIEVEMENT TEST.


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4128. RESEARCH COMMITTEE OF THE WESTERN MICHIGAN UNIVERSITY CHAPTER, IRA. "INSTRUCTIONAL PROBLEMS IN READING AS VIEWED BY TEACHERS AND ADMINISTRATORS," THE READING TEACHER, XIV (NOVEMBER, 1960), 75-80, 114. REPORTS THE QUESTIONNAIRE RESPONSES OF 549 ELEMENTARY TEACHERS AND 54 SCHOOL ADMINISTRATORS FROM THE SAME SCHOOL SYSTEMS, INCLUDING THE BACKGROUNDS, EXPERIENCE, AND TRAINING OF THE RESPONDENTS AND, IN ADDITION, A LIST OF PROBLEMS EACH HAS ENCOUNTERED IN THE TEACHING OF READINGS. ALSO INFORMATION REGARDING THE KINDS OF INSERVICE TRAINING PROGRAMS PROVIDED BY THEIR SCHOOLS.


4130. ROBINSON, HELEN M. "SUMMARY OF INVESTIGATIONS RELATING TO READING JULY 1, 1959, TO JUNE 30, 1960," JOURNAL OF EDUCATIONAL RESEARCH, LIV (FEBRUARY, 1961), 203-20. SUMMARIZES MAJOR FINDINGS OF 101 INVESTIGATIONS RELATING TO READINGS. INCLUDES AN ANNOTATED BIBLIOGRAPHY.


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4259 LACHMANN, FRANK M. "PERCEPTUAL-MOTOR DEVELOPMENT IN CHILDREN RETARDED IN READING ABILITY," JOURNAL OF CONSULTING PSYCHOLOGY, 24 (OCT. 1960), 427-31. REPORT OF RELATIONSHIP BETWEEN PERCEPTUAL-MOTOR DEVELOPMENT OF RETARDED READERS, EMOTIONALLY DISTURBED AND NORMALS, TO DETERMINE ETIOLOGY OF POSSIBLE DEVELOPMENTAL LAGS.


4264  LOVE, HAROLD D. "AN EXPERIMENTAL PHONICS PROGRAM VERSUS A CONTROLLED INTEGRAL READING PROGRAM," JOURNAL OF DEVELOPMENTAL READING, 4 (SUMMER 1961), 280-82. COMPARATIVE READING GAINS OF 15 RETARDED READERS GIVEN PHONIC DRILLS FOR SIX WEEKS WITH A MATCHED GROUP RECEIVING INCIDENTAL PHONICS.


4266  LUBERSHANE, MELVIN. "CAN TRAINING IN LISTENING IMPROVE READING ABILITIES?" CHICAGO SCHOOLS JOURNAL, 43 (MAR. 1962), 277-81. REPORT OF READING IMPROVEMENT OF A GRADE 5 CLASS GIVEN 20 EXERCISES IN LISTENING OVER THREE MONTHS COMPARED TO A CONTROL CLASS.

4268 LYLE, JACK, ""IMMEDIATE VS DELAYED REWARD USE OF NEWSPAPERS BY ADOLESCENTS,"" JOURNALISM QUARTERLY, 39 (WINTER 1962), 83-85. BASED ON SELF-ADMINISTERED QUESTIONNAIRES, GIVEN TO 674 SIXTH GRADERS AND 700 TENTH GRADERS, THE CONTENT OF NEWSPAPERS WAS CLASSIFIED AS IMMEDIATE OR DELAYED REWARD TYPES TO DETERMINE THE CHARACTERISTICS OF CHILDREN WHO TEND CONSISTENTLY TO CHOOSE TO READ CERTAIN TYPES OF ITEMS.

4269 MCCRACKEN, ROBERT A. ""THE ORAL READING PERFORMANCE OF A SECOND GRADE CLASS USING AN INFORMAL READING TEST,"" JOURNAL OF EDUCATIONAL RESEARCH, 55 (NOV. 1961), 113-17. AN INFORMAL READING TEST USING FOUR PARAGRAPHS FROM THE SHELDON TEACHER'S MANUAL WAS GIVEN TO 36 PUPILS IN GRADE 2. THE HIGH, AVERAGE, AND LOW GROUPS WERE COMPARED ON MEASURES OF TIME, NUMBER AND TYPES OF ERRORS, AND COMPREHENSION.


4272 MCDONNELL, M. W. ""THE PREDICTION OF ACADEMIC ACHIEVEMENT OF SUPERIOR GRADE THREE PUPILS,"" ALBERTA JOURNAL OF EDUCATIONAL RESEARCH, 8 (JUNE 1962), 111-18. GRADE 3 PUPILS IN EDMONTON (N, 178) WITH CALIFORNIA TEST OF MENTAL MATURITY SCORES ABOVE 120 WERE STUDIED USING RAVEN'S PROGRESSIVE MATRICES AND THE DETROIT BEGINNING FIRST-GRADE INTELLIGENCE TEST (GIVEN IN GRADE 1) TO PREDICT SCORES ON THE CALIFORNIA ACHIEVEMENT TEST.
4273. McGinnis, Dorothy J. "The Preparation and Responsibility of Secondary Teachers in the Field of Reading," Reading Teacher 15 (Nov. 1961), 92-97, 101. Responses from 570 high school teachers in Michigan to a questionnaire concerned the percentage of their students possessing reading skills essential for required work, expectations for assuming this responsibility of teaching reading, and undergraduate training for this purpose. In addition, 1029 college freshmen replied to 16 questions concerning their high school reading needs and the reading training they had received.

4274. McGuire, William J. "Persistence of the Resistance to Persuasion Induced by Various Types of Prior Belief Defenses," Journal of Abnormal and Social Psychology, 64 (Apr. 1962), 241-48. Using health truisms, 160 college students had a second session two days or seven days after the first to determine the type of treatment most resistive to time.


4276. McGuire, William J. "The Effectiveness of Supportive and Refutational Defenses in Immunizing and Restoring Beliefs Against Persuasion," Sociometry, 24 (June 1961), 184-97. Four types of treatment were given to college students to confer resistance to persuasions. (1) Supportive only, (2) refutational only, (3) supportive then refutational, and (4) refutational then supportive. Four health truisms were used as the experimental beliefs.

4277. McGuire, William J., and Papageorgis, Demetrios. "Effectiveness of Forewarning in Developing Resistance to Persuasion," Public Opinion Quarterly, 26 (Spr. 1962), 24-34. Half of the subjects were told that the passages to be read would attack their beliefs on the health "truisms," and the other half were given other reasons for reading them.
McGuire, William J., and Papageorgis, Demetrios. "The Relative Efficacy of Various Types of Prior Belief-Defense in Producing Immunity Against Persuasion," Journal of Abnormal and Social Psychology, 62 (Mar. 1961), 327-37. Health truisms were presented to 130 college students to determine: (1) the effect of counter arguments vs. supporting arguments, (2) the effect of active vs. passive participation in later immunity to persuasive material, and (3) the interaction of type of defense and amount of participation.

McIntyre, Robert B. "86.4 Percent of U. S. Households Read Weekly Newspapers. 80.4 Percent of Homes Buy Read at Least 1 Paper Each Day," Editor and Publisher, 94 (Dec. 2, 1961), 9. Based on 4,826 interviews representing 2,449 households throughout the United States, individuals 15 years and older gave information about their newspaper reading habits as well as related statistics.

McKenzie, Edwin. "Reading Interests of Pupils in the Intermediate Grades in the Public Schools in a Small Urban Center," Alberta Journal of Educational Research, 8 (Mar. 1962), 33-38. Records were kept for 1,081 children in grades 4, 5, and 6 for three months to determine the amount and variety of reading done (1) by all, (2) by boys vs. girls, and (3) by poor, average, and good readers.

McLeod, John. "The Estimation of Readability of Books of Low Difficulty," British Journal of Educational Psychology, 32 (June 1962), 112-18. Assessment of level of difficulty of books involved selecting children of similar reading level and having them read (orally or silently with literal comprehension questions) the selections. The results were compared to ratings on the Dolch and Spache formulae.

McNelly, John T. "Meaning Intensity and Interest in Foreign News Topics," Journalism Quarterly, 39 (Spr. 1962), 161-68. Two experiments — one with 104 high school students and the other with 126 college students — tested the hypothesis that readership of a news story increases the meaning intensity for the topics. That as meaning intensity increases, expressed interest in the topic increases. And finally, that an increase in meaning intensity is accompanied by increased choice for further reading about the topic.
4283 MACCOBY, ELEANOR E., MACCOBY, NATHAN, ROMNEY, A. K., AND ADAMS, J. STACY. "SOCIAL REINFORCEMENT IN ATTITUDE CHANGE." JOURNAL OF ABNORMAL AND SOCIAL PSYCHOLOGY, 63 (JULY 1961), 109-15. TWO STUDIES, EMPLOYING INTERVIEW AND QUESTIONNAIRE, BASED ON REPLIES OF MARRIED WOMEN EXPLORED ATTITUDES BEFORE AND AFTER READING A BOOKLET ON CHILDREN'S TOILET TRAINING, AND RELATED CHANGES TO DISCUSSION OF THE TOPIC WITH OTHERS.

4284 MAIN, PORTER. "DEVELOPMENTAL READINGS. A SELECTIVE AND CRITICAL BIBLIOGRAPHY," PART X, JOURNAL OF DEVELOPMENTAL READING, 4 (SUMMER 1961), 283-84. AN ANNOTATED BIBLIOGRAPHY OF SIX ITEMS.

4285 MAINS, MARY F., AND COLLINS, CHARLES C. "THE DEVELOPMENTAL READING COURSE AND JUNIOR COLLEGE OBJECTIVES," JUNIOR COLLEGE JOURNAL, 31 (NOV. 1960), 123-29. EVALUATION OF ONE SEMESTER OF COLLEGE READING INSTRUCTION FOR 87 STUDENTS USING (1) ATTRITION RATE, (2) GRADE-POINT AVERAGES, AND (3) PRE- TO POST-INSTRUCTION GAINS ON READING TESTS.


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4288 MANIS, MELVIN. "THE INTERPRETATION OF OPINION STATEMENTS AS A FUNCTION OF MESSAGE AMBIGUITY AND RECIPIENT ATTITUDE," JOURNAL OF ABNORMAL AND SOCIAL PSYCHOLOGY, 63 (JULY 1961), 76-81. RELATIONSHIP OF ATTITUDE TOWARD COLLEGE FRATERNITIES TO INTERPRETATION OF NONAMBIGUOUS AND AMBIGUOUS (ALTERNATE WORDS DELETED) STATEMENTS AMONG 66 COLLEGE STUDENTS.

4289 MANIS, MELVIN. "THE INTERPRETATION OF OPINION STATEMENTS AS A FUNCTION OF RECIPIENT ATTITUDE AND SOURCE PRESTIGE," JOURNAL OF ABNORMAL AND SOCIAL PSYCHOLOGY, 63 (JULY 1962), 82-86. ATTITUDE OF 30 MALE STUDENTS TOWARD COLLEGE FRATERNITIES WERE RELATED TO PROJECTION OF ATTITUDES OF WRITERS ASSUMED TO HAVE HIGH AND LOW PRESTIGE.

4290 MANIS, MELVIN, AND DAWES, ROBYN M. "CLOZE SCORE AS A FUNCTION OF ATTITUDE," PSYCHOLOGICAL REPORTS, 9 (AUG. 1961), 79-84. USING TWO 400-WORD PASSAGES, ONE PRO- AND THE OTHER ANTI-CAPITAL PUNISHMENT, TWO GROUPS OF COLLEGE STUDENTS (N=41 AND N=31) WERE PRETESTED TO DETERMINE ATTITUDES TOWARD THE TOPIC THEN ASKED TO FILL IN THE FOURTH OR EIGHTH OMITTED WORDS. ATTITUDE WAS RELATED TO OVER-ALL ACCURACY AND ACCURACY ON CONTENT VS. CONNECTIVE BLANKS.

4291 MARTIN, MAVIS, AND LEE, WAYNE. "SAMPLE FREQUENCY IN APPLICATION OF DALE-CHALL READABILITY FORMULA," EDUCATIONAL RESEARCH BULLETIN, 40 (SEPT. 1961), 146-49. A COMPARISON BETWEEN 10- AND 50-PAGE SAMPLES IN TOTAL READABILITY FOR EACH AND ALL OF FIVE HIGH SCHOOL BIOLOGY TEXTBOOKS.

4292 MAW, WALLACE H., AND MAW, ETHEL W. "CHILDREN'S CURIOSITY AS AN ASPECT OF READING COMPREHENSION," READING TEACHER, 15 (JAN. 1962), 236-40. BASED ON TWO STUDIES OF GRADE 5 PUPILS, ONE INVOLVING 164 AND THE OTHER 229 PUPILS, CURIOSITY WAS RANKED BY TEACHER, PEER, AND SELF JUDGMENTS AND THE RATINGS COMPARED WITH CORRECT AND "FOOLISH" STATEMENTS MADE IN SENTENCES.
4293  MORRISON, HUGH E., AND COLLISTER, E. GORDON. "THE USE OF DIFFERENCE SCORES IN THE INTERPRETATION OF TEST RESULTS IN ELEMENTARY SCHOOLS," KANSAS UNIVERSITY BULLETIN OF EDUCATION, 16 (FALL 1961), 19-25. A STATISTICAL PROCEDURE FOR EQUATING THE STANFORD ACHIEVEMENT TEST AND THE OTIS QUICK-SCORING MENTAL ABILITY TEST IN ORDER TO CALCULATE THE PERCENTAGE OF INDIVIDUAL SCORE DIFFERENCES DUE TO CHANCE.

4294  MUEHL, SIEGMAR. "THE EFFECTS OF VISUAL DISCRIMINATION PRETRAINING WITH WORD AND LETTER STIMULI ON LEARNING TO READ A WORD LIST IN KINDERGARTEN CHILDREN," JOURNAL OF EDUCATIONAL PSYCHOLOGY, 52 (AUGUST 1961), 215-21. TWO GROUPS OF CHILDREN RECEIVED PRETRAINING IN DISCRIMINATION WITH WORDS. FOR ONE, BOTH SHAPE AND LETTER DIFFERENCES WERE RELEVANT TO THE FINAL TASK, WHILE FOR THE OTHER, ONLY LETTER DIFFERENCES WERE PERTINENT. A THIRD GROUP RECEIVED PRETRAINING WITH RELEVANT LETTERS ONLY. COMPARISONS AMONG THE THREE GROUPS IN TRANSFER TO THE READING TASK WERE MADE.

4295  NORMAN, RALPH D., AND DALEY, MARVIN F. "THE COMPARATIVE PERSONALITY ADJUSTMENT OF SUPERIOR AND INFERIOR READERS," JOURNAL OF EDUCATIONAL PSYCHOLOGY, 50 (FEB. 1959), 31-36. COMPARISON OF SCORES ON THE CALIFORNIA TEST OF PERSONALITY BETWEEN 42 SUPERIOR AND 41 INFERIOR READERS AT GRADE 6 USING COMPARISONS OF PATTERNS AND "CLUSTERS" RELATED TO THE MURRAY "NEED-PRESS" SCHEME.


4297  O'CONNOR, CLARENCE D., AND CONNOR, LEO E. "A STUDY OF THE INTEGRATION OF DEAF CHILDREN IN REGULAR CLASSROOMS," EXCEPTIONAL CHILDREN, 27 (MAY 1961), 483-86. A STUDY OF 52 DEAF CHILDREN PLACED IN PUBLIC OR PRIVATE SCHOOLS TO DETERMINE THEIR AGE-GRADE CORRESPONDENCE AND ACHIEVEMENT.
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4299 OTTO WAYNE. "THE ACQUISITION AND RETENTION OF PAIRED ASSOCIATES BY GOOD, AVERAGE, AND POOR READERS." JOURNAL OF EDUCATIONAL PSYCHOLOGY, 52 (OCT. 1961), 241-48. AN EVALUATION OF THE EFFECTS OF THREE LEVELS OF READING ACHIEVEMENT (GOOD, AVERAGE, AND POOR) WITH THREE LEVELS OF GRADE PLACEMENT (9, 12, AND 15) AND THREE MODES OF REINFORCEMENT (VISUAL, AUDITORY, AND KINAESTHETIC) ON LEARNING A LIST OF PAIRED ASSOCIATES, CONSISTING OF GEOMETRIC FORMS AND NONSENSE SYLLABLES, AS WELL AS ON RETENTION AND RELEARNING AFTER 24 HOURS.

4300 OTTO, WAYNE, AND LASWELL ANN. "RELATIONSHIP OF SECONDARY BEGINNING STROKES IN HANDWRITING TO READING ABILITY." PERCEPTUAL AND MOTOR SKILLS, 14 (JUNE 1962), 520-21. AT GRADES 7 AND 8, 25 POOR READERS WERE COMPARED WITH 25 GOOD READERS FOR THE NUMBER OF SECONDARY BEGINNING STROKES IN HANDWRITING.

4301 PACE, ZIETTA S. "FLESCH FORMULAS APPLIED TO CURRENT READINGS." PSYCHOLOGICAL RECORD, 11 (APR. 1961), 133-37. FIVE RECENTLY PUBLISHED BOOKS OF READINGS IN PSYCHOLOGY WERE ANALYZED FOR LEVEL OF DIFFICULTY AND HUMAN INTEREST.

4302 PAPAGEORGIS, DEMETRIOS, AND McGUIRE, WILLIAM J. "THE GENERALITY OF IMMUNITY TO PERSUASION PRODUCED BY PRE-EXPOSURE TO WEAKENED COUNTERARGUMENTS." JOURNAL OF ABNORMAL AND SOCIAL PSYCHOLOGY, 62 (MAY 1961), 475-81. USING 73 COLLEGE STUDENTS AND TWO POPULAR HEALTH BELIEFS AS TOPICS, IMMUNIZING AND STRONG COUNTERARGUMENT MESSAGES WERE PRESENTED TO TEST THE HYPOTHESIS THAT PRE-EXPOSURE TO REFUTATIONS OF COUNTERARGUMENTS AGAINST THE BELIEFS WOULD RENDER THE SUBJECTS RESISTANT TO LATER COUNTERARGUMENTS.


4305  PETERSON, WILBUR, AND THORP, ROBERT. "WEEKLIES' EDITORIAL EFFORT LESS THAN 30 YEARS AGO," JOURNALISM QUARTERLY, 39 (WINTER 1962), 53-56. AN ANALYSIS OF 215 NON-DAILY IOWA NEWSPAPERS TO DETERMINE THE PERCENTAGE WITH EDITORIAL PAGES AND THE CONTENT OF THEM.

4306  PIMSLEUR, PAUL, AND BONKOWSKI, ROBERT J. "TRANSFER OF VERBAL MATERIAL ACROSS SENSE MODALITIES," JOURNAL OF EDUCATIONAL PSYCHOLOGY, 52 (APR. 1961), 104-07. TEN PAIRED ASSOCIATES (DISSYLLABLES AND COLORS) WERE RANDOMLY PRESENTED, FIRST THROUGH ONE MODALITY THEN ANOTHER, TO 28 COLLEGE STUDENTS, HALF OF WHOM HAD RECEIVED A OR B AND THE OTHER HALF C OR D GRADES IN SPANISH I, TO DETERMINE THE MOST EFFECTIVE ORDER FOR LEARNING.

4308  RADAKER, LEON D. "THE VISUAL IMAGERY OF RETARDED CHILDREN," EXCEPTIONAL CHILDREN, 37 (MAY 1961), 524-30. TWO GROUPS OF 15 EACH, AGES 10-15 YEARS, WERE SELECTED FROM ELEMENTARY SPECIAL EDUCATION CLASSES TO BE GIVEN TRAINING IN MEMORY FOR WORDS ONCE OR THREE TIMES PER WEEK, WHILE NO TRAINING WAS GIVEN TO THE MATCHED CONTROL GROUP.

4309  RAMSEY, Z. WALLACE. "WILL TOMORROW'S TEACHERS KNOW AND TEACH PHONICSSQ" READING TEACHER, 15 (JAN. 1962), 241-45. A REPORT OF THE EXTENT OF KNOWLEDGE OF SOUNDS, PHONIC PRINCIPLES, NUMBER OF SYLLABLES, AND SIMILAR CLUES BY 236 COLLEGE STUDENTS PREPARING TO BE ELEMENTARY TEACHERS.


4311  ROBINSON, HELEN M. "SUMMARY OF INVESTIGATIONS RELATING TO READING JULY 1, 1960, TO JUNE 30, 1961," READING TEACHER, 15 (JAN. 1962), 293-321. ANNOTATED BIBLIOGRAPHY OF 144 TOPICS AND SUMMARY OF THE RESEARCH RELATED TO READING.

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4314  RUNQUIST, WILLARD N., AND HUTT, VALORIE H. "VERBAL CONCEPT LEARNING IN HIGH SCHOOL STUDENTS WITH PICTORIAL AND VERBAL REPRESENTATION OF STIMULI," JOURNAL OF EDUCATIONAL PSYCHOLOGY, 52 (APR. 1961), 108-11. AT EACH OF GRADES 9 THROUGH 12, 15 STUDENTS OF AVERAGE ABILITY WERE USED TO DETERMINE THE EFFICACY OF FORMING VERBAL CONCEPTS BY USING WORDS, PICTURES WITH CORRECT CONCEPT EMPHASIZED, AND PICTURES WITH THE CONCEPT DEEMPHASIZED.

4315  RUSSELL, DAVID H. "AN EVALUATION OF SOME EASY-TO-READ TRADE BOOKS FOR CHILDREN," ELEMENTARY ENGLISH, 33 (NOV. 1961), 475-82. USES SUBJECTIVE DESCRIPTION, SPACHE READABILITY FORMULA SCORES AND JUDGMENT OF FIRST- AND SECOND-GRADE PUPILS AND TEACHERS WITH TEN BOOKS.

4316  SAMPSON, OLIVE C. "READING SKILL AT EIGHT YEARS IN RELATION TO SPEECH AND OTHER FACTORS," BRITISH JOURNAL OF EDUCATIONAL PSYCHOLOGY, 32 (FEB. 1962), 12-17. A LONGITUDINAL STUDY OF 48 PUPILS FIRST EXAMINED AT AGES 18-30 MONTHS AND AGAIN AT THE AGE OF 5 YEARS TO DETERMINE THE RELATIONSHIP OF READING PROGRESS TO SPEECH DEVELOPMENT, LANGUAGE GROWTH, SOCIO-ECONOMIC LEVEL, AND EMOTIONAL ADJUSTMENT.

4317  SARTAIN, HARRY W. "DO READING WORKBOOKS INCREASE ACHIEVEMENTS?" ELEMENTARY SCHOOL JOURNAL, 62 (DEC. 1961), 157-62. COMPARISON OF 144 THIRD-GRADE WHO USED A READING WORKBOOK FOUR WEEKS WITH 147 WHO DID NOT, USING FIVE TESTS AND ANALYSIS OF VARIANCE AND COVARIANCE.

4319  SCARBOROUGH, OLIVE R., HINDSMAN, EDWIN, AND HANNA, GENEVA. "ANXIETY LEVEL AND PERFORMANCE IN SCHOOL SUBJECTS," PSYCHOLOGICAL REPORTS, 9 (OCT. 1961), 425-30. STATISTICAL ANALYSIS OF RELATIONSHIP BETWEEN MEASURES OF ANXIETY AND LANGUAGE ARTS (INCLUDING READING) FOR 162 GRADE 7 PUPILS IN FOUR SCHOOL CENTERS.

4320  SCHUYLER, PHILIP N. "WARNING FLAGS TO PAPERS HOISTED ON NEW GALLUP POLL," EDITOR AND PUBLISHER, 94 (AUG. 5, 1961), 9-10. A NATIONWIDE SURVEY OF 1600 ADULTS APPRAISING THE NEWSPAPER IN TERMS OF COST, USE RELATIVE TO TV AND RADIO, AND EDITORIAL POLICY.


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4328 STEIGLEMAN, WALTER. "RANGE AND QUALITY OF HIGH SCHOOL EDITORIALS," JOURNALISM QUARTERLY, 39 (WINTER 1962), 92-94, 115. AN ANALYSIS OF THEMES AND ATTITUDES IN 714 EDITORIALS SUBMITTED IN A WRITERS' CONTEST FOR STAFFS OF HIGH SCHOOL NEWSPAPERS AND YEARBOOKS.

4329 STEMPEL, GUIDO H., III. "CONTENT PATTERNS OF SMALL AND METROPOLITAN DAILIES," JOURNALISM QUARTERLY, 39 (WINTER 1962), 88-90. COMPARISON OF NEWS CONTENT OF LARGE CITY AND SMALL TOWN NEWSPAPERS IN MICHIGAN TO DISCERN TRENDS.

4330 STENSAAS, HARLAN S. "THE FRONT-PAGE TEEN-AGERS: HOW 11 DAILIES TREAT THEM," JOURNALISM QUARTERLY, 38 (SUMMER 1961), 373-75. CONTENT ANALYSIS OF 12 DAILY NEWSPAPERS IN SOUTH DAKOTA TO DETERMINE PREDOMINANT ATTITUDES TOWARD TEEN-AGERS.

4331 STONE, DAVID R. "SPEED OF IDEA COLLECTING IN UNIVERSITY STUDY READING," JOURNAL OF DEVELOPMENTAL READING, 5 (SPRING 1962), 149-56. SIXTY-TWO COLLEGE STUDENTS WERE TAUGHT DIFFERENT PERCEPTUAL MODES THROUGH FOUR SPEEDS: (1) REGULAR, (2) "PRESSURE," (3) "IDEA COLLECTING" FOR ARTICLES OF 900 WORDS, AND (4) "IDEA COLLECTING" FOR REGULAR TEXT. A CONTROL GROUP OF 60 STUDENTS WAS USED TO DETERMINE THE EFFECT OF THE PROCEDURE.

4332 STREET, PAUL, POWELL, JAMES H., AND HAMBLIN, JOHN W. "ACHIEVEMENT OF STUDENTS AND SIZE OF SCHOOL," JOURNAL OF EDUCATIONAL RESEARCH, 55 (MAR. 1962), 261-66. AN ANALYSIS OF ACHIEVEMENT, INCLUDING READING, OF STUDENTS IN GRADES 6 AND 8 OF EASTERN KENTUCKY, WHERE SCHOOL ENROLLMENTS (OVER 300, 100-300, UNDER 100) WERE THE MAJOR VARIABLES FOR CLASSIFICATION.


4335  SWINEHART, JAMES W., AND MCLEOD, JACK M. "NEWS ABOUT SCIENCES, CHANNELS, AUDIENCES, AND EFFECTS," PUBLIC OPINION QUARTERLY, 24 (WINTER 1960), 583-89. AN ANALYSIS OF THE CHANGE IN PUBLIC OPINION ABOUT SCIENCE BEFORE AND AFTER SPUTNIK 1. WITH SPECIAL ATTENTION TO SCIENTIFIC NEWS, ATTITUDE TOWARD SCIENTISTS, SOCIO-ECONOMIC AND SEX DIFFERENCES IN UNDERSTANDING AND INTEREST IN SCIENCE, AND THE PREFERRED MEDIA FOR SECURING INFORMATION.

4336  TAYLOR, JANET A., ROSENFELDT, DORIS C., AND SCHULZ, RUDDOLPH W. "THE RELATIONSHIP BETWEEN WORD FREQUENCY AND PERCEPTIBILITY WITH A FORCED-CHOICE TECHNIQUE," JOURNAL OF ABNORMAL AND SOCIAL PSYCHOLOGY, 62 (MAY 1961), 491-96. TWO EXPERIMENTS WITH COLLEGE STUDENTS COMPARING PERCEPTIBILITY OF HIGH VS. LOW FREQUENCY WORDS. IN THE FIRST, WORDS WERE PRESENTED IN PAIRS TO 54 COLLEGE STUDENTS WITH ILLUMINATION VARIED. IN THE SECOND, THEY WERE PRESENTED TO 66 STUDENTS IN GROUPS OF FOUR WITH TIME OF EXPOSURE VARIED.

4337  THOMAS, EDWIN J., WEBB, SUSAN, AND THEEDIE, JEAN. "EFFECTS OF FAMILIARITY WITH A CONTROVERSIAL ISSUE ON ACCEPTANCE OF SUCCESSIVE PERSUASIVE COMMUNICATIONS," JOURNAL OF ABNORMAL AND SOCIAL PSYCHOLOGY, 63 (NOV. 1961), 656-59. THREE EXPERIMENTS TO DETERMINE THE RELATIVE EFFECTS OF TWO PERSUASIVE SELECTIONS WHEN SUBJECTS WERE FAMILIAR AND UNFAMILIAR WITH THE TOPIC, USING HIGH SCHOOL SENIOR SUBJECTS.
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4349  WITTY, PAUL A. AND KINSELLA, PAUL J. "A REPORT ON TELEVIEWING IN 1961," ELEMENTARY ENGLISH, 39 (JAN. 1962), 24-32. THE TWELFTH ANNUAL REPORT ON TELEVIEWING TIME AND CHOICE OF PROGRAMS IN RELATION TO READING AND PROBLEMS PRESENTED AT HOME, BASED ON QUESTIONNAIRES PRESENTED TO ABOUT 200 PUPILS AT EACH ELEMENTARY GRADE AND EACH YEAR OF HIGH SCHOOL.

4350  WITTY, PAUL. "A STUDY OF PUPILS' INTERESTS, GRADES 9, 10, 11, 12," EDUCATION, 82 (SEPT. 1961), 39-45S. (OCT. 1961), 100-105. (NOV. 1961), 169-74. THREE HUNDRED SUBJECTS AT EACH OF GRADES 9 THROUGH 12 IN TWO CITY SCHOOLS REPLIED TO A QUESTIONNAIRE TO DETERMINE THEIR VOLUNTARY AND PREFERRED ACTIVITIES RELATING TO: (1) TV, RADIO, AND MOVIES, (2) RECREATION AND HOBBIES, INCLUDING READING, AND (3) VOCATIONAL AND EDUCATIONAL PREFERENCE.

4351  WOOD, ROGER L. "ATTRITION AS A CRITERION FOR EVALUATING NON-CREDIT COLLEGE READING PROGRAMS," JOURNAL OF DEVELOPMENTAL READING, 5 (AUTUMN 1961), 27-35. REPORT OF RELATIONSHIP OF SELECTED PERSONALITY AND MOTIVATIONAL VARIABLES AMONG 54 DROPOUTS TO THOSE REMAINING, AND OF 101 DROPOUTS TO THE INSTRUCTIONAL SITUATION.

4354  ADAMS, JOHN Q. "A STUDY OF LEISURE-TIME READING PREFERENCES OF NINTH GRADE STUDENTS," HIGH SCHOOL JOURNAL, 46 (NOV. 1962), 67-72. A QUESTIONNAIRE STUDY OF FAVORITE MAGAZINES OF 60 GRADE 9 STUDENTS TO DETERMINE ORDER OF PREFERENCE, QUALITY OF EACH MAGAZINE, AND RELATIONSHIPS OF "QUALITY PREFERENCES" TO RESPONDENTS' I.Q.'S.

4355  ALLEN, DANA W. "AN EXPERIMENT IN EDUCATION WITH THE LAUBACH LITERACY COURSE OF Study on Films," SPELLING PROGRESS BULLETIN, II (OCT. 1962), 13-19. THE LAUBACH LITERACY MATERIALS, ON FILMS, WERE USED FOR 16 WEEKS WITH 156 ILLITERATE INMATES OF A REFORMATORY TO DETERMINE THE IMPROVEMENT IN READING AND RELATED AREAS. A SECOND STUDY INVOLVED 153 SIMILAR STUDENTS FOR 20 WEEKS.

4356  ALWITT, LINDA F. "DECAY OF IMMEDIATE MEMORY FOR VISUALLY PRESENTED DIGITS AMONG NONREADERS AND READERS," JOURNAL OF EDUCATIONAL PSYCHOLOGY, 44 (JUNE 1963), 144-48. RATE OF DECAY OF IMMEDIATE MEMORY TRACES AMONG 19 RETARDED READERS AND AN EQUAL NUMBER OF CONTROLS WAS STUDIED. CARDS WITH 8 DIGITS WERE EXPOSED 1/10 SECOND, AND CUES WERE PROVIDED BEFORE AND AFTER EXPOSURE LOOKING AT THE LINE TO REPORT.

4357  ARNSDORF, VAL E. "THE INFLUENCE OF INDEFINITE TERMS OF TIME AND SPACE ON COMPREHENSION OF SOCIAL STUDIES MATERIALS," CHALLENGE AND EXPERIMENT IN READING (EDITED BY J. ALLEN FIGUREL), PP. 159-61. CONFERENCE PROCEEDINGS OF THE INTERNATIONAL READING ASSOCIATION, VII. NEW YORK: SCHOLASTIC MAGAZINES, 1962. TWO SELECTIONS FROM A BASAL SOCIAL STUDIES BOOK, ONE AS WRITTEN AND THE OTHER WITH INDEFINITE TERMS OF TIME AND SPACE REPLACED BY DEFINITE TERMS, WERE PRESENTED TO 412 MIDDLE GRADE CHILDREN IN THREE SCHOOLS TO DETERMINE THEIR COMPREHENSION OF THE TWO VERSIONS.

4358  ARNSDORF, VAL E. "READABILITY OF BASAL SOCIAL STUDIES MATERIALS," THE READING TEACHER, 16 (JAN. 1963), 243-46. REPORTS AN ANALYSIS OF TWENTY-FIVE BOOKS IN FOUR BASAL SOCIAL STUDIES SERIES FOR ELEMENTARY STUDENTS TO DETERMINE READABILITY LEVELS BOTH WITHIN AND BETWEEN THE BOOKS OF EACH SERIES.
4359  AUSTIN, MARY, AND MORRISON, COLEMAN, WITH OTHERS. THE FIRST RS. THE HARVARD REPORT ON READING IN ELEMENTARY SCHOOLS. NEW YORK: MACMILLAN, 1963. 269 PP. A SURVEY, USING QUESTIONNAIRE, INTERVIEW, AND OBSERVATION TECHNIQUES, OF 795 SCHOOL SYSTEMS IN COMMUNITIES OVER 10,000 POPULATION TO DETERMINE THE CONDUCT AND CONTENT OF AMERICAN READING INSTRUCTION.


4361  BALOW, IRVING H. "DOES HOMOGENEOUS GROUPING GIVE HOMOGENEOUS GROUPS?" ELEMENTARY SCHOOL JOURNAL, 63 (OCT. 1962), 28-32. AN ANALYSIS OF TOTAL AND SUBTEST SCORES ON THE IOWA SILENT READING TESTS OF FOUR FIFTH GRADE CLASSES GROUPED HOMOGENEOUSLY TO DETERMINE THE EXTENT OF HOMOGENEITY. ALSO, COMPARISON OF READING GAINS OF SIXTH GRADE CLASSES.


4363  BALOW, IRVING H. "SEX DIFFERENCES IN FIRST GRADE READING," ELEMENTARY ENGLISH, 40 (MAR. 1963), 303-06, 320. COMPARISONS OF READING READINESS, AS MEASURED BY THE GATES READING READINESS TESTS, OF 151 BOYS WITH 151 GIRLS IN 32 FIRST GRADE CLASSROOMS. READING ACHIEVEMENT AT THE END OF ONE SEMESTER WAS EXAMINED, WITH READINESS SCORES HELD CONSTANT, TO EXPLAIN SEX DIFFERENCES.
4364 BALOW, IRVING H., AND RUDDELL, ARDEN K. "THE EFFECTS OF THREE TYPES OF GROUPING ON ACHIEVEMENT," CALIFORNIA JOURNAL OF EDUCATIONAL RESEARCH, 14 (MAY 1963), 108-17. COMPARISON OF GROWTH IN READING AND OTHER AREAS MEASURED BY THE METROPOLITAN ACHIEVEMENT TESTS WERE MADE FOR THREE DIFFERENT INTELLIGENCE LEVELS IN GRADE 6, ORGANIZED IN GROUPS WHICH WERE: (1) HOMOGENEOUS, (2) CLUSTER, AND (3) HETEROGENEOUS.


4370  BLACKMAN, LEONARD S., AND HOLDEN, EDWARD A., JR. "SUPPORT VS. NON-SUPPORT IN AN AUTOINSTRUCTIONAL WORD PROGRAM FOR EDUCABLE RETARDATEs," AMERICAN JOURNAL OF MENTAL DEFICIENCY, 67 (JAN. 1963), 592-600. TWO SMALL EQUATED GROUPS OF EDUCABLE, NON-READING RETARDED ADOLESCENTS WERE COMPARED ON A SUPPORT (PROMPTING) AND NON-SUPPORT (CONFIRMATION) PROGRAM DESIGNED TO TEACH FOUR WORDS.


4372  BOVYER, GEORGE G. "STORIES AND CHILDREN'S CONCEPTS OF SPORTSMANSHIP IN THE FOURTH, FIFTH, AND SIXTH GRADES," ELEMENTARY ENGLISH, 39 (DEC. 1962), 762-65. AN INVESTIGATION OF MIDDLE GRADE PUPILS' KNOWLEDGE OF THE CONCEPT OF SPORTSMANSHIP, MEASURED BY THE NUMBER OF DIFFERENT, RELEVANT IDEAS WRITTEN BY EACH CHILD. ALSO A COMPARISON OF CHANGES IN NUMBER OF IDEAS (AN EXPLORATION INTO POSSIBLE GROWTH OF KNOWLEDGE OF SPORTSMANSHIP) AFTER EXPOSURE TO TEACHERS' ORAL READING OF 12 SHORT SPORTS STORIES WHICH ILLUSTRATED THE CONCEPT.

4373  BRAAM, LEONARD. "DEVELOPING AND MEASURING FLEXIBILITY IN READING," THE READING TEACHER, 16 (JAN. 1963), 247-51. REPORTS TEST RESULTS OF ATTEMPTS TO DEVELOP FLEXIBILITY THROUGH A 6-WEEK SUMMER READING IMPROVEMENT COURSE ADMINISTERED TO 71 COLLEGE-BOUND HIGH SCHOOL SENIORS. PART OF THE STUDY INVOLVED THE CONSTRUCTION OF AN INSTRUMENT TO MEASURE IMPROVED FLEXIBILITY IN READING.
4374 Brazziell, William F., and Gordon, Margaret. "Repetitions of Some Aspects of the Higher Horizons Program in a Southern Junior High School," National Association of Secondary School Principals Bulletin, 47 (Mar. 1963), 135-43. Also published in Journal of Negro Education, 32 (Spring 1963), 107-13. Reports gains for a year during which certain aspects of the Higher Horizons Program were adapted and utilized with a Norfolk, Virginia, Grade 7 Class of 301, a majority of whom came from culturally disadvantaged homes. Aspects of the program involving reading were in-service training of teachers in reading skills, applications in the classroom, library utilization, and parent cooperation to encourage students to read at home.

4375 Brekke, Gerald W. "Actual and Recommended Allotments of Time for Reading," The Reading Teacher, 16 (Jan. 1963), 234-37. A report of responses to a questionnaire regarding time allotted to basal reading in Grades 1-8 in 1,224 schools and that allotted to "other reading" in 1,087 schools. The results are compared with those of eight previous studies and with time recommended by authorities.

4376 Burnett, Richard W. "The Diagnostic Proficiency of Teachers of Reading," The Reading Teacher, 16 (Jan. 1963), 229-34. A study of 75 undergraduate elementary education enrollees, 93 elementary teachers, and 19 trained reading specialists, using a diagnostic problem-solving test in reading.

4377 Calvin, Allen D., and Hanley, Charles. "Exposure to Programmed Learning Material and Reading Comprehension," Psychological Reports, 10 (Oct. 1962), 538. Using the Step Reading Test in the Autumn and the Cooperative Reading Test at the end of the Spring term, comparisons were made of the gains of 408 high school students who had programmed instruction in mathematics with 156 who had the regular classes.

PUBLISHED RESEARCH LITERATURE IN READING, 1950 TO 1963

4379 CAPPA, DAN, AND SCHUBERT, DELWYN G. "DO PARENTS HELP GIFTED CHILDREN TO READ?" JOURNAL OF EDUCATIONAL RESEARCH, 56 (SEPT. 1962), 33-36. REPORTS QUESTIONNAIRE RESPONSES OF 83 GIFTED INTERMEDIATE GRADE CHILDREN REGARDING THE NUMBER OF BOOKS THEY OWN, NAMES OF MAGAZINES TO WHICH THEY SUBSCRIBE, AMOUNT OF OUT-OF-SCHOOL TIME SPENT IN READING FOR ENJOYMENT, AND PARENTS' ATTITUDES TOWARD THEIR CHILDREN'S READING.


4381 CATTORSON, JANE. "INDUCTIVE VERSUS DEDUCTIVE METHODS IN TEACHING WORD-ATTACK SKILLS," CHALLENGE AND EXPERIMENT IN READING (EDITED BY J. ALLEN FIGUREL), PP. 121-23. CONFERENCE PROCEEDINGS OF THE INTERNATIONAL READING ASSOCIATION, VII NEW YORKS. SCHOLASTIC MAGAZINES, 1962. COMPARISON OF THREE METHODS OF TEACHING WORD-ATTACK SKILLS TO GRADE 5 PUPILS. (1) INDUCTIVE LEARNING AND APPLICATION OF GENERALIZATIONS. (2) DEDUCTIVE, IN WHICH RULES WERE LEARNED AND APPLIED TO WORDS WITHOUT CONTEXTS. AND (3) A CONTROL GROUP IN WHICH THE BASAL READING PROGRAM WAS USED.


4383 CHANSKY, NORMAN M. "PERCEPTUAL TRAINING WITH ELEMENTARY SCHOOL UNDERACHIEVERS," JOURNAL OF SCHOOL PSYCHOLOGY, 1 (JAN. 1963), 33-41. THIRTY-FOUR UNDERACHIEVING PUPILS, GRADES 3 AND 4, WERE PLACED IN FOUR GROUPS. OF 14 WHO RECEIVED NO REMEDIAL READING INSTRUCTION, 7 RECEIVED PERCEPTUAL TRAINING AND 7 DID NOTS. OF 20 WHO WERE GIVEN REMEDIAL READING INSTRUCTION, 12 RECEIVED PERCEPTUAL TRAINING WHILE 8 HAD NONE. COMPARISONS OF READING AND SPELLING SCORES WERE MADE AFTER 10 WEEKS.
4384 CLYMER, THEODORE. "THE UTILITY OF PHONIC GENERALIZATIONS IN THE PRIMARY GRADES," THE READING TEACHER, 16 (JAN. 1963), 252-58. REPORTS AN ANALYSIS OF THE PHONIC GENERALIZATIONS PRESENTED IN THE MANUALS OF FOUR BASAL READERS. A "PER CENT OF UTILITY" IS COMPUTED FOR EACH GENERALIZATION - A MEASURE OF THE EXTENT TO WHICH IT APPLIED TO WORDS COMMONLY MET IN PRIMARY GRADE MATERIAL.

4385 COLEMAN, JAMES C., AND RASOF, BEATRICE. "INTELLECTUAL FACTORS IN LEARNING DISORDERS," PERCEPTUAL AND MOTOR SKILLS, 16 (FEB. 1963), 139-52. AN INVESTIGATION TO DETERMINE WHETHER UNDERACHIEVERS SHOW A DISTINCTIVE PATTERN OF INTELLECTUAL ABILITIES AS REFLECTED IN WISC SCORES. SUBJECTS WERE 126 UNDERACHIEVERS AND 20 OVERACHIEVERS WITH AN AGE RANGE OF 7.5-16. THE EFFECTS OF I.Q., AGE, AND DEGREE OF RETARDATION WERE EXAMINED SEPARATELY.


4387 CROOKES, T. G., AND GREENE, MARGARET C. L. "SOME CHARACTERISTICS OF CHILDREN WITH TWO TYPES OF SPEECH DISORDERS," BRITISH JOURNAL OF EDUCATIONAL PSYCHOLOGY, 33 (FEB. 1963), 31-40. TWENTY SUCCESSIVE PUPILS WITH DEVELOPMENTAL SPEECH DEFECTS, AGES 3-6, WERE CLASSIFIED AS HAVING "MOTOR" OR "LANGUAGE" DISORDERS AND CHARACTERISTICS OF EACH GROUP WERE NOTED. LATER, COMPARISONS WERE MADE OF SUBTESTS ON THE WISC (AFTER AGE 5), ON SCHONELL'S GRADED WORD READING TEST (AFTER AGE 6), OF REVERSALS IN WRITING, OF LATERALITY TESTS, AND KNOWLEDGE OF SIDES.

305

4389 CYROG, FRANCES V. "SELF-SELECTION IN READINGS. REPORT OF A LONGITUDINAL STUDY," READING IN A RESPONSIBLE SOCIETY (EDITED BY MALCOLM P. DOUGLASS), PP. 106-13. CLAREMONT GRADUATE SCHOOL CURRICULUM LABORATORY, CLAREMONT, CALIFORNIA. TWENTY-SIXTH YEARBOOK OF THE CLAREMONT READING CONFERENCE, 1962. COMPARISON OF READING ACHIEVEMENT IN GRADES 3-6 OF PUPILS WHO HAD INDIVIDUALIZED READING PROGRAMS FROM THE FIRST GRADE ON WITH THOSE WHO HAD A CONVENTIONAL PROGRAM (PRESUMABLY) IN PREVIOUS YEARS. ALSO COMPARISONS WERE MADE WITH DISTRICT AND NATIONAL NORMS.

4390 DANIEL, JOHN EMERSON, "THE EFFECTIVENESS OF VARIOUS PROCEDURES IN READING LEVEL PLACEMENT," ELEMENTARY ENGLISH, 39 (OCT. 1962), 590-600. SCORES ON THE GATES PRIMARY READING TEST, THE BUCK'S COUNTY READING TEST AND KILLGALLON INFORMAL READING INVENTORY ARE RELATED TO TEACHERS' GROUPING FOR 35 PUPILS IN GRADE 3.

4391 DANIELSON, WAYNE A. AND BRYAN, SAN DUNNE. "COMPUTER AUTOMATION OF TWO READABILITY FORMULAS," JOURNALISM QUARTERLY, 40 (SPRING 1963), 201-06. AN EFFORT TO PROGRAM THE FARR-JENKINS-PATTERSON REVISION OF THE FLESCH READING EASE FORMULA FOR THE UNIVAC 1105 COMPUTER LED TO CONSTRUCTION OF A NEW READABILITY FORMULA BETTER ADAPTED TO THE COMPUTER.

4392 DAVY, RUTH ANN. "ADAPTATION OF PROGRESSIVE CHOICE METHOD FOR TEACHING READING TO RETARDED CHILDREN," AMERICAN JOURNAL OF MENTAL DEFICIENCY, 67 (SEPT. 1962), 274-80. USING WOOLMAN'S PROGRESSIVE CHOICE METHOD FOR INTRODUCING LETTERS AND THEIR SOUNDS, 13 TRAINABLE MENTALLY RETARDED PUPILS WERE TAUGHT TO RECOGNIZE WORDS AND TESTED TO DETERMINE RETENTION OVER THE SUMMER VACATION.

4393 DE HIRSCH, KATRINA. "CONCEPTS RELATED TO NORMAL READING PROCESSES AND THEIR APPLICATION TO READING PATHOLOGY," JOURNAL OF GENETIC PSYCHOLOGY, 102 (JUNE 1963), 277-85. SUMMARY AND INTERPRETATION OF 34 TITLES RELATED TO THE PROCESS OF BEGINNING READING.
DENNY, TERRY P., AND WEINTRAUB, SAMUEL. "EXPLORING FIRST GRADERS' CONCEPTS OF READING," THE READING TEACHER, 16 (MAR. 1963), 363-65. SUMMARIZES 10 REFERENCES ON BEGINNERS' CONCEPTS OF READING.

DOWNING, JOHN, AND GARDNER, KEITH. "NEW EXPERIMENTAL EVIDENCE ON THE ROLE OF THE UNSYSTEMATIC SPELLING OF ENGLISH IN READING FAILURE," EDUCATIONAL RESEARCH, 5 (NOV. 1962), 69-75. AN EXPERIMENTAL GROUP OF 14 PUPILS JUDGED TO BE MOST LIKELY TO HAVE DIFFICULTY READING, AGE 7 YEARS, WAS DIVIDED INTO HIGH AND LOW I.Q. SUBGROUPS AND TAUGHT WITH THE AUGMENTED ROMAN ALPHABET. THREE MATCHED CONTROL GROUPS WERE GIVEN REMEDIAL INSTRUCTION. COMPARISONS OF NUMBER OF WORDS RECOGNIZED WERE MADE AFTER 16 HOURS OF INSTRUCTION.

DUKER, SAM A. A BIBLIOGRAPHY ON INDIVIDUALIZED READING. NEW YORKS. BROOKLYN COLLEGE, NOVEMBER, 1962. 15 PP. A 350-ITEM BIBLIOGRAPHY OF PUBLISHED AND UNPUBLISHED WORK ON INDIVIDUALIZED READING. CLASSIFICATION SCHEME INDICATES 35 RESEARCH ITEMS AND GRADE LEVELS OF SUBJECTS STUDIED, WITH 71 ITEMS IN WHICH DATA ARE NOT REPORTED ON THE INDIVIDUALS CONCERNED.

DUKER, SAM. "MASTER'S STUDIES OF INDIVIDUALIZED READING," ELEMENTARY ENGLISH, 40 (MAR. 1963), 280-82. A 34-ITEM BIBLIOGRAPHY OF MASTERS' STUDIES OF INDIVIDUALIZED READING WITH A GUIDE TO THEIR CONTENTS.

DURKIN, DOLORES. "AN EARLIER START IN READINGSQ" ELEMENTARY SCHOOL JOURNAL, 63 (DEC. 1962), 146-51. A SECOND REPORT OF 49 CHILDREN WHO READ BEFORE ENTERING SCHOOL, AT THE END OF THIRD GRADE, COMPARING 25 WITH A MATCHED GROUP WHO DID NOT READ BEFORE ENTERING SCHOOL.
ELDER, RICHARD. "BEHAVIORAL CRITERIA AND PUPIL ACHIEVEMENT," MICHIGAN EDUCATION JOURNAL, 40 (MAR. 1963), 502-536. SELECTED PUPILS IN GRADE 2 AND ALL PUPILS IN GRADES 3-6 RESPONDED TO 7 QUESTIONS ABOUT THEIR REACTIONS TO 6 SELECTIONS IN WHICH KEY WORDS WERE REPLACED BY NONSENSE SYLLABLES TO TEST KILGGALLON'S RULE THAT 95 PER CENT OF WORDS MUST BE KNOWN FOR CORRECT PLACEMENT OF MATERIALS.

ELLINGSWORTH, HUBER W. "TEACHER PREFERENCE FOR NEWS ITEMS USED AS CLASS MATERIALS," JOURNALISM QUARTERLY, 40 (WINTER 1963), 87-93. TEACHERS ENROLLED IN A GRADUATE LEVEL COURSE IN NEWSPAPER USE IN THE CLASSROOM RESPONDED, USING THE Q-TECHNIQUE, ON A "PERCEIVED USEFULNESS IN MY CLASSROOM" SCALE TO 60 ITEMS REPRESENTATIVE OF NEWSPAPER CONTENT. FACTOR ANALYSIS OF THE INTERCORRELATIONS OF RESPONSES WAS USED TO DETERMINE DISTINGUISHING FEATURES OF THE GROUPS OF TEACHERS.


4404  FITZGERALD, JAMES A. "AN INTEGRATING BASIC COMMUNICATION VOCABULARY," ELEMENTARY ENGLISH, 40 (MAR. 1963), 283-89. REPORTS THE DEVELOPMENT OF A COMMUNICATIONS CORE VOCABULARY USING A VARIETY OF WORD LISTS AS SOURCES. THE AUTHOR CLAIMS THAT THIS VOCABULARY, WHICH CONTAINS THE MOST COMMON WORDS FOR BOTH CHILDREN AND ADULTS TO USE AND WHICH THEY ENCOUNTER IN LISTENING, SPEAKING, READING, WRITING, SPELLING, AND HANDWRITING, CAN AND SHOULD BE USED IN THE TOTAL LANGUAGE ARTS PROGRAMS.

4405  FOWLER, WILLIAM. "TEACHING A TWO-YEAR-OLD TO READS. AN EXPERIMENT IN EARLY CHILDHOOD LEARNING," GENETIC PSYCHOLOGY MONOGRAPHS, 66 (NOV. 1962), 181-283. DESCRIPTIVE CASE STUDY IN WHICH THE INVESTIGATOR'S TWO-YEAR-OLD DAUGHTER WAS GIVEN SYSTEMATIC READING INSTRUCTION FOR 9 MONTHS. RESULTS OBTAINED ARE SUPPLEMENTED BY REPORTS OF HER SUBSEQUENT PROGRESS IN READING AND PSYCHO-SOCIAL DEVELOPMENT.


4408  GIBSON, ELEANOR J., PICK, ANNE, OSSER, HARRY, AND HAMMOND, MARCIA. "THE ROLE OF GRAPHEME-PHONEME CORRESPONDENCE IN THE PERCEPTION OF WORDS," AMERICAN JOURNAL OF PSYCHOLOGY, 75 (MAR. 1962), 554-70. TWO EXPERIMENTS WERE PERFORMED TO DETERMINE WHETHER COLLEGE STUDENTS WOULD RECOGNIZE VISUALLY NONSENSE WORDS WITH HIGH SPELLING-TO-SOUND CORRELATION BETTER THAN THOSE WITH LOW SPELLING-TO-SOUND CORRELATION. IN THE FIRST EXPERIMENT SUBJECTS WROTE WHAT THEY SAW ON THE TACHISTOSCOPE EXPOSURE, WHILE IN THE SECOND, THEY CHOSE THE CORRECT PSEUDOWORD FROM FOUR VERSIONS.
4409  GILBERSTADT, HAROLD, O'TOOLE, MARGARET, AND TINGSTAD, MARGERY. "READING PREFERENCES AS RELATED TO DIAGNOSES OF PSYCHIATRIC PATIENTS," MENTAL HYGIENE, 47 (JAN. 1963), 89-95. LIBRARY CONTACTS AND BOOK CHOICES WERE RECORDED AND ANALYZED FOR 303 ADMISSIONS TO A VA PSYCHIATRY SERVICE IN AN ATTEMPT TO RELATE CHOICES TO CATEGORIES OF PSYCHIATRIC DIAGNOSES. ALSO COMPARISONS WERE MADE BETWEEN READERS AND NONREADERS.

4410  GREEN, DONALD ROSS, AND RILEY, HAZEL WALKER. "INTERCLASS GROUPING FOR READING INSTRUCTION IN THE MIDDLE GRADES," JOURNAL OF EXPERIMENTAL EDUCATION, 31 (MAR. 1963), 273-78. REPORTS THE READING GAINS OF PUPILS IN FOUR SCHOOLS IN GRADES 4-6 DURING A YEAR OF INSTRUCTION UTILIZING THE JOPLIN PLANS. COMPARED WITH GAINS MADE BY PUPILS IN THESE GRADES AND SCHOOLS DURING THE YEAR BEFORE THE EXPERIMENTAL PROGRAM.

4411  GROFF, PATRICK. "COMPARISONS OF INDIVIDUALIZED AND ABILITY-GROUPING APPROACHES AS TO READING ACHIEVEMENT," ELEMENTARY ENGLISH, 40 (MAR. 1963), 258-64, 276. A 32-ITEM BIBLIOGRAPHY OF STUDIES SINCE 1930 COMPARING INDIVIDUALIZED READING WITH ABILITY-GROUPING READING AND A 39-ITEM BIBLIOGRAPHY OF REPORTS OF ACHIEVEMENT IN INDIVIDUALIZED READING WITH NO COMPARISONS WITH ABILITY GROUPS.

4412  GROFF, PATRICK J. "A STUDY OF HANDEDNESS AND READING ACHIEVEMENT," THE READING TEACHER, 16 (SEPT. 1962), 31-34. COMPARISON IN GRADES 4-6 OF STANFORD ACHIEVEMENT READING SCORES OF CHILDREN WHO WROTE WITH THE LEFT HAND VERSUS THOSE OF THE TOTAL POPULATION OF THE THREE GRADES AND A COMPARISON OF GRADE-LEVEL ACHIEVEMENT OF LEFT-HANDED BOYS WITH THAT OF LEFT-HANDED GIRLS.

4413  GRUBER, ELLIS. "READING ABILITY, BINOCULAR COORDINATION AND THE OPHTHALMOGRAPH," ARCHIVES OF OPHTHALMOLOGY, 67 (MAR. 1962), 280-88. AN ANALYSIS OF OPHTHALMOGRAPHIC RECORDS OF 50 PATIENTS, AGES 10-68 YEARS, TO DETERMINE THE VALIDITY OF THE EVIDENCES OF BINOCULAR COORDINATION BASED ON THE FINDINGS OF AN OPHTHALMOLOGIST'S EXAMINATION.
HALL, R. VANCE. "DOES ENTRANCE AGE AFFECT ACHIEVEMENTS?" ELEMENTARY SCHOOL JOURNAL, 63 (APR. 1963), 391-96. PUPILS RETAINED AFTER ENTRANCE TO GRADE 1 IN A SUBURB OF SEATTLE IN 1960 WERE CHECKED FOR AGE OF SCHOOL ENTRANCE. AT GRADES 3 AND 6 THE SRA ACHIEVEMENT SERIES WAS ADMINISTERED AND AN AGE AND SEX TABULATION MADE OF 607 THIRD GRADE AND 556 SIXTH GRADE PUPILS, TO COMPARE ACHIEVEMENT.


HARRIS, THEODORE L. "SOME ISSUES IN BEGINNING READING INSTRUCTION," JOURNAL OF EDUCATIONAL RESEARCH, 56 (SEPT. 1962), 5-19. PRESENTS A RATIONALE FOR A "MEANING-DISCRIMINATION APPROACH" TO BEGINNING READING (AS OPPOSED TO "MEANING-FIRST" OR "DISCRIMINATION-FIRST") BY RELATING THIS APPROACH TO THE READING ACT, THE NATURE OF LEARNING, AND RESEARCH EVIDENCE.


HEALY, ANN KIRTLAND. "CHANGING CHILDREN'S ATTITUDES TOWARD READING," ELEMENTARY ENGLISH, 40 (MAR. 1963), 255-57, 279. COMPARISON OF READING IMPROVEMENT, AS MEASURED BY THE WEEKLY 'READER TEST, AND OF ATTITUDES, DETERMINED BY OBSERVATION AND QUESTIONNAIRE, BY THREE GROUPS OF PUPILS AT GRADE 5S. (1) EACH SUBJECT CHOSE HIS GROUP ACCORDING TO INTERESTS. (2) GROUP PLACEMENT ACCORDING TO INTEREST AND ORAL READING ABILITY. (3) GROUP PLACEMENT ACCORDING TO THE RECOMMENDATION OF THE FOURTH GRADE TEACHER.


HOLMES, JACK A. "WHEN SHOULD AND COULD JOHNNY LEARN TO READ," IN READING, CHALLENGE AND EXPERIMENT IN READING (EDITED BY J. ALLEN FIGUREL), CONFERENCE PROCEEDINGS OF THE INTERNATIONAL READING ASSOCIATION, VII NEW YORKE. SCHOLASTIC MAGAZINES, 1962. REVIEWS 13 STUDIES OF AGE OF BEGINNING READING AND OFFERS AN INTRIGUING THEORY CONCERNING THE COMBINED EFFECT OF MENTAL AGE AND CLASS SIZE ON AGE FOR BEGINNING READING.

JANTAUSCH, JAMES. "CONCRETE THINKING AS A FACTOR IN READING COMPREHENSION," IN READING, CHALLENGE AND EXPERIMENT IN READING (EDITED BY J. ALLEN FIGUREL), CONFERENCE PROCEEDINGS OF THE INTERNATIONAL READING ASSOCIATION, VII NEW YORKE. SCHOLASTIC MAGAZINES, 1962. ADVANCED READERS WERE COMPARED WITH RETARDED READERS OF GRADES 4-7, USING A TOTAL GROUP OF 170, TO DETERMINE RELATIONSHIPS BETWEEN READING COMPREHENSION AND ABSTRACT OR CONCRETE THINKING MODES.

4424 Jones, Reginald L., and Van Why, Earl. "Tachistoscopic Training in the Fourth and Fifth Grades." Journal of Developmental Reading, 6 (Spring 1963), 177-85. Tachistoscopic training was given for three months to an experimental group of pupils at Grades 4 and 5 to compare reading rate and comprehension gains with control groups.

4425 Kamii, Constance K., and Weikart, David P. "Marks, Achievement, and Intelligence of Seventh Graders Who Were Retained (Non-Promoted) Once in Elementary School." Journal of Educational Research, 56 (May-June 1963), 452-59. A group of 31 seventh grade students with a history of a single retention between Grades 1 and 5 were matched with a group who had never been retained. The groups were compared on seventh grade marks, achievement test scores in reading and arithmetic, and intelligence test scores.

4426 Kamman, Richard A. "Aptitude, Study Habits and Reading Improvement." Journal of Developmental Reading, 6 (Winter 1963), 77-86. Correlations among college aptitude scores (Scholastic Aptitude Test and American College Test scores), study habits (measured by the Survey of Study Habits and Attitudes), initial reading performance (Survey Section of Diagnostic Reading Tests), and reading improvement (using a different form of the reading test) were investigated for two college groups.

4427 Karlin, Robert. "Library-Book Borrowing vs. Library-Book Reading." The Reading Teacher, 16 (Nov. 1962), 77-81. An investigation to determine whether library circulation figures are a valid index of book reading for a sample of 145 laboratory and public school children in Grades 3-9. Data were collected by interviewing children as they return books to the school and public libraries.

KIERSTEAD, REGINALD. "A COMPARISON AND EVALUATION OF TWO METHODS OF ORGANIZATION FOR THE TEACHING OF READING," JOURNAL OF EDUCATIONAL RESEARCH, 56 (FEB. 1963), 317-21. COMPARISON OF THE READING GAINS MADE IN AN ACADEMIC YEAR BY ABOUT 277 PUPILS, GRADES 3 THROUGH 8, 166 OF WHOM WERE IN GRADED AND THE REMAINDER IN UNGRADED CLASSES FOR READING INSTRUCTION. SUBGROUPS EQUATED FOR INTELLIGENCE AND COMPOSITE SCORES ON THE IOWA BASIC SKILLS TESTS WERE ALSO COMPARED.

KINGSTON, ALBERT H., JR. "THE RELATIONSHIP OF FIRST-GRAGE READINESS TO THIRD- AND FOURTH-GRAGE ACHIEVEMENT," JOURNAL OF EDUCATIONAL RESEARCH, 56 (OCT. 1962), 61-67. RELATIONSHIP OF METROPOLITAN READING READINESS TOTAL AND PART SCORES TO STANFORD ACHIEVEMENT TEST TOTAL AND PART SCORES OBTAINED TWO AND THREE YEARS LATER BY BOYS AND BY GIRLS.

KITROSS, JOHN M. "SOME ATTEMPTS TO DEVELOP AN INDEX OF INTEREST," JOURNAL OF COMMUNICATION, 2 (DEC. 1962), 225-33. THREE TYPES OF TASKS WERE TRIED AS POSSIBLE INDICES OF INTEREST STIMULATED BY VARIOUS PRINTED MESSAGE TECHNIQUES OR CONTENT FORMS. (1) THE "CLOZE" PROCEDURES, (2) RETENTION OF CONTENT IN WHICH THE READING WAS INTERRUPTED BY AN INTERFERING MESSAGE, AND (3) PROOFREADING.

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4435 LETON, DONALD A. "VISUAL-MOTOR CAPACITIES AND OCULAR EFFICIENCY IN READING." "PERCEPTUAL AND MOTOR SKILLS," 15 (OCT. 1962), 407-32. AN EVALUATION OF SELECTED PSYCHOMETRIC TESTS OF VISUAL-MOTOR ABILITIES AND DEVELOPMENT OF CLINICAL PROCEDURES FOR THE ELECTRICAL RECORDING OF OCULO-MOTOR PATTERNS TO COMPARE RETARDED READERS WITH NONRETARDED. SUBJECTS WERE 7 BOYS WHOSE READING DIFFICULTY APPEARED TO BE DUE TO PERCEPTUAL FACTORS, 6 BOYS WHO SHOWED EMOTIONAL MALADJUSTMENT IN ADDITION TO A READING DISABILITY, AND 8 BOYS OF COMPARABLE AGE AND GRADE LEVELS WITH AVERAGE-TO-GOOD READING SKILLS.

4436 LIBAW, FRIEDA, BERRES, FRANCES, AND COLEMAN, JAMES C. "A NEW METHOD FOR EVALUATING THE EFFECTIVENESS OF TREATMENT OF LEARNING DIFFICULTIES." "JOURNAL OF EDUCATIONAL RESEARCH," 55 (AUG. 1962), 582-84. A METHOD IS DEVISED TO OBTAIN MORE ADEQUATE EVIDENCE OF IMPROVEMENT IN LEARNING THANs. (1) FOLLOW-UP STUDIES, (2) CONTROL-EXPERIMENTAL GROUP COMPARISONS, OR (3) TEST-RETEST TECHNIQUES.

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4438 LOFTHOUSE, YVONNE M. "INDIVIDUALIZED READINGS. SIGNIFICANT RESEARCH." "THE READING TEACHER," 16 (SEP. 1962), 35-37, 47. SUMMARY AND INTERPRETATION OF RESULTS OF SOME RECENT RESEARCH ON INDIVIDUALIZED READING.
4439 LOVE HAROLD D. "AUDITORY DISCRIMINATION, SPELLING AND READING WITH BILINGUAL AND MONOLINGUAL CHILDREN," JOURNAL OF DEVELOPMENTAL READING, 6 (SPRING 1963), 212-14. COMPARISON OF 15 BILINGUAL WITH 15 MONOLINGUAL PUPILS IN GRADES 4 AND 5 IN THEIR ABILITY TO IMPROVE AUDITORY DISCRIMINATION (WITH PRINTED WORDS) OVER A PERIOD OF 7 WEEKS. EFFECTS OF CHANGES ON SPELLING AND READING WERE MEASURED.


4442 MCCREARY, ANNE PHILLIPS. "A STUDY OF ASSOCIATION, REINFORCEMENT, AND TRANSFER IN BEGINNING READING," JOURNAL OF EXPERIMENTAL EDUCATION, 31 (MAR. 1963), 285-90. IN SEVERAL EXPERIMENTAL GROUPS OF GRADE 1 PUPILS READING AT PREPRIMER LEVEL, MATERIALS DESIGNED TO IMPROVE ASSOCIATION, REINFORCEMENT, AND TRANSFER WERE ADDED TO THE BASAL READING PROGRAM. READING PROGRESS AND TEACHERS' RESPONSES TO A QUESTIONNAIRE WERE COMPARED WITH CONTROL GROUPS USING ONLY BASAL READING MATERIALS.

4443 MACDONALD, DOROTHY P. "AN INVESTIGATION OF THE ATTITUDES OF PARENTS OF UNSUCCESSFUL AND SUCCESSFUL READERS," JOURNAL OF EDUCATIONAL RESEARCH, 56 (APR. 1963), 437-38. COMPARISONS OF PARENTAL ATTITUDES TOWARD CHILD-REARING PRACTICES IN UNSUCCESSFUL READERS IN A CHILDREN'S CLINIC WITH A SIMILAR GROUP OF SUCCESSFUL READERS IN A PUBLIC SCHOOL.
4444 MACKINTOSH, HELEN K. "LANGUAGE ARTS CURRICULUMS. FIFTY-YEAR HIGHLIGHTS OF THE ELEMENTARY PROGRAM," ELEMENTARY ENGLISH, 40 (JAN. 1963), 5-14, 55. SUMMARY OF PROGRESS IN LANGUAGE ARTS INSTRUCTION PRESENTED BY DECADES. INCLUDES REFERENCES TO RESEARCH IN ALL AREAS OF THE LANGUAGE ARTS AS WELL AS SPECIFIC MENTION OF READING.

4445 MCMURRAY, J. G. "SOME CORRELATES OF READING DIFFICULTY IN SATISFACTORY AND DISABLED READERS. A PRELIMINARY STUDY IN GRADE 3." ONTARIO JOURNAL OF EDUCATIONAL RESEARCH, 5 (SPRING 1963), 149-57. BASED ON GRADE 3 TEACHERS' RESPONSES TO A CHECK LIST OF CHARACTERISTICS ATTRIBUTED TO POOR READERS; STATISTICAL DIFFERENCES BETWEEN GOOD AND POOR READERS WERE COMPUTED FOR EACH ITEM. READING AND SPELLING ERRORS WERE NOTED.


4447 MALMQUIST, EVE. SKRIVMASKINER I DEN ELEMENTARA LAS-OCH SKRIVUNDervisningen. KUNGL. SKOLOVERSTYRELSEN, 1962. NR. 2. PP. 105. (INCLUDES A SUMMARY IN ENGLISH) REPORT OF A TWO-YEAR CONTROLLED EXPERIMENT IN WHICH THE 2 EXPERIMENTAL CLASSES WERE TAUGHT DURING GRADERS 2 AND 3 TO USE TYPewriters IN CONJUNCTION WITH THE TEACHING OF SPELLING. COMPARISONS WERE MADE WITH THE 2 CONTROL CLASSES TO DETERMINE THE EFFECTS ON SPELLING ABILITY, READING ABILITY, AND HANDWRITING.

4448 MANIS, MELVIN, AND BLAKE, JOAN B. "INTERPRETATION OF PERSUASIVE MESSAGES AS A FUNCTION OF PRIOR IMMUNIZATION," JOURNAL OF ABNORMAL AND SOCIAL PSYCHOLOGY, 66 (MAR. 1963), 225-30. REPORTS TWO EXPERIMENTS WITH COLLEGE STUDENTS DESIGNED TO TEST THE RELATIONSHIP BETWEEN PRESSURE TO CHANGE THEIR OPINION AND MESSAGE DISTORTION. IN THE FIRST EXPERIMENT THE EFFECTS OF PRIOR PASSIVE IMMUNIZATION AGAINST PERSUASIVE MESSAGES ON THE SUBJECTS' PERCEPTION OF THESE MESSAGES WERE INVESTIGATED. THE SECOND EXPERIMENT WAS CONCERNED WITH BOTH PASSIVE AND ACTIVE IMMUNIZATION TECHNIQUES AND WAS ALSO DESIGNED TO REVEAL DIFFERENCES CORRESPONDING TO THE DEGREE OF SALIENCY OF THE SUBJECTS' OWN VIEW.
4449 Marks, Alvin, Cathcart, Robert, and Michael, William B. "The Prediction of Gains in Mean Performance in Various Measures of Communication Skills Relative to Type of Curriculum Pursued," Journal of Experimental Education, 31 (Mar. 1963), 303-06. Comparison of gains in reading, writing, listening, and critical thinking over the period of the college freshman year when three curriculum plans were used. (1) English composition followed by speech, (2) speech followed by English composition, and (3) an integrated language arts course.

4450 Marshall, J. Stanley. "Comprehension and Alleged Readability of High School Physics Textbooks," Science Education, 46 (Oct. 1962), 335-46. Comparison of the comprehension of high school students grouped into four cellss: good reader-good physics students, good reader-poor physics students, poor reader-good physics students, and poor reader-poor physics students. Subjects in each cell were divided into two groups, one which read from an original physics text while the other read a rewritten and more readable form of the same passage to determine the value of the Flesch reading ease formula.

4451 Mattick, William E. "Predicting Success in the First Grade," Elementary School Journal, 63 (Feb. 1963), 273-76. A comparison of kindergarten teachers' predictions with scores on the Metropolitan Readiness Tests, the Lee-Clark Reading Readiness Test, the California Short-Form Mental Maturity, and the Lorge-Thorndike Intelligence Tests and a comparison of the five variables with grade I teachers' judgments, based on 972 children.

4452 Miller, Wilbur R. "Readability Versus Reading Ability," Journal of Educational Research, 56 (Dec. 1962), 205-09. The author used the Dale-Chall and Flesch formulae to measure the readability of 5 junior high level industrial arts textbooks. The readability levels were compared to the publisher-rated readability and to the measured reading ability of 411 ninth grade general shop students.

4453 Mills, Robert E., and Richardson, Jean R. "What Do Publishers Mean by 'Grade Level'sq''?" The Reading Teacher, 16 (Mar. 1963), 359-62. Questionnaires were sent to 12 publishers to determine their procedures in grading basal readers and children's books. The Spache and Dale-Chall readability formulae were used with levels claimed by publishers.
MOORE, WALTER J. "RESEARCH ON THE SKIMMING PROCESS IN SILENT READING," UNIVERSITY OF KANSAS BULLETIN OF EDUCATION, 17 (FALL ISSUE, NOV. 1962), 20-28. REVIEWS RESEARCH ON SKIMMING FROM ITS BEGINNING IN 1914 TO THE PRESENT, INCLUDING THE AUTHOR'S CURRENT RESEARCH, WITH IMPLICATIONS FOR FURTHER RESEARCH.


MUEHL, STEGMAR. "THE EFFECTS OF LETTER-NAME KNOWLEDGE ON LEARNING TO READ A WORD LIST IN KINDERGARTEN CHILDREN," JOURNAL OF EDUCATIONAL PSYCHOLOGY, 53 (AUG. 1962), 181-86. KINDERGARTEN SUBJECTS (87) WERE DIVIDED INTO TWO GROUPS TO COMPARE THE RELATIVE EFFECTS OF LEARNING THREE RELEVANT VERSUS THREE IRRELEVANT LETTER NAMES ON SUBSEQUENT ACQUISITION OF NONSENSE WORD-PICTURE ASSOCIATIONS.

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4460 O'Donnell, Roy C. "A Study of the Correlation Between Awareness of Structural Relationships in English and Ability in Reading Comprehension," Journal of Experimental Education, 31 (Mar. 1963), 313-16. Coefficients of correlation among scores on an experimental "test of recognition of structural relationships in English," the Cooperative Reading Test, and the Iowa Grammar Information Test were calculated for 101 high school seniors to determine the relative contribution of knowledge of, and ability to verbalize, rules of grammatical structure to reading comprehension.

4461 Ofman, William, and Shaevitz, Morton. "The Kinesthetic Method in Remedial Reading," Journal of Experimental Education, 31 (Mar. 1963), 317-20. Comparison of the effectiveness of learning nonsense syllables by (1) tracing with the eye, (2) finger tracing, and (3) pronouncing to determine the relative contribution of the Fernald Tracing Method. Subjects were 30 retarded readers assigned to three equivalent groups.

4462 Otto, Herbert A. "Sex and Violence on the American Newsstand," Journalism Quarterly, 40 (Winter 1963), 19-26. Reports research into sex and violence in American magazines, American newspapers, and the covers of paperback books. A content analysis was made with the aid of categories developed for classification of the various sex and violence themes.

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4468 PLESSAS, GUS P., AND LADLEY, DOROTHEA MACIE. "SPELLING ABILITY AND POOR READING," ELEMENTARY SCHOOL JOURNAL, 62 (APR. 1963), 404–08. AMONG 58 BOYS AND 15 GIRLS WHO WERE RETARDED READERS, RELATIONSHIPS BETWEEN READING IMPROVEMENT (ON THE GILMORE ORAL READING TEST) AFTER REMEDIAL INSTRUCTION, WORD DISCRIMINATION, AND SPELLING (INVESTIGATORS' TESTS) WERE DETERMINED.
4469  PRESTON, RALPH C. "A NEW APPROACH TO JUDGING THE VALIDITY OF READING COMPREHENSION TESTS. SUMMARY OF AN INVESTIGATION," CHALLENGE AND EXPERIMENT IN READING (EDITED BY J. ALLEN FIGUREL), PP. 166-67. CONFERENCE PROCEEDINGS OF THE INTERNATIONAL READING ASSOCIATION, VII. NEW YORKS. SCHOLASTIC MAGAZINES, 1962. THE FIRST 30 COMPREHENSION QUESTIONS OF THE COOPERATIVE ENGLISH TEST, READING COMPREHENSION (C2), WERE ADMINISTERED TO 128 COLLEGE FRESHMEN WITHOUT THE PASSAGES TO DETERMINE THEIR VALIDITY AND OTHER TEST DATA RELATED TO ABILITY TO SPOT THE ANSWERS.


4471  PURCELL, JOHN WALLACE. "POOR READING HABITSS. THEIR RANK ORDER," THE READING TEACHER, 16 (MAR. 1963), 353-58. REPORTS THE RESULTS OF POLLING 827 COLLEGE STUDENTS AND ADULTS WHO VOLUNTARILY ENROLLED IN READING IMPROVEMENT CLASSES TO DETERMINE IN ORDER OF IMPORTANCE WHICH OF 12 MOST COMMON READING HABITS APPLIED TO THEM.

4472  RADAKER, LEON D. "IMAGERY AND ACADEMIC PERFORMANCE," ELEMENTARY SCHOOL JOURNAL, 63 (NOV. 1962), 91-95. COMPARISON OF THREE GROUPS OF 20 EACH IN GRADE 4S. THE CONTROL GROUP HAD SIX SESSIONS OF FREE PLAY AND CONVERSATIONS. ANOTHER GROUP HAD TWO 45-MINUTE PERIODS OF TRAINING IN THE CREATION OF VISUAL IMAGES FOR WORDSS. AND A THIRD HAD SIX SESSIONS OF THE VISUAL IMAGERY TRAINING.


4476 Rankin, Earl F., Jr. "Reading Test Reliability and Validity as Function of Introversion-Extroversion," Journal of Developmental Reading, 6 (Winter 1963), 106-17. Three Studies to Determine the Relationship Between Introversion-Extroversion and Reading Test Reliability and Validity. Subjects Were High School and College Students Who Took the SA-E Senior Scales, the Cloze Procedure, the Cooperative Reading Test, (C2), and the Survey Section of the Diagnostic Reading Test Were Used.


4478 Rasmussen, Glen R., and Dunne, Hope W. "A Longitudinal Evaluation of a Junior High School Corrective Reading Program," The Reading Teacher, 16 (Nov. 1962), 95-101. A Statistical Comparison Of (1) Improvement in Reading Skills and (2) Rate of Dropout Among Grade 7 Retarded Readers Assigned to a Correctional Reading Class With Those Who Had the Seventh Grade Core Program.

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4486  ROBINSON, HELEN M. "SUMMARY OF INVESTIGATIONS RELATING TO READING, JULY 1, 1961 TO JUNE 30, 1962," THE READING TEACHER, 16 (JAN. 1963), 285-322. ANNOTATED BIBLIOGRAPHY OF 180 ITEMS AND A SUMMARY OF THE RESEARCH REPORTED IN THEM.


4488  RUSSELL, DAVID H., AND SAADEH, IBRAHIM Q. "QUALITATIVE LEVELS IN CHILDREN'S VOCABULARIES," JOURNAL OF EDUCATIONAL PSYCHOLOGY, 53 (AUG. 1962), 170-74. REPORTS RESULTS OF ADMINISTERING AN EXPERIMENTAL QUALITATIVE VOCABULARY TEST, CALLING FOR FUNCTIONAL, CONCRETE, OR ABSTRACT CORRECT DEFINITIONS, GIVEN TO 257 PUPILS IN GRADES 3, 6, AND 9 TO DETERMINE WHETHER SIGNIFICANT CHANGES IN LEVEL OF RESPONSE OCCURRED AT THE DIFFERENT GRADES.


4491 Schneyer, J. Wesley. "FACTORS ASSOCIATED WITH THE PROGRESS OF STUDENTS ENROLLED IN A COLLEGE READING PROGRAM," JOURNAL OF EDUCATIONAL RESEARCH, 56 (MAR. 1963), 340-45. SEVENTY-ONE STUDENTS WHO COMPLETED A SEVEN-WEEK COLLEGE READING COURSE WERE DIVIDED INTO HIGH, AVERAGE, AND LOW IMPROVEMENT GROUPS TO INVESTIGATE FACTORS WHICH MIGHT DISTINGUISH BETWEEN THOSE WHO MADE PROGRESS AND THOSE WHO DID NOT. FACTORS WERE DERIVED FROM RESULTS OF A BATTERY OF READING AND STUDY SKILLS TESTS, PERSONALITY INVENTORIES, AND A PERSONAL INTERVIEW ADMINISTERED BEFORE OR AFTER INSTRUCTION.


4494 SCOTT, CARRIE M. "THE RELATIONSHIPS BETWEEN INTELLIGENCE QUOTIENTS AND GAIN IN READING ACHIEVEMENT WITH ARITHMETIC REASONING, SOCIAL STUDIES, AND SCIENCE," JOURNAL OF EDUCATIONAL RESEARCH, 56 (FEB. 1963), 322-26. IN GRADES 5 AND 6, WITH 670 PUPILS, COEFFICIENTS OF CORRELATION WERE CALCULATED BETWEEN INTELLIGENCE AND GAINS MADE IN READING ACHIEVEMENT DURING TWO SCHOOL YEARS AND GAINS IN ARITHMETIC REASONING, SOCIAL STUDIES, AND SCIENCE. PARTIAL CORRELATIONS, WITH INTELLIGENCE SCORES HELD CONSTANT, WERE CALCULATED.


4496 SHABAGLIAN, JOHN A. "A STUDY OF THE EFFECTS OF DEANOL, A PSYCHIC ENERGIZER, ON THE LEARNING OF READING BY A GROUP OF MENTALLY RETARDED BOYS, AGES 12 THROUGH 15," NATIONAL ASSOCIATION OF SECONDARY-SCHOOL PRINCIPALS, 36 (FEB. 1962), 174-75. DEANOL, A PSYCHIC ENERGIZER, WAS GIVEN TO 15 BOYS I.Q. FROM 50-69 WITH M.A.'S OVER SIX YEARS, WHILE PLACEBOS WERE GIVEN TO A MATCHED GROUP, IN A CROSSOVER DESIGN, TO DETERMINE THE EFFECTS ON READING IMPROVEMENT.

4497 SHEPARD, JOHN P. "THE TREATMENT OF CHARACTERS IN POPULAR CHILDREN'S FICTION," ELEMENTARY ENGLISH, 39 (NOV. 1962), 672-76. A CONTENT ANALYSIS OF SIXTEEN BOOKS POPULAR WITH MIDDLE AND UPPER GRADE PUPILS FOR THE PURPOSE OF DETERMINING THE TRAITS ASSIGNED TO FAVORABLE AND UNFAVORABLE FICTIONAL CHARACTERS.


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4505 STAIGER, RALPH C. "DO COLLEGE STUDENTS READ FOR PLEASURE?" PROBLEMS, PROGRAMS AND PROJECTS IN COLLEGE-ADULT READING (EDITED BY EMERY P. BLIESMER AND RALPH C. STAIGER), PP. 165-73. ELEVENTH YEARBOOK OF THE NATIONAL READING CONFERENCE, 1962. PRELIMINARY REPORT OF A READERSHIP STUDY CONCERNED WITH THE AMOUNT OF PERSONAL READING DONE BY 256 COLLEGE STUDENTS, AND RELATED INFORMATION.


4507 STANCHFIELD, JO M. "BOYS' READING INTERESTS AS REVEALED THROUGH PERSONAL CONFERENCES," THE READING TEACHER, 16 (SEPT. 1962), 41-44. A STUDY PLANNED TO EXAMINE THE EFFECTS OF READING ACHIEVEMENT UPON READING INTERESTS, USING AN INTERVIEW TECHNIQUE WITH 153 MALES, WHO WERE SUPERIOR, AVERAGE, OR POOR READERS IN GRADES 4, 6, AND 8.

4508 STEINER, GARY A. THE PEOPLE LOOK AT TELEVISION. NEW YORKS. ALFRED A. KNOPF, 1963. 422 PP. DATA REGARDING ATTITUDES TOWARD AND USE OF TELEVISION WERE SECURED FROM TWO INDEPENDENTLY SELECTED AND ADMINISTERED NATURAL SAMPLES, TOTALLING 2498 ADULTS. THE TWO-HOUR INTERVIEW WAS BASED ON A QUESTIONNAIRE UTILIZING PROJECTIVE DEVICES AS WELL AS RATING SCALES, WORD LISTS, AND OTHER TECHNIQUES. CHAPTER 3 PRESENTS DATA ON ATTITUDES TOWARD VARIOUS LEISURE-TIME ACTIVITIES, INCLUDING READING.
4509 STONE, DAVID R., AND BARTSCHI, VILDA. "A BASIC WORD LIST FROM BASAL READERS."
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AND FRY (1960) LISTS, A COMPOSITE LIST FOR THE FIRST THREE GRADES IS DETERMINED.

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CHANGES IN PATTERNS WITH ADVANCING AGE, AND THE RELATION OF THESE PATTERNS TO THOSE FOUND
IN CHILDREN'S BASAL READERS. ADDITIONAL FACETS WERE INCLUDED AT GRADE 6.

4512 STROM, INGRID. "SUMMARY OF INVESTIGATIONS RELATING TO THE ENGLISH LANGUAGE ARTS
OF 102 ITEMS, 43 OF THEM DEALING WITH READING.

4513 SUMMERS, EDWARD G. "DOCTORAL DISSERTATION RESEARCH IN ELEMENTARY AND SECONDARY
LISTS TITLES OF 111 DISSERTATIONS CLASSIFIED BY TOPIC.
4514 SUMMERS, EDWARD G. "DOCTORAL DISSERTATION RESEARCH IN READING REPORTED FOR 1961. PART I," JOURNAL OF DEVELOPMENTAL READING, 6 (WINTER 1963), 87-105. PART II, 6 (SPRING 1963), 156-75. PART I, ABSTRACTS OF 28 DOCTORAL STUDIES IN READING WHICH WERE REPORTED IN DISSERTATION ABSTRACTS. PART II, ABSTRACTS OF 56 DISSERTATIONS.

4515 SUMMERS, EDWARD G. "RECENT RESEARCH IN COLLEGE AND ADULT READING." JOURNAL OF DEVELOPMENTAL READING, 6 (AUTUMN 1962), 5-14. A SUMMARY OF 15 RECENT RESEARCH REPORTS.


4517 TANNENBAUM, PERCY H., AND LYNCH, MERVIN D. "SENSATIONALISMS. SOME OBJECTIVE MESSAGE CORRELATES." JOURNALISM QUARTERLY, 39 (SUMMER 1962), 317-23. IN AN ATTEMPT TO FIND AN OBJECTIVE MEASURE OF SENSATIONALISM, 24 PASSAGES FROM A COLLEGE LEVEL READING TEST WERE RATED BY 61 ADULTS ON SEMANTIC DIFFERENTIAL SCALES. IN ALL, 41 VARIABLES WERE INTERCORRELATED AND SUBJECTED TO FACTOR ANALYSIS TO OBTAIN STYLISTIC CLUSTERS.

4518 TAYLOR, STANFORD E. "AN EVALUATION OF FORTY-ONE TRAINEES WHO HAD RECENTLY COMPLETED THE READING DYNAMICS PROGRAM." PROBLEMS, PROGRAMS AND PROJECTS IN COLLEGE-ADULT READING (EDITED BY EMERY P. BLIESMER AND RALPH C. STAIGER), PP. 41-56. ELEVENTH YEARBOOK OF THE NATIONAL READING CONFERENCE, 1962. AN ANALYSIS OF THE PROGRESS OF 41 SUPERIOR READERS IN EVELYN WOOD'S READING DYNAMICS COURSE, EVALUATED BY MEANS OF EYE-MOVEMENT PHOTOGRAPHS AND TESTS OF COMPREHENSION, AS WELL AS BY RATE OF READING A LONGER SELECTION.

4520 THOMPSON, BERTHA BOYA. "A LONGITUDINAL STUDY OF AUDITORY DISCRIMINATION," JOURNAL OF EDUCATIONAL RESEARCH, 56 (MAR. 1963), 376-78. REPORTS THE RESULTS OF A TWO-YEAR STUDY OF 105 CHILDREN THROUGH GRADES 1 AND 2 TO DETERMINE THE RELATION OF AUDITORY DISCRIMINATION AND INTELLIGENCE TEST SCORES TO SUCCESS IN PRIMARY READING. ALSO INVESTIGATED WERE WHETHER AUDITORY DISCRIMINATION IMPROVED DURING THE FIRST TWO GRADES AND WHETHER UNUSUAL PATTERNS OF SUBTEST SCORES ON THE WISC WERE CHARACTERISTIC OF POOR READERS.

4521 TOWNSEND, AGATHA. "WHAT RESEARCH SAYS TO THE READING TEACHERS. APPLIED READING - A BIBLIOGRAPHY," THE READING TEACHER, 16 (DEC. 1962), 189-91, 193-94, 201. REVIEWS 20 RECENT STUDIES IN "APPLIED READING" THAT IS, READING IN THE CONTENT AREAS.

4522 TOWNSEND, AGATHA. "WHAT RESEARCH SAYS TO THE READING TEACHERS. TESTS AND MEASUREMENTS," THE READING TEACHER, 16 (MAR. 1963), 371-73. REPORTS RECENT RESEARCH IN TESTS AND MEASUREMENTS AS IT APPLIES TO THE AREA OF READING.

4523 VAUGHN, BERYL J. "READING INTERESTS OF EIGHTH-GRADE STUDENTS," JOURNAL OF DEVELOPMENTAL READING, 6 (SPRING 1963), 149-55. AN INTEREST QUESTIONNAIRE, USING BOOK TITLES, NAMES OF MAGAZINES, AND NEWSPAPERS, WAS USED WITH 134 STUDENTS IN GRADE 8 TO DETERMINE SEX DIFFERENCES AND DIFFERENCES AMONG BRIGHT, AVERAGE, AND DULL LEARNERS.

4525 WALTERS, RICHARD H., AND KOSOWSKI, IRENE. "SYMBOLIC LEARNING AND READING RETARDATION," JOURNAL OF CONSULTING PSYCHOLOGY, 27 (FEB. 1963), 75-82. TWENTY-FOUR EACH OF ADVANCED, AVERAGE, AND RETARDED READERS IN GRADES 6-8 WERE COMPARED ON THEIR ABILITY TO LEARN THROUGH VISUAL AND AUDITORY STIMULI. COMPARISONS AT DIFFERENT READING LEVELS WERE MADE, AND EFFECTS OF TRANSFER FROM ONE SENSE MODALITY TO ANOTHER WERE ASSESSED.


4529  WECHKIN, STANLEY. "WORD LEARNING IN AN AUTOMATED TEACHING SITUATION AS A FUNCTION OF DISPLAY CONDITION," JOURNAL OF EDUCATIONAL PSYCHOLOGY, 53 (AUG. 1962), 165-69. AN EXPERIMENT CONDUCTED TO ASCERTAIN THE MORE EFFICIENT MODE OF PRESENTING MATERIALS FOR WORD LEARNING IN A MULTIPLE CHOICE AUTOMATED TEACHING SITUATION. SPEED OF LEARNING AND RETENTION WERE MEASURED FOR 32 GIRLS, AGES 14-17, WHO RESPONDED TO AN AUDITORY STIMULUS WHICH WAS COUPLED WITH A VISUAL PRESENTATION OF THE CORRECT EQUIVALENT AND ITS FOILS AND WHO ALSO RESPONDED TO A VISUAL STIMULUS COUPLED WITH AUDITORY RESPONSE ALTERNATIVES.

4530  WHITLA, DEAN K. "EFFECT OF TUTORING ON SCHOLASTIC APTITUDE TEST SCORES," PERSONNEL AND GUIDANCE JOURNAL, 41 (SEPT. 1962), 32-37. TUTORING OF HIGH SCHOOL STUDENTS IN VOCABULARY, READING SKILLS, MATHEMATICAL CONCEPTS AND IN HOW TO DEAL WITH MULTIPLE CHOICE TESTS WAS PROVIDED FOR 52 STUDENTS. TO DETERMINE THE EFFECT FROM PRE- TO POST-TEST ON THE SAT-V COLLEGE BOARD EXAMINATIONS, CHANGES IN SCORES WERE COMPARED WITH THOSE OF A CONTROL GROUP.

4531  WILSON, LOUIS ADA. "CHILDREN'S REALISTIC VOCABULARY," ELEMENTARY ENGLISH, 40 (JAN. 1963), 37-42, 77. AN ANALYSIS OF A VOCABULARY LIST COMPILED FROM WRITTEN LANGUAGE LESSONS OF THIRD GRADE CHILDREN AND FROM WORDS CHILDREN ASKED TO HAVE SPELLED FOR THEM WHEN WRITING COMPOSITIONS. THE LIST WAS COMPARED TO THE FOLLOWING LISTSS. DALE AND CHALL, GATES READING, GATES SPELLING, RINSLAND, AND THORNDIKE AND LORGE.


WITTY, PAUL A. "SELECTED REFERENCES ON INTERESTS," EDUCATION, 83 (APR. 1963), 503-06. AN ANNOTATED BIBLIOGRAPHY OF REFERENCES ON INTERESTS GENERALLY, INCLUDING READING INTERESTS. ARTICLES ARE CONCERNED WITH THEORY OR APPLICATION AS WELL AS WITH RESEARCH.

WOODBURY, CHARLES A. "THE IDENTIFICATION OF UNDERACHIEVING READERS," THE READING TEACHER, 16 (JAN. 1963), 218-23. RELATION OF "DIFFERENCE BETWEEN READING COMPREHENSION AGE AND MENTAL AGE" AS A MEANS OF IDENTIFYING UNDERACHIEVERS IN READING, COMPARED TO IDENTIFICATION BASED ON USE OF A DIFFERENTIAL INDEX.

WOOLCOCK, CYRIL WILLIAM. "GUIDING THE READING OF SUPERIOR STUDENTS IN A SPECIAL HIGH SCHOOL," THE READING TEACHER, 16 (MAY 1963), 448-51. A QUESTIONNAIRE SURVEY OF THE READING CHARACTERISTICS OF 85 GIFTED GIRLS IN GRADES 9-12. DATA WERE COLLECTED ON SUCH TOPICS AS: (1) TIME SPENT IN ASSIGNED READING, (2) THE NATURE AND AMOUNT OF VOLUNTARY READING, RELATED TO OTHER ACTIVITIES, (3) HOW THEY SELECT BOOKS, AND (4) THEIR EVALUATION OF THEIR OWN READING COMPETENCIES.


YOUNG, FRANCIS A. "READING, MEASURES OF INTELLIGENCE AND REFRACTIVE ERRORS," AMERICAN JOURNAL OF OPTOMETRY AND ARCHIVES OF AMERICAN ACADEMY OF OPTOMETRY, 40 (MAY 1963), 257-64. BASED ON TESTS GIVEN TO 117 PUPILS (AGES NOT GIVEN), THE RELATIONSHIPS BETWEEN HYPEROPIA OR MYOPIA AND INTELLIGENCE (MEASURED BY THE STANFORD BINET AND THE CALIFORNIA TEST OF MENTAL MATURITY) WERE DETERMINED. THE DURRELL-SULLIVAN READING ACHIEVEMENT TEST SCORES PERMITTED A PARTIAL CORRELATION TO BE OBTAINED WITH READING HELD CONSTANT.
4540  ABU-LUGHOD, IBRAHIM. "THE MASS MEDIA AND EGYPTIAN VILLAGE LIFE," SOCIAL FORCES, 42 (OCT. 1963), 97-104. REPORTS FINDINGS OF 272 INTERVIEWS OF RANDOMLY SELECTED HEADS OF HOUSEHOLDS IN 6 EGYPTIAN VILLAGES CONCERNING THE SPREAD OF A NEWS EVENT THAT WAS "RELATIVELY IMPORTANT" BUT "NOT TOO SIGNIFICANT" REGIONALLY.

4541  ADAMS, JOHN B. "UNNAMED SOURCES AND THE NEWS. A FOLLOW-UP STUDY," JOURNALISM QUARTERLY, 41 (SPRING 1964), 262-64. TO DETERMINE WHETHER DIFFERENT TYPES OF NEWS STORIES WOULD VARY IN CREDIBILITY AS A FUNCTION OF THE RANKING OF THEIR SOURCES AND WHETHER THE EFFECT WOULD BE MORE MARKED AMONG SOURCE-ORIENTED THAN MESSAGE-ORIENTED PERSONS, FOUR GROUPS OF 26 COLLEGE STUDENTS READ VARIOUS COMBINATIONS OF SOURCES AND NEWS STORIES AND RATED THEIR CREDIBILITY. RATINGS WERE RELATED TO ORIENTATION OF SUBJECTS.

4542  ADAMS, MARY LOURITA. "TEACHERS' INSTRUCTIONAL NEEDS IN TEACHING READING," THE READING TEACHER, 17 (JAN. 1964), 260-64. A QUESTIONNAIRE WAS PREPARED USING SIX MAJOR CATEGORIES OF READING INSTRUCTIONS. NATURE OF THE PROGRAM, READINESS AND MOTIVATION, INDIVIDUALIZATION AND WAYS OF WORKING, TEACHING THE READING SKILLS, MATERIALS AND RESOURCES, AND EVALUATION. THE QUESTIONNAIRE WAS COMPLETED BY 268 TEACHERS IN 52 WHITE ELEMENTARY SCHOOLS IN FLORIDA, TO DETERMINE THE MAJOR TYPES OF IN-SERVICE TRAINING NEEDED.

4543  AMES, WILBUR S. "THE UNDERSTANDING VOCABULARY OF FIRST-GRADE PUPILS," ELEMENTARY ENGLISH, 41 (JAN. 1964), 64-68. A DESCRIPTION OF THE CONSTRUCTION AND ANALYSIS OF A TEST TO MEASURE THE BASIC LISTENING VOCABULARY OF FIRST GRADE PUPILS.

4544  ANDERSON, KENNETH E., SCANNEll, DALE P., AND CASTO, LAWRENCE T. "A STUDY OF 6,750 KANSAS HIGH SCHOOL SENIORS IN 101 NORTH CENTRAL ASSOCIATION SCHOOLS," KANSAS STUDIES IN EDUCATION, 13 (JUNE 1963), 1-27. REPORTS RESPONSES OF A LARGE STRATIFIED SAMPLE TO A QUESTIONNAIRE COVERING FAMILY BACKGROUND, HIGH SCHOOL EXPERIENCES, USE OF LEISURE TIME, AND FUTURE PLANS.
ARONSON, ELLIOTT, TURNER, JUDITH A., AND CARLSMITH, J. MERRILL. "COMMUNICATOR CREDIBILITY AND COMMUNICATION DISCREPANCY AS DETERMINANTS OF OPINION CHANGE." JOURNAL OF ABNORMAL AND SOCIAL PSYCHOLOGY, 67 (JULY 1963), 31-36. TO INVESTIGATE CONDITIONS UNDER WHICH CHANGING ONE'S OPINION AND DEROGATING THE COMMUNICATOR ARE CHOSEN AS ALTERNATIVE METHODS OF REDUCING DISCREPANCY BETWEEN A GIVEN OPINION AND ONE'S OWN, 112 FEMALE COLLEGE STUDENTS WERE PRESENTED WITH A WRITTEN COMMUNICATION THAT REPRESENTED A SMALL, MODERATE, OR EXTREME DISCREPANCY FROM THEIR OWN OPINION. FOR SOME STUDENTS THE COMMUNICATION WAS ASSIGNED TO A HIGHLY CREDIBLE SOURCE AND FOR OTHERS TO A STUDENT. SUBSEQUENT OPINIONS AND AMOUNT OF DEROGATION OF THE COMMUNICATOR WERE MEASURED.

AUSUBEL, DAVID P., AND YOUSSEF, MOHAMED. "ROLE OF DISCRIMINABILITY IN MEANINGFUL PARALLEL LEARNING." JOURNAL OF EDUCATIONAL PSYCHOLOGY, 54 (DEC. 1963), 331-36. STUDIED THE EFFECT OF PREVIOUSLY LEARNED RELEVANT BACKGROUND MATERIAL ON THE LEARNING AND RETENTION OF TWO PARALLELY RELATED, BUT UNFAMILIAR PASSAGES. SUBJECTS WERE 162 STUDENTS IN THE SENIOR YEAR OF COLLEGE.

BACKER, JACK E. "THE 'PRESIDENT'S PRESS' AND NEWS MANAGEMENT IN THE CUBAN CRISIS." JOURNALISM QUARTERLY, 41 (SPRING 1964), 264-65. EXAMINED THE EDITORIAL CONTENT OF 13 "PRESTIGE" NEWSPAPERS TO ASCERTAIN WHETHER PRESS OFFICIALS WERE CONCERNED ABOUT MANAGEMENT AND CONTROL OF INFORMATION BY THE U.S. GOVERNMENT DURING THE CUBAN CRISIS.

BARKOCY, MICHAEL A. "CENSORSHIP AGAINST TIME AND LIFE INTERNATIONAL EDITIONS." JOURNALISM QUARTERLY, 40 (AUTUMN 1963), 517-24. USING THE FILES OF TIME-LIFE INTERNATIONAL, THE AUTHOR ANALYZED 857 CENSORING ACTIONS BY DIFFERENT FOREIGN COUNTRIES AND 70 WITHHOLDING ACTIONS BY THE EDITORIAL STAFF.


4551 Bateman, Barbara D. Reading and Psycholinguistic Processes of Partially Seeing Children. CEC Research Monograph No. 5, 1963. Pp. 46. Comparison of the test performance of 131 pupils in grades 1 through 4 enrolled in 20 classes of partially seeing pupils, with the norms of the tests.

4552 Bear, David E. "Two Methods of Teaching Phonics: A Longitudinal Study," Elementary School Journal, 64 (Jan. 1964), 273-79. At grade 6, 95 pupils who had had synthetic phonics in grade 1 and 90 who had been given analytic phonics in a basal reader program were compared on a reading test and two spelling tests. In addition, comparisons were made of achievement in low, average, and high I.Q. groups.

4553 Beik, Leland L. "Immediate Recall of TV Commercial Elements," Journal of Advertising Research, 2 (Sept. 1962), 13-18. Responses of 69 college students to 8 film clips of 60 seconds or less, as measured by immediate unaided recall, were tabulated by classes of events mentioned. Audio (voice or sound) and video (picture or print). Analysis was made in terms of relevance of mentions and effectiveness of methods of transmission, singly and in combination.

4554 Berelson, Bernard. "In the Presence of Culture..." Public Opinion Quarterly, 28 (Spring 1964), 1-12. By utilizing existing surveys and records, culling his data from a wide variety of sources and adjusting them in directions and amounts that he judged appropriate, Berelson estimated how much time per month American adults voluntarily spend in the presence of culture. Time distribution by people of various educational levels was also calculated.

4556 BERG, PAUL CONRAD. "METHODS AND MATERIALS IN COLLEGE AND ADULT READING PROGRAMS," COLLEGE-ADULT READING INSTRUCTION, PP. 27-42. PERSPECTIVES IN READING NO. 1. NEWARK, DELAWARES. INTERNATIONAL READING ASSOCIATION, 1964. REVIEW OF RESEARCH ON METHODS OF INSTRUCTION AND MATERIALS USED IN COLLEGE AND ADULT READING PROGRAMS. CONTAINS A 58-ITEM BIBLIOGRAPHY.

4557 BETTS, EMMETT ALBERT. "IMPACT OF ADULT READING ON PUPIL ACHIEVEMENT," COLLEGE OF EDUCATION RECORD, 48 (MAY 1963), 116-24. INTERPRETIVE SUMMARY OF ADULT READING, BASED ON 25 REFERENCES.

4558 BHAGOLIWAL, B. S. "READABILITY FORMULAE: THEIR RELIABILITY, VALIDITY AND APPLICABILITY IN HINDI," JOURNAL OF EDUCATION AND PSYCHOLOGY, 19 (APR. 1961), 13-26. TO EVALUATE THE USEFULNESS OF FOUR READABILITY FORMULAE (JOHNSON, GUNNING, FLESCH, AND FARR, JENNINGS AND PATERSON) IN TESTING DIFFICULTY OF SUBJECT MATTER IN HINDI, 31 SHORT STORIES WERE SELECTED FROM WIDELY CIRCULATED MAGAZINES. THE FOUR FORMULAE WERE APPLIED BY THE INVESTIGATOR WHILE TWO OTHER PERSONS RATED SAMPLES.


BLOOMER, RICHARD H. "PROGRESSIVE CHOICE READING TECHNIQUES IN A REMEDIAL READING CLINIC," JOURNAL OF EDUCATIONAL RESEARCH, 57 (MAY-JUNE 1964), 486-88. A COMPARISON OF THE PROGRESSIVE CHOICE METHOD AND OTHER INSTRUCTIONAL TECHNIQUES EMPLOYED BY 96 STUDENT CLINICIANS IN TEACHING SELECTED UPPER GRADE RETARDED READERS IN A READING CLINIC.

BOGART, LEO, AND TOLLEY, B. STUART. "THE IMPACT OF BLANK SPACES," JOURNAL OF ADVERTISING RESEARCH, 4 (JUNE 1964), 21-27. AN EXPERIMENT TO MEASURE THE READER'S MEMORY OF ADVERTISING SPACE WITHOUT INFLUENCES OF PREVIOUS ASSOCIATIONS WITH THE PRODUCT, THEME OR ARTWORK AND TO EXAMINE HOW CHANGES IN THE PHYSICAL APPEARANCE OF A PAGE AFFECT WHAT THE READER PERCEIVES, PARTICULARLY WHEN A MESSAGE REPLACES THE NEWSPAPER'S WHITE SPACE.

BOGART, LEO, AND TOLLEY, B. STUART. "THE IMPACT OF BLANK SPACES," JOURNAL OF ADVERTISING RESEARCH, 4 (JUNE 1964), 21-27. AN EXPERIMENT TO MEASURE THE READER'S MEMORY OF ADVERTISING SPACE WITHOUT INFLUENCES OF PREVIOUS ASSOCIATIONS WITH THE PRODUCT, THEME OR ARTWORK AND TO EXAMINE HOW CHANGES IN THE PHYSICAL APPEARANCE OF A PAGE AFFECT WHAT THE READER PERCEIVES, PARTICULARLY WHEN A MESSAGE REPLACES THE NEWSPAPER'S WHITE SPACE.
BORMUTH, JOHN. "CLOZE AS A MEASURE OF READABILITY," READING AS AN INTELLECTUAL ACTIVITY (EDITED BY J. ALLEN FIGUREL), PP. 131-34. CONFERENCE PROCEEDINGS OF THE INTERNATIONAL READING ASSOCIATION, VIII. NEW YORKS. SCHOLASTIC MAGAZINES, 1963. CLOZE TESTS AND MULTIPLE-CHOICE TESTS WRITTEN OVER THE SAME PASSAGES WERE ADMINISTERED TO 50 CHILDREN EACH FROM GRADES 4, 5, AND 6 TO DETERMINE THE EFFECTIVENESS OF CLOZE TESTS AS MEASURES OF COMPREHENSION DIFFICULTIES.

BRAAM, LEONARD S. AND ROEHM, MARILYN A. "SUBJECT-AREA TEACHERS' FAMILIARITY WITH READING SKILLS," JOURNAL OF DEVELOPMENTAL READING, 7 (SPRING 1964), 188-96. SUMMARIZES RESPONSES OF 70 TEACHERS IN NINE SUBJECT AREAS TO A QUESTIONNAIRE DEALING WITH THE ASSESSMENT OF TEACHER KNOWLEDGE AND BACKGROUND RELATED TO READING INSTRUCTION IN VARIOUS SUBJECT AREAS.


BRAUN, JEAN S. "RELATION BETWEEN CONCEPT FORMATION ABILITY AND READING ACHIEVEMENT AT THREE DEVELOPMENTAL LEVELS," CHILD DEVELOPMENT, 34 (SEPT. 1963), 675-82. AT GRADES 3, 5, AND 7, THE INTERRELATIONSHIPS AMONG A CONCEPT FORMATION TEST, I.Q. MEASURED BY TWO TESTS, AND READING ACHIEVEMENT WERE CALCULATED FOR UNDERACHIEVERS, NORMALS, AND OVERACHIEVERS IN READING.

BROWN, GEORGE I. "CRITERIA USED BY EDITORS IN SELECTING MANUSCRIPTS OF CHILDREN'S BOOKS," ELEMENTARY ENGLISH, 40 (NOV. 1963), 719-23. AN ANALYSIS OF THE RESPONSES OF 26 EDITORS OF CHILDREN'S BOOKS WHO HAD BEEN ASKED TO STATE THEIR CRITERIA FOR SELECTING OR REJECTING MANUSCRIPTS FOR PUBLICATION.
4570 BRUCE, D. J. "THE ANALYSIS OF WORD SOUNDS BY YOUNG CHILDREN," BRITISH JOURNAL OF EDUCATIONAL PSYCHOLOGY, 34 (JUNE 1964), 158-69. STUDIED THE ABILITY OF CHILDREN AT DIFFERING MENTAL AGE LEVELS TO ANALYZE SPOKEN WORDS PHONETICALLY. A TOTAL OF 67 CHILDREN RANGING IN CHRONOLOGICAL AGE FROM 5-1 TO 7-6 WERE DRAWN FROM THREE BRITISH INFANT SCHOOLS UTILIZING THREE QUITE DIFFERENT APPROACHES TO PHONICS INSTRUCTION.

4571 BRYAN, QUENTIN R. "RELATIVE IMPORTANCE OF INTELLIGENCE AND VISUAL PERCEPTION IN PREDICTING READING ACHIEVEMENT," CALIFORNIA JOURNAL OF EDUCATIONAL RESEARCH, 15 (JAN. 1964), 44-48. ALL CHILDREN IN KINDERGARTEN THROUGH GRADE 3 (N = 21 TO 25 PER CLASS) IN A CALIFORNIA SCHOOL WERE GIVEN A BATTERY OF TESTS, INCLUDING INTELLIGENCE, READINESS, VISUAL PERCEPTION, AND READING ACHIEVEMENT. APPROPRIATE STATISTICAL PROCEDURES WERE FOLLOWED TO DETERMINE THE RELATIVE IMPORTANCE OF INTELLIGENCE AND VISUAL PERCEPTION TEST SCORES IN PREDICTING READING COMPREHENSION AND VOCABULARY.


4574 BUDD, RICHARD W. "ATTENTION SCORES. A DEVICE FOR MEASURING NEWS 'PLAY,'" JOURNALISM QUARTERLY, 41 (SPRING 1964), 259-62. DESCRIBES A METHOD FOR MEASURING NEWS COVERAGE BY SCORING SIZE OF HEADLINES, POSITION ON THE PAGE, LENGTH OF STORY, AND APPEARANCE ON FIRST OR OTHER PROMINENT PAGES. INCLUDES CORRELATION COEFFICIENTS BETWEEN THIS SCORE AND THE USUAL INDICES OF CONTENT ANALYSIS.
4575  BUDD, RICHARD W. "U.S. NEWS IN THE PRESS DOWN UNDER," PUBLIC OPINION QUARTERLY, 28 (SPRING 1964), 39-56. CONTENT ANALYSIS OF 192 ISSUES OF FOUR AUSTRALIAN AND FOUR NEW ZEALAND NEWSPAPERS TO ASSESS THE AMOUNTS AND KINDS OF PRESS TREATMENT CONCERNING THE UNITED STATES.

4576  BUDOFF, MILTON, AND QUINLAN, DONALD. "AUDITORY AND VISUAL LEARNING IN PRIMARY GRADE CHILDREN," CHILD DEVELOPMENT, 35 (JUNE 1964), 583-86. TO TEST THE HYPOTHESIS THAT YOUNG CHILDREN LEARN MORE RAPIDLY BY AUDITORY THAN BY VISUAL STIMULATION, 56 PUPILS, AGES 7 TO 8 YEARS, WERE GIVEN PAIRED ASSOCIATES OF FAMILIAR THREE- AND FOUR-LETTER NOUNS AND VERBS TO DETERMINE THE NUMBER OF TRIALS REQUIRED TO OBTAIN THE CRITERION WHEN EACH MODALITY WAS USED.

4577  BURROWS, ALVINA TREUT, AND LOURIE, ZYRA. "WHEN TWO VOWELS GO WALKING," THE READING TEACHER, 17 (NOV. 1963), 79-82. ANALYZES THE VALIDITY OF THE "TWO-VOWELS-TOGETHER RULE" ON THE BASIS OF ITS APPLICABILITY AND USABILITY AMONG THE FIRST 5,000 WORDS IN THE RINSLAND LIST, AND AMONG WORDS IN GRADES 1 THROUGH 3 OF FIVE BASAL SERIES.

4578  BYERS, LORETTA. "PUPILS' INTERESTS AND THE CONTENT OF PRIMARY READING TEXTS," THE READING TEACHER, 17 (JAN. 1964), 227-33. CLASSIFIES ACCORDING TO TOPIC THE TAPE-RECORDED CONTRIBUTIONS OF 1,860 GRADE 1 CHILDREN DURING SHARING PERIODS FOR SIX MONTHS. SAMPLES ARE FROM 34 COMMUNITIES IN 14 STATES, WITH AN EFFORT TO PRODUCE REPRESENTATIVE SOCIO-ECONOMIC POPULATIONS AS WELL AS BALANCE OF RURAL AND URBAN AREAS.


4581 CARTER, ROY E., JR., AND CLARKE, PETER. "SUBURBANITES, CITY RESIDENTS AND LOCAL NEWS," JOURNALISM QUARTERLY, 40 (AUTUMN 1963), 548-58. A SURVEY WAS CONDUCTED TO IDENTIFY PATTERNS OF INTEREST IN NEWS OF BOTH "INTEGRATIVE" AND "DISRUPTIVE" LOCAL EVENTS, TO ASSESS PREFERENCES FOR MEDIA SOURCES THAT PROVIDED "BEST COVERAGE" OF LOCAL NEWS, AND TO EXAMINE HOW THESE WERE RELATED TO PLACE OF RESIDENCE, ATTITUDES TOWARD VARIOUS MEDIA, AND MEDIA USE.

4582 CARTERETTE, EDWARD C., AND JONES, MARGARET HUBBARD. "REDUNDANCY IN CHILDREN'S TEXTS," SCIENCE, 140 (JUNE 21, 1963), 1309-11. TABULATIONS OF RECURRENCE OF LETTERS OF THE ALPHABET (REDUNDANCY) IN DIFFERENT POSITIONS IN WORDS IN BASAL READERS AT GRADES 1, 2, 3, AND 5 WERE MADE AND COMPARED WITH EACH OTHER AND WITH TEXTS INTENDED FOR ADULTS, INCLUDING THE BIBLE AND THE ATLANTIC MONTHLY.

4583 CAWELTI, GORDON L. "READING IMPROVEMENT PROGRAMS IN SELECTED MIDWESTERN HIGH SCHOOLS," THE READING TEACHER, 17 (SEPT. 1963), 36-37. FROM INTERVIEWS WITH PRINCIPALS AND APPROPRIATE FACULTY MEMBERS AT 27 MIDWESTERN HIGH SCHOOLS, THE AUTHOR DESCRIBES THE VARIOUS READING PROGRAMS AT THESE SCHOOLS IN TERMS OF THEIR TYPES, DURATION OF INSTRUCTION, AND READING INSTRUMENTS USED.

4584 CHALL, JEANNE, ROSWELL, FLORENCE G., AND BLUMENTHAL, SUSAN H. "AUDITORY BLENDING ABILITIES. A FACTOR IN SUCCESS IN BEGINNING READING," THE READING TEACHER, 17 (NOV. 1963), 113-18. A TOTAL OF 40 NEGRO CHILDREN IN NEW YORK CITY PUBLIC SCHOOLS WERE FOLLOWED FROM GRADES 1 THROUGH 4 IN AN EXPLORATORY PROJECT STUDYING THE RELATION BETWEEN AUDITORY BLENDING ABILITY, READING ACHIEVEMENT, AND I.Q. TESTS OF WORD ANALYSIS SKILLS, ORAL AND SILENT READING TESTS, AND AN AUTHOR-CONSTRUCTED TEST OF AUDITORY BLENDING ABILITY WERE AMONG THE INSTRUMENTS USED.
4585  CHANSKY, NORMAN M. "PROGRESS OF PROMOTED AND REPEATING GRADE I FAILURES," JOURNAL OF EXPERIMENTAL EDUCATION, 32 (SPRING 1964), 225-37. DURING THE LAST MONTH IN FIRST GRADE, INTELLIGENCE, PERSONALITY, AND ACHIEVEMENT TESTS WERE ADMINISTERED TO 63 TEACHER-IDENTIFIED LOW ACHIEVERS, 33 OF WHOM WERE TO BE RETAINED AND 30 OF WHOM WERE TO BE ADVANCED TO GRADE 2. COMPARISONS BETWEEN THE TWO GROUPS WERE MADE ON THESE PRETEST RESULTS AND AGAIN NINE MONTHS LATER WHEN DIFFERENT FORMS OF THE PERSONALITY AND ACHIEVEMENT TESTS WERE GIVEN.


4588  CHRONISTER, GLENN M. "PERSONALITY AND READING ACHIEVEMENT," ELEMENTARY SCHOOL JOURNAL, 64 (JAN. 1964), 253-60. IN GRADE 5, USING 167 PUPILS, THE INVESTIGATOR SOUGHT TO LOCATE A PATTERN OF PERSONALITY FACTORS WHICH WAS RELATED TO COMPREHENSION, AND TO DETERMINE THE CONTRIBUTION SUCH FACTORS MAKE TO VARIANCE IN READING COMPREHENSION FOR EACH SEX.

4590 COHN, STELLA M., AND FITE, MARGARETTA W. "PERSONAL-SOCIAL CHANGES REFLECTED IN READING ACCURACY RATINGS." "THE READING TEACHER, 17 (NOV., 1963), 97-99. IN A LARGE METROPOLITAN CITY SCHOOL SYSTEM INVOLVING 11 READING CLINICS, PRE- AND POST-ACCURACY RATINGS OF 1,089 CHILDREN WERE COMPARED IN AN ATTEMPT TO ESTIMATE PERSONAL-SOCIAL CHANGES.


4592 COLEMAN, E. B., AND BLUMENFELD, J. P. "CLOZE SCORES OF NOMINALIZATIONS AND THEIR GRAMMATICAL TRANSFORMATIONS USING ACTIVE VERBS." PSYCHOLOGICAL REPORTS, 13 (DEC., 1963), 651-54. TO STUDY THE EFFECTS OF NOMINALIZED VERBS IN COMPARISON WITH ACTIVE VERBS ON THE READABILITY OF MATERIALS, 100 FRESHMEN COLLEGE STUDENTS WERE DIVIDED INTO 10 GROUPS IN SUCH A WAY THAT THE GRAECO-LATIN SQUARE DESIGN COULD BE USED. EVERY FIFTH WORD WAS deleted FROM TWO PARAGRAPHS AND 10 SENTENCES (ONE VERSION DELETING THE FIRST, ANOTHER THE SECOND, ETC.) SO THAT EVERY WORD HAD A CLOZE SCORE.

4593 COLLINS, J. E. THE EFFECTS OF REMEDIAL EDUCATION. EDUCATIONAL MONOGRAPHS NO. 4, EDINBURGH: OLIVER AND BOYD, 1961. PP. 154. AFTER A CRITICAL REVIEW OF PREVIOUS STUDIES, THE AUTHOR PLANNED A DESIGN IN WHICH 20 PUPILS WERE RANDOMLY ASSIGNED TO EACH OF THREE TREATMENT GROUPS: (1) THOSE IN THE REMEDIAL CENTRE, (2) THOSE IN SCHOOLS TREATED BY PERIPATETIC TUTORS, AND (3) THE CONTROL GROUP THAT CONTINUED IN REGULAR CLASSES. EQUAL NUMBERS OF BOYS AND GIRLS RANGED IN AGE FROM 8.5 TO 10.9 YEARS WITH I.Q.'S RANGING FROM 85-115. RETESTS WERE DONE AT THE END OF THE SCHOOL YEAR. IN ADDITION, 45 CHILDREN WERE TESTED ONE YEAR LATER AND 48 TWO YEARS LATER. ANALYSIS OF VARIANCE WAS USED TO COMPARE THE EFFECTS OF REMEDIAL INSTRUCTION.


COLUMBIA JOURNALISM REVIEW: "WHAT THE READERS SEE: HOW A SAMPLE OF NEWSPAPERS TREATS WASHINGTON NEWS," COLUMBIA JOURNALISM REVIEW, 1 (SPRING 1962) 21-23. A BRIEF SURVEY OF THE PLAY GIVEN TO WASHINGTON NEWS IN 17 NEWSPAPERS RANGING IN SIZE FROM 2,000,000 TO LESS THAN 8,000 IN CIRCULATION.


RICHARD W. CORFIGHT: "SELECTED RESEARCH IN COLLEGE AND ADULT READING," JOURNAL OF DEVELOPMENTAL READING, 7 (WINTER 1964) 77-86. A SUMMARY OF 43 SELECTED INVESTIGATIONS CONCERNING READING PROGRAMS, DESCRIPTIONS AND EVALUATIONS, READING HABITS, SKILLS, AND CHARACTERISTICS.
4600 DALE, EDGAR, AND RAZIK, TAHER. BIBLIOGRAPHY OF VOCABULARY STUDIES. SECOND REVISED EDITION, 1963. COLUMBUS, OHIO. BUREAU OF EDUCATIONAL RESEARCH AND SERVICE, OHIO STATE UNIVERSITY. PP. 257. A COMPREHENSIVE BIBLIOGRAPHY OF PUBLISHED AND UNPUBLISHED VOCABULARY STUDIES. THE 3,125 TITLES ARE ORGANIZED UNDER 26 SUBJECT HEADINGS AND ARE ALSO INDEXED BY AUTHOR. THIS REVISION OF THE 1957 EDITION CONTAINS 542 NEW ITEMS.

4601 DANIELSON, WAYNE A. AND BRYAN, SAM DUNN. "READABILITY OF WIRE STORIES IN EIGHT NEWS CATEGORIES," JOURNALISM QUARTERLY, 41 (WINTER 1964), 105-06. STUDIED 413 WIRE SERVICE STORIES USING A READABILITY FORMULA ADAPTED TO THE UNIVAC 1105 TO DETERMINE THEIR AVERAGE GRADE-LEVEL SCORES IN EIGHT CONTENT CATEGORIES.

4602 DAVIS, DAVID C. "PHONEMIC STRUCTURAL APPROACH TO INITIAL READING INSTRUCTION," ELEMENTARY ENGLISH, 41 (MAR. 1964), 218-23. SUMMARIZES THE FINDINGS OF A TWO-YEAR PROJECT AT FIRST GRADE LEVEL, IN WHICH CONTROL GROUPS WERE INSTRUCTED IN A REGULAR BASAL READING PROGRAM AND EXPERIMENTAL GROUPS HAD A BASAL PROGRAM SUPPLEMENTED WITH 111 DAILY LESSONS USING A LINGUISTIC APPROACH. TIME SPENT IN BOTH PROGRAMS WAS HELD CONSTANT.

4603 DAVIS, HAL, AND RARICK, GALEN. "FUNCTIONS OF EDITORIALS AND LETTERS TO THE EDITOR," JOURNALISM QUARTERLY, 41 (WINTER 1964), 108-09. DURING A CONTROVERSY IN OREGON, 21 DAILY NEWSPAPERS WERE ANALYZED (1) TO DETERMINE THE NUMBER AND THE STAND TAKEN IN EDITORIALS AND IN LETTERS TO THE EDITOR AND (2) TO DISCOVER POSSIBLE RELATIONSHIPS BETWEEN THESE TWO FEATURES.

4604 DELLA-PIANA, GABRIEL. "TEACHING BEGINNING READING IN OTHER COUNTRIES," ELEMENTARY ENGLISH, 41 (MAR. 1964), 251-61. A SUMMARY AND CRITICISM OF SOME SELECTED EXPERIMENTAL STUDIES IN BEGINNING READING IN ENGLAND, SCOTLAND, SWEDEN, AND PUERTO RICO.
Dobson, James C., and Hopkins, Kenneth D., "The Reliability and Predictive Validity of the Lee-Clark Reading Readiness Test," Journal of Developmental Reading, 6 (Summer 1963), 278-81. A sample of 326 pupils in Grades 1 through 4 was used to ascertain the predictive validities of the Lee-Clark Test with teachers' rankings, individual reading tests, and group reading vocabulary and comprehension tests as multiple criteria. Reliability coefficients were obtained and compared with those reported in the manual.


Downing, John A., The I.T.A. Reading Experiment. London: Evan Brothers Limited, 1964. Pp. 143. Three research reports on the initial teaching (augmented Roman) alphabet. The first report reveals preliminary results of the first year's experiment. The second report discusses the interim findings after 19 months. The third discloses the findings of the first two years and relates these findings to learning theories, with special reference to transfer of training.

Durkin, Dolores, "Children Who Read Before Grade 15: A Second Study," Elementary School Journal, 44 (Dec. 1963), 143-48. A first year report of a longitudinal study of children who learned to read at home. Subjects are 157 entering first graders enrolled in the New York City public schools who were able to score on selected reading tests.

Durr, William K., and Schmatz, Robert R., "Personality Differences Between High-Achieving and Low-Achieving Gifted Children," The Reading Teacher, 17 (Jan. 1964), 251-54. A comparison of personality differences, as measured by three paper and pencil tests, between pupils identified as high-achieving gifted and those identified as low-achieving gifted.
4610 Durrell, Donald D., and Murphy, Helen A. "Boston University Research in Elementary School Readings, 1933-1963," Journal of Education, 146 (Dec. 1963), 3-53. Summary of Master's and doctoral theses in elementary school reading completed at Boston University, categorized as follows: Reading readiness - 75 items, Reading in grade 1 - 102 items, Reading in grades 2 and 3 - 110 items, and Reading in intermediate grades - 210 items.


4612 Edelstein, Alex S., and Schulz, J. Blaine. "The Weekly Newspaper's Leadership Role as Seen by Community Leaders," Journalism Quarterly, 40 (Autumn 1963), 565-74. Interviewed 46 leaders in a small community to determine their attitudes toward the leadership role of the newspaper in terms of what it should be and of actual performance in areas of consensus and controversy.

4613 Edward, Sister Mary. "A Modified Linguistic Versus a Composite Basal Reading Program," The Reading Teacher, 17 (Apr. 1964), 511-15, 527. Two groups of beginning fourth grade parochial school students, matched on M.A., C.A., and socio-economic background, were tested on selected word recognition skills and reading achievement to determine the effectiveness of a composite basal program versus a modified linguistic method added to a composite basal approach to reading instruction used in grades 1 through 3. Differences in achievement by sex and by level of mental ability were analyzed also.

4615. ENGEL, JAMES F., AND WALES, HUGH G. "SPOKEN VERSUS PICTURED QUESTIONS ON TABOO TOPICS," JOURNAL OF ADVERTISING RESEARCH, 2 (MAR. 1962), 11-17. COMPARED RESPONSES OF TWO MATCHED SAMPLES OF 150 HOUSEWIVES TO VERBAL OPEN-END QUESTIONS AND TO CARTOON PICTURES ON SOCIALLY CONTROVERSIAL ASPECTS OF DOCTOR-PATIENT RELATIONSHIPS.

4616. ENNIS, PHILIP H. "RECENT SOCIOLOGICAL CONTRIBUTIONS TO READING RESEARCH," THE READING TEACHER, 17 (MAY 1964), 557-82. A SUMMARY OF SOME RECENT SOCIOLOGICAL RESEARCH THAT IS MOST DIRECTLY RELATED TO READING.


4618. FAGEN, RICHARD R. "RELATION OF COMMUNICATION GROWTH TO NATIONAL POLITICAL SYSTEMS IN THE LESS DEVELOPED COUNTRIES," JOURNALISM QUARTERLY, 41 (WINTER 1964), 87-94. BASED ON DATA FOR 50 DEVELOPING COUNTRIES OF FOUR POLITICAL TYPES (MODERNIZING AUTOCRACIES, MODERNIZING DEMOCRACIES, STATUS-QUO AUTOCRACIES, AND COLONIES), PATTERNS OF GROWTH IN NUMBER OF RADIO RECEIVERS AND IN DAILY NEWSPAPER CIRCULATION FROM 1950 TO 1960 WERE DETERMINED AND RELATED TO POLITICAL TYPE, LITERACY, AND GROSS NATIONAL PRODUCT.

4619. FELDMANN, SHIRLEY, AND WEINER, MAX. "THE USE OF A STANDARDIZED READING ACHIEVEMENT TEST WITH TWO LEVELS OF SOCIO-ECONOMIC STATUS PUPILS," JOURNAL OF EXPERIMENTAL EDUCATION, 32 (SPRING 1964), 269-74. AN ANALYSIS OF TEST RESULTS OF 26 PUPILS IN THE LOWER AND 34 IN THE MIDDLE SOCIO-ECONOMIC LEVELS.
PUBLISHED RESEARCH LITERATURE IN READING, 1950 TO 1963

4620 FELICIANO, GLORIA D., POWERS, RICHARD D., AND KEARL, BRYANT E. "THE PRESENTATION OF STATISTICAL INFORMATION," AV COMMUNICATION REVIEW, 11 (MAY-JUNE 1963), 32-39. ANALYZES RESPONSES OF 1,080 HIGH SCHOOL AND ADULT SUBJECTS TO DETERMINE THE EFFECTIVENESS OF COMMUNICATING STATISTICAL DATA WITH (A) TABLES, (B) GRAPHS, (C) TEXT, AND (D) TABLES AND GRAPHS REINFORCED WITH TEXT IN THE PRESENTATION OF FOUR DIFFERENT FICTITIOUS, BUT REALISTIC, ITEMS OF INFORMATION PERTAINING TO AGRICULTURE.

4621 FORTENBERRY, WARREN D., AND BROOME, BILLY J. "COMPARISON OF THE GATES READING SURVEY AND THE READING SECTION OF THE WIDE RANGE ACHIEVEMENT TEST," JOURNAL OF DEVELOPMENTAL READING, 7 (AUTUMN 1963), 66-68. DATA WERE SECURED FROM 98 FOURTH GRADERS TO SHOW THE RELATIONSHIP BETWEEN SCORES ON TWO READING ACHIEVEMENT TESTS.

4622 FRAME, NORMAN. "THE AVAILABILITY OF READING MATERIALS FOR TEACHERS AND PUPILS AT THE PRIMARY LEVEL," ELEMENTARY ENGLISH, 41 (MAR. 1964), 224-29. THE PRINCIPALS AND PRIMARY GRADE STAFF MEMBERS IN 30 SCHOOLS IN TWO MIDWESTERN STATES WERE INTERVIEWED TO DETERMINE THE DEGREE TO WHICH PROFESSIONAL LITERATURE IN THE FIELD OF READING IS AVAILABLE TO TEACHERS AND TO COLLECT INFORMATION RELATIVE TO RECENCY OF TRAINING IN READING. A CHECKLIST INVENTORY WAS MADE OF THE CLASSROOMS TO NOTE THE AMOUNT AND KINDS OF BASAL AND SUPPLEMENTARY MATERIALS AVAILABLE TO CHILDREN IN THE PRIMARY GRADES.

4623 FREEDMAN, JONATHAN L., AND STEINBRUNER, JOHN D. "PERCEIVED CHOICE AND RESISTANCE TO PERSUASION," JOURNAL OF ABNORMAL AND SOCIAL PSYCHOLOGY, 68 (JUNE 1964), 678-81. TO TEST THE PREDICTION THAT WHEN THERE IS A HIGHER (GREATER) DEGREE OF CHOICE IN TAKING A POSITION ON AN ISSUE, THERE WILL BE MORE RESISTANCE TO COUNTER-OPTIONS, 44 COLLEGE STUDENTS, AFTER RECEIVING EITHER HIGH- OR LOW-CHOICE INSTRUCTIONS, RATED APPLICANTS FOR ADMISSION TO GRADUATE SCHOOL, READ STRONG COUNTER-COMMUNICATIONS, AND MADE SECOND RATINGS OF APPLICANTS.

4624 GASKILL, A. R., AND FOX, W. C. "HOW USEFUL ARE PSYCHOLOGICAL TESTS FOR SCREENING UNDERAGE SCHOOL BEGINNERS?" JOURNAL OF EDUCATIONAL RESEARCH, 57 (FEB. 1964), 333-36. COMPARES THE ACADEMIC ACHIEVEMENT AT THE END OF GRADES 1, 2, 3, AND 5 OF 23 CHRONOLOGICALLY YOUNG CHILDREN WHO SCORED AT OR BELOW AN M.A. OF 5 YEARS, 2 MONTHS ON A GROUP INTELLIGENCE TEST GIVEN PRIOR TO KINDERGARTEN ENTRANCES. 10 OF THE GROUP DELAYED ENTERING SCHOOL ONE FULL YEAR, 13 DID NOT DELAY.


GRACE, HARRY A. "PROGRAMMING AND READABILITY," CALIFORNIA JOURNAL OF EDUCATIONAL RESEARCH, 14 (SEPT. 1963), 164-66. SAMPLES FROM PROGRAMMED MATERIALS AND FROM THE SAME AUTHOR'S PUBLISHED ARTICLES ON SIMILAR TOPICS WERE COMPARED REGARDING NUMBER OF SYLLABLES PER WORD, NUMBER OF WORDS PER SENTENCE, AND A VARIETY OF OTHER ASPECTS OF READABILITY.

4631 GREENBERG, ALLAN, AND GARFINKLE, NORTON. "VISUAL MATERIAL AND RECALL OF MAGAZINE ARTICLES," JOURNAL OF ADVERTISING RESEARCH, 3 (JUNE 1963), 30-34. READER OF THE SPECIFIC ISSUES OF SEVERAL LEADING POPULAR MAGAZINES WERE INTERVIEWED TO DETERMINE THEIR RECALL OF MATERIAL WHICH VARIED IN PRESENTATION FROM ESSENTIALLY PICTORIAL TO ENTIRELY TEXTUAL. READERSHIP AND RETENTION WERE MEASURED BY UNAIDED RECALL, RECOGNITION ON SIGHT OF ARTICLE, AND CORRECT ANSWERS ON CONTENTS.

4632 GREENBLATT, E. L. "AN ANALYSIS OF SCHOOL SUBJECT PREFERENCES OF ELEMENTARY SCHOOL CHILDREN OF THE MIDDLE GRADES," JOURNAL OF EDUCATIONAL RESEARCH, 55 (AUG. 1962), 554-60. APPROXIMATELY 300 CHILDREN AND THEIR 10 TEACHERS IN GRADES 3, 4, AND 5 WERE ASKED TO LIST THEIR FAVORITE SCHOOL SUBJECTS IN ORDER OF PREFERENCE. SUBJECT PREFERENCE WAS RELATED TO INTELLIGENCE, SEX, ACHIEVEMENT, AND TEACHER CHOICE.

4633 GRIGGS, HARRY H. "NEWSPAPER PERFORMANCE IN RECESSION COVERAGE," JOURNALISM QUARTERLY, 40 (AUTUMN 1963), 559-64. TO SHOW WHETHER NEWSPAPERS ASSUMED THE RESPONSIBILITY OF INDICATING WHEN BUSINESS AND ECONOMIC EVENTS HAVE A LONG-RUN SIGNIFICANCE, THE AUTHOR MADE A CONTENT ANALYSIS OF ECONOMIC NEWS IN FIVE MAJOR METROPOLITAN DAILIES FOR THREE MONTHS WHEN OUR ECONOMY WAS DECLINING.

4634 GROFF, PATRICK. "COMPARISONS OF INDIVIDUALIZED AND ABILITY GROUPING APPROACHES TO TEACHING READINGS. A SUPPLEMENT," ELEMENTARY ENGLISH, 41 (MAR. 1964), 238-41. PRESENTS THE FINDINGS OF 22 STUDIES COMPARING INDIVIDUALIZED AND ABILITY GROUPING APPROACHES TO TEACHING READING. TEN REPORTS WITHOUT COMPARATIVE DATA ARE ALSO INCLUDED.
PUBLISHED RESEARCH LITERATURE IN READING, 1950 TO 1963

Hahm, William P. "PHONICSS. A BOON TO SPELLING". ELEMENTARY SCHOOL JOURNAL, 64 (APR. 1964), 383-86. TO FIND OUT WHETHER OR NOT CONCENTRATED PHONICS TRAINING IN READING CONTRIBUTED TO CHILDREN'S SPELLING ABILITY, TWO TEN-ITEM SPELLING TESTS WERE ADMINISTERED TO 202 SECOND GRADERS IN THREE SCHOOLS. ONE SCHOOL UTILIZED FORMAL TRAINING IN PHONICS IN GRADES 1 AND 25. THE OTHER TWO EMPLOYED MORE CONVENTIONAL PROGRAMS.

Halliwell, Joseph W. "A COMPARISON OF PUPIL ACHIEVEMENT IN GRADED AND NONGRADED PRIMARY CLASSROOMS". JOURNAL OF EXPERIMENTAL EDUCATION, 32 (FALL 1963), 59-64. A COMPARISON OF ACHIEVEMENT SCORES OF 146 PUPILS IN GRADES 1-3 WHO HAD BEEN TAUGHT FOR APPROXIMATELY ONE YEAR UNDER A NONGRADED ORGANIZATIONAL PLAN FOR READING AND SPELLING WITH THOSE OF 149 PUPILS WHO HAD ALWAYS BEEN TAUGHT IN A GRADED CLASS STRUCTURE.

Harcum, E. Rae, and Filion, R. D. L. "EFFECTS OF STIMULUS REVERSALS ON LATERAL DOMINANCE IN WORD RECOGNITION". PERCEPTUAL AND MOTOR SKILLS, 17 (DEC. 1963), 779-94. EXAMINED THE CONCEPT OF HEMISPHERIC DOMINANCE INVOLVING 19 COLLEGE-AGE STUDENTS WHO WERE EXPOSED BRIEFLY TO EIGHT-LETTER WORDS AND NONSENSE WORDS. THE LETTERS AND THE SEQUENCE OF LETTERS WERE PRESENTED EITHER IN NORMAL OR REVERSED ORIENTATIONS ACROSS FIXATION.

Harcum, E. Rae, and Smith, Nelson F. "EFFECT OF PRE-KNOWN STIMULUS-REVERSALS ON APPARENT CEREBRAL DOMINANCE IN WORD RECOGNITION". PERCEPTUAL AND MOTOR SKILLS, 17 (DEC. 1963), 799-810. AN INVESTIGATION OF THE PHENOMENON WHEREBY THE RELATIVE ACCURACY BETWEEN HEMIFIELDS IN REPRODUCING TACHISTOSCOPICALLY EXPOSED WORDS WAS AFFECTED BY REVERSING THE ORIENTATION AND SEQUENCE OF THE LETTERS. TWENTY SUBJECTS IN TWO EXPERIMENTS ATTEMPTED TO REPRODUCE EIGHT-LETTER WORDS OR NONSENSE WORDS TACHISTOSCOPICALLY EXPOSED ACROSS FIXATION. SUBJECTS ALWAYS KNEW PRIOR TO EXPOSURE WHICH STIMULUS-CONDITION WAS TO APPEAR.

Harris, Theodore L. "SUMMARY OF INVESTIGATIONS RELATING TO READING JULY 1, 1962 TO JUNE 30, 1963". JOURNAL OF EDUCATIONAL RESEARCH, 57 (FEB. 1963), 283-327. A SUMMARY OF 188 ITEMS PERTAINING TO THE SOCIOLOGY OF READING, PSYCHOLOGY OF READING, PHYSIOLOGY OF READING, TEACHING OF READING. INCLUDES AN ANNOTATED BIBLIOGRAPHY.

4641 Hayden, Lillian A. "THE EFFECT OF PHYSICAL FATIGUE ON READING RATE AND COMPREHENSION OF COLLEGE ATHLETES." NEW DEVELOPMENTS IN PROGRAMS AND PROCEDURES FOR COLLEGE-ADULT READING (EDITED BY RALPH C. STAIGER AND CULBRETH Y. MELTON), PP. 202-05. TWELFTH YEARBOOK OF THE NATIONAL READING CONFERENCE, 1963. FOURTEEN FOOTBALL PLAYERS AND A MATCHED NONATHLETE GROUP WERE GIVEN THE DIAGNOSTIC READING TEST, FORMS A THROUGH H (OMITTING VOCABULARY) AT 7:15 A.M. AND 7:15 P.M. ON FOUR DAYS IN A WEEK WHEN FOOTBALL PRACTICE WAS OCCUPYING FOUR AND A HALF HOURS DAILY TO DETERMINE THE EFFECTS OF PHYSICAL FATIGUE ON READING RATE AND COMPREHENSION.


HOPMAN, ANNE, AND YOCHAM, PEARL. "THE DICTIONARY - AS CHILDREN SEE IT," ELEMENTARY ENGLISH, 41 (APR. 1964), 32-33. AT SECOND, FOURTH, AND SIXTH GRADE LEVELS CHILDREN'S DEFINITIONS OF "DICTIONARY" AND KNOWLEDGE OF DICTIONARY USAGE WERE CATEGORIZED AND COMPARED WITH A LOG OF DICTIONARY USAGE MAINTAINED OVER A WEEK'S TIME TO SEE IF GROWTH IN VERBAL CONCEPTUALIZATION OF A DICTIONARY CORRESPONDED WITH GROWTH IN THE ABILITY TO USE A DICTIONARY.

HOWARDS, MELVIN. "HOW EASY ARE 'EASY' WORDS?" JOURNAL OF EXPERIMENTAL EDUCATION, 32 (SUMMER 1964), 377-82. REPORTS AN EXPERIMENTAL STUDY OF THE UNDERSTANDING OF THE MULTIPLE- MEANING GS OF HIGH FREQUENCY, ONE-SYLLABLE WORDS BY 526 UPPER ELEMENTARY SCHOOL CHILDREN. GRADE LEVEL COMPARISONS WERE MADE AMONG THE CHILDREN'S MEAN SCORES ON THE MULTIPLE-MEANING WORD TEST DEvised BY THE INVESTIGATOR. IN ADDITION, CORRELATIONS WERE CALCULATED AMONG THE SUBJECTS' INTELLIGENCE QUOTIENTS, SCORES ON THE IOWA SILENT READING TEST, AND PERFORMANCES ON THE MULTIPLE-MEANING WORD TEST.

4651  IRONSIDE, RODERICK A. "PERCEPTION AND WORD-RECOGNITION IN WORKBOOKS AT THE COLLEGE LEVEL," NEW DEVELOPMENTS IN PROGRAMS AND PROCEDURES FOR COLLEGE-ADULT READING (EDITED BY RALPH C. STAIGER AND CULBRETH Y. MELTON), PP. 63-72. TWELFTH YEARBOOK OF THE NATIONAL READING CONFERENCE, 1963. AN ANALYSIS OF 20 COLLEGE READING IMPROVEMENT MANUALS WAS MADE TO DISCOVER THE ATTENTION GIVEN TO, OR PRACTICE IN, PERCEPTUAL OR WORD RECOGNITION ABILITIES IN EACH AND TO GENERALIZE ABOUT VARIOUS PROCEDURES.

4652  ISAACS, ANN F. "SHOULD THE GIFTED PRESCHOOL CHILD BE TAUGHT TO READ?" GIFTED CHILD QUARTERLY, 7 (SUMMER 1963), 72-77. A SUMMARY OF RESEARCH IN PRESCHOOL READING FOR GIFTED CHILDREN WITH SUGGESTIONS FOR ENCOURAGING RAPID PROGRESS IN SCHOOL.

4653  JACKSON, JEANNE R., AND DIZNEY, HENRY. "INTENSIVE VOCABULARY TRAINING," JOURNAL OF DEVELOPMENTAL READING, 6 (SUMMER 1963), 221-29. SENIOR HIGH STUDENTS (N = 45) WERE RANDOMLY ASSIGNED TO TWO ENGLISH CLASSES TO ASSESS THE EFFICACY OF AN INTENSIVE VOCABULARY PROGRAM UPON ACHIEVEMENT IN READING. ONE CLASS SERVED AS A CONTROL GROUP WHILE THE EXPERIMENTAL GROUP RECEIVED SPECIAL VOCABULARY INSTRUCTION.

4654  JANIS, IRVING L., AND TERWILLIGER, ROBERT F. "AN EXPERIMENTAL STUDY OF PSYCHOLOGICAL RESISTANCE TO FEAR AROUSING COMMUNICATIONS," JOURNAL OF ABNORMAL PSYCHOLOGY, 65 (DEC. 1962), 403-10. TO ASCERTAIN WHETHER SUBJECTS' RESISTANCES TO HIGHLY THREATENING COMMUNICATIONS WERE MOBILIZED WHILE THE FEAR WAS BEING AROUSED, 14 ADULT SUBJECTS WERE EXPOSED TO HIGH THREAT AND 17 TO LOW THREAT VERSIONS OF A COMMUNICATION PRESENTING HEAVY SMOKING AS A CAUSE OF CANCER. FREE ASSOCIATIONS MADE BY ALL SUBJECTS DURING THE READING WERE RECORDED AND LATER ANALYZED UNDER THE GENERAL CATEGORIES OF AFFECTIVE AND EVALUATIVE REACTIONS.
4655   JOHNSON, KENNETH G. "DIMENSIONS OF JUDGMENT OF SCIENCE NEWS STORIES, " JOURNALISM QUARTERLY, 40 (SUMMER 1963), 315-22. FACTOR ANALYZES THE RATINGS ON 25 SEMANTIC DIFFERENTIAL SCALES BY SCIENTISTS, SCIENCE WRITERS, EDITORS, AND READERS OF SCIENCE NEWS IN A STUDY TO EVALUATE THE VARIOUS FRAMES OF REFERENCE IN JUDGING 40 SCIENCE NEWS STORIES.

4656   JOHNSON, RONALD C., AND FEHMI, LESTER G. "AURAL-ORAL AND WRITTEN WORD FREQUENCY AS RELATED TO RATE OF LEARNING STIMULUS MATERIAL," JOURNAL OF GENERAL PSYCHOLOGY, 69 (JULY 1963), 125-29. A STUDY DESIGNED TO DETERMINE WHETHER WORDS OF HIGH HEARD-SPOKEN AND OF LOW-WRITTEN FREQUENCY ARE LEARNED MORE RAPIDLY IN A PAIRED ASSOCIATES LEARNING TASK, WITH WORDS PRESENTED IN WRITTEN FORM, THAN ARE WORDS WITH LOW-SPOKEN AND LOW-WRITTEN FREQUENCY. SUBJECTS WERE THREE GROUPS OF 10 UNDERGRADUATES.

4657   JONES, MARGARET HUBBARD, AND CARTERETTE, EDWARD C. "REDUNDANCY IN CHILDREN'S FREE-READING CHOICES," JOURNAL OF VERBAL LEARNING AND VERBAL BEHAVIOR, 2 (DEC. 1963), 489-93. A STATISTICAL ANALYSIS OF THE REDUNDANCY LEVEL IN RANDOMLY SELECTED CHILDREN'S TRADE BOOKS. BOOKS REPRESENTED DIFFERENT READING LEVELS AND WERE SELECTED FROM AMONG TOP-RATED BOOKS IN WILSON'S CHILDREN'S CATALOGUE.


4661 KATZ, PHYLLIS A., AND DEUTSCH, MARTIN. "RELATION OF AUDITORY-VISUAL SHIFTING TO READING ACHIEVEMENT," PERCEPTUAL AND MOTOR SKILLS, 17 (OCT. 1963), 327-32. THE ABILITY TO SHIFT FROM VISUAL STIMULI (RED AND GREEN LIGHTS) TO AUDITORY STIMULI (HIGH AND LOW TONES) WAS TESTED AMONG NEGRO MALES AT GRADES 1, 3, AND 5. HIGH AND LOW READERS (UPPER AND LOWER 30 PER CENT OF CLASS) WERE COMPARED AT GRADES 3 AND 5, AS WERE THOSE AT GRADE 1, WITH HIGH AND LOW SCORES ON THE READING PROGNOSIS TEST OF THE INSTITUTE FOR DEVELOPMENTAL STUDIES.

4662 KAUFMANN, HARRY, AND FESHBACH, SEYMOUR. "DISPLACED AGGRESSION AND ITS MODIFICATION THROUGH EXPOSURE TO ANTIAGGRESSIVE COMMUNICATIONS," JOURNAL OF ABNORMAL AND SOCIAL PSYCHOLOGY, 67 (JULY 1963), 79-83. A TWO-PART EXPERIMENT INVOLVING 55 COLLEGE STUDENTS WAS DESIGNED TO INVESTIGATE POSSIBLE DISPLACEMENT OF AGGRESSION TO DELINQUENTS WHEN THE CONVEYED ATTITUDE OF OTHERS REGARDING DELINQUENTS WAS AMBIGUOUS RATHER THAN SPECIFICALLY PUNITIVE, AND TO DETERMINE WHETHER PRIOR EXPOSURE TO NONPUNITIVE ATTITUDES TOWARD THE DELINQUENT AND TO ANTIAGGRESSIVE VALUES WOULD MINIMIZE DISPLACEMENT FROM A NOXIOUS EXPERIMENTER TO THE DELINQUENT.


4664 KERSHNER, ALAN M. "SPEED OF READING IN AN ADULT POPULATION UNDER DIFFERENTIAL CONDITIONS," JOURNAL OF APPLIED PSYCHOLOGY, 48 (FEB. 1964), 25-28. PRESENTS FINDINGS ON THE PERFORMANCE OF 420 ADULTS IN READING TWO PAIRS OF PASSAGES TO JUDGE THE DIFFICULT PASSAGE IN EACH PAIR. UNKNOWN TO THEM, THEIR READING RATES WERE RECORDED. COMPREHENSION QUESTIONS WERE ASKED AFTER READING THE FIRST PAIR OF SELECTIONS.
PUBLISHED RESEARCH LITERATURE IN READING, 1950 TO 1973

4665 KESHIAN, JERRY G. "THE CHARACTERISTICS AND EXPERIENCES OF CHILDREN WHO LEARN TO READ SUCCESSFULLY," ELEMENTARY ENGLISH, 40 (OCT. 1963), 615-16, 652. A SAMPLE OF 72 FIFTH GRADE CHILDREN FROM THREE SCHOOLS WITH VARYING SOCIO-ECONOMIC LEVELS WERE SELECTED AS SUCCESSFUL READERS TO DETERMINE WHAT CHARACTERISTICS AND EXPERIENCES MIGHT BE COMMON TO THEM. PROCEDURE INVOLVED INTENSIVE CASE STUDIES UTILIZING INTERVIEWS, QUESTIONNAIRES, PERSONALITY AND PHYSICAL ABILITY TESTS.


4667 KETCHUM, E. GILLET. "NEUROLOGICAL AND PSYCHOLOGICAL TRENDS IN READING DIAGNOSIS," THE READING TEACHER, 17 (MAY 1964), 589-93. A SUMMARY OF SELECTED STUDIES TO SHOW TRENDS IN THE SEARCH FOR ETIOLOGIES AND CONSEQUENT MEANS OF PREVENTION AND TREATMENT OF READING DISABILITIES.

4668 KITTELL, JACK E. "INTELLIGENCE-TEST PERFORMANCE OF CHILDREN FROM BILINGUAL ENVIRONMENTS," ELEMENTARY SCHOOL JOURNAL, 64 (NOV. 1963), 76-83. TWO GROUPS OF CHILDREN, ONE FROM A BILINGUAL ENVIRONMENT AND ONE FROM A UNILINGUAL ENVIRONMENT, WERE TESTED FOR INTELLIGENCE AND READING ACHIEVEMENT AT THIRD GRADE AND AGAIN AT FIFTH GRADE TO DETERMINE WHETHER RELATIVE PERFORMANCE ON THE TWO TESTS HAD CHANGED.

4669 KLARE, GEORGE R. THE MEASUREMENT OF READABILITY. AMES, IOWA STATE UNIVERSITY PRESS, 1963. A COMPREHENSIVE REVIEW OF RESEARCH AND SUMMARY OF FINDINGS CONCERNING READABILITY AND ITS MEASUREMENT. CONTAINS AN ANNOTATED BIBLIOGRAPHY OF 482 ITEMS ON READABILITY, CATEGORIZED UNDER EIGHT SUBHEADS.
4670. KOOS, EUGENIA M. "MANIFESTATIONS OF CEREBRAL DOMINANCE AND READING RETARDATION IN PRIMARY-GRADE CHILDREN." JOURNAL OF GENETIC PSYCHOLOGY, 54 (MAR. 1964), 155-65. DESCRIBES RESULTS OF A STUDY INVOLVING 109 CHILDREN IN GRADES 1, 2, AND 3 TO DETERMINE THE ASSOCIATION OF HAND AND EYE PREFERENCE (IN MONOCULAR AND BINOCULAR VISION), INTELLIGENCE, AND READING ACHIEVEMENT.


4672. KRIPPNER, STANLEY. "THE BOY WHO READ AT EIGHTEEN MONTHS." EXCEPTIONAL CHILDREN, 30 (NOV. 1963), 105-09. ANALYZES THE RESULTS OF AN EXTENSIVE BATTERY OF TESTS ADMINISTERED TO A FOUR-YEAR-OLD BOY WITH ADVANCED LANGUAGE DEVELOPMENT. REPORTS SOME OF THE FACTORS CONTRIBUTING TO HIS PRECOCIOUSNESS.

4673. KRIPPNER, STANLEY. "CORRELATES OF READING IMPROVEMENT." JOURNAL OF DEVELOPMENTAL READING, 7 (AUTUMN 1963), 29-39. A SAMPLE OF 30 CLINIC CASES WAS USED TO DETERMINE A CORRELATION BETWEEN THE SCORES ON SELECTED VARIABLES AND READING IMPROVEMENT DURING FIVE WEEKS OF INSTRUCTION GIVEN BY GRADUATE STUDENTS. SUBJECTS WERE ALSO CLASSIFIED ACCORDING TO ETIOLOGY OF DISABILITY.

4674. KRIPPNER, STANLEY, AND HERALD, CLARE. "READ DISABILITIES AMONG THE ACADEMICALLY TALENTED." GIFTED CHILD QUARTERLY, 8 (SPRING 1964), 12-20. A CLINICAL COMPARISON OF THE ETIOLOGICAL FACTORS CONTRIBUTING TO READING DISABILITIES OF 21 ACADEMICALLY TALENTED CHILDREN AND 124 CHILDREN OF AVERAGE INTELLIGENCE AT THE ELEMENTARY AND SECONDARY SCHOOL LEVELS.
4675  Laffitte, Rondeau G., Jr. "Analysis of Increased Rate of Reading of College Students," JOURNAL OF DEVELOPMENTAL READING, 7 (SPRING 1964), 165-74. Rate training was given to 56 college freshmen, who were divided into three equated groups. Group A received skimming practice only. Group B had perceptual training and mechanically paced readings. And Group C combined the treatments. Standardized tests were given at the beginning, after one month, and after two months to assess relative gains in rate and comprehension.

4676  Lakdawala, U. T. "The Basic Vocabulary of Gujarati Children at the Age of 13 Plus," JOURNAL OF EDUCATION AND PSYCHOLOGY, 21 (OCT. 1963), 41-51. Based on the different words used in texts, a list of words was made and submitted to 455 pupils to determine the magnitude of recognition vocabulary. Reproduction vocabulary was determined by counting the different words written in an hour, as used in an essay and a story.

4677  Lee, Wayne D. "Who Can Profit Most from Developmental Reading at College-Adult Level?" COLLEGE-ADULT READING INSTRUCTION, PP. 45-57. PERSPECTIVES IN READING NO. 1. NEWARK, DELAWARES, INTERNATIONAL READING ASSOCIATION, 1964. Attempting to determine the initial level of achievement of students who profit most from reading instruction, the investigator used scores of 916 students on vocabulary, comprehension, and rate from the IOWA Advanced Reading Test, in which part scores were placed in deciles so that mean gains per decile following instruction could be examined.

4678  Leitner, Margaret A., Moss, Sanford, and Tannenbaum, Percy H. "Who Makes the Play Run?" JOURNALISM QUARTERLY, 40 (SUMMER 1963), 375-77. The "run" of 39 opening plays of the 1953-54 Broadway season was related to the "favorableness" of the reviews of these plays in Seven New York Daily Newspapers, using single and combined correlation coefficients as well as multiple regression analysis.

4679  Leton, Donald A., and Dayton, Glenn O., Jr. "Relationship of Critical Flicker-Fusion Thresholds to Reading Readiness in Six-Year-Old Children," PERCEPTUAL AND MOTOR SKILLS, 18 (FEB. 1964), 175-81. Critical flicker-fusion thresholds were determined for 20 pupils, six years of age, who ranked in the top 10 per cent in reading readiness. These children compared with an equal number in the bottom 10 per cent. Subsequently the critical flicker-fusion threshold scores were correlated with selected measures of intelligence, visual perception, and reading achievement.
4680 Levin, Harry, and Mearini, Maria Claudia. "The Incidence of Inflectional Suffixes and the Classification of Word Forms," *Journal of Verbal Learning and Verbal Behavior*, 3 (April 1964), 176-81. Because inflectional suffixes occur more frequently in Italian than in English, 46 American children in fifth grade and 50 in sixth grade were compared with Italian pupils of the same age in their ability to sort four sets of nonsense words. Three of the four sets had common elements at the end with one at the beginning. The purpose was to determine the effects of language structure on attention to the beginning or end of word forms.

4681 Loban, Walter D. The Language of Elementary School Children. Champaign, Illinois: National Council of Teachers of English, 1963, pp. 92. A longitudinal study of oral language used by children in kindergarten through grade 6. Subjects were 338 kindergarten children chosen in 1952 as a representative sample of the population of Oakland, California, stratified in regard to socio-economic status, sex, racial background, and spread of intellectual ability. Data were collected on (A) vocabulary, (B) use of oral and written language, (C) proficiency in reading and listenings. Also collected were (D) teachers' judgments of pupils' skill with a language, and (E) background information concerning health and the home. The techniques of language analysis were stressed.


4683 Lovell, K., Shapton, D., and Warren, N. S. "A Study of Some Cognitive and Other Disabilities in Backward Readers of Average Intelligence as Assessed by a Non-Verbal Test," *British Journal of Educational Psychology*, 34 (Feb. 1964), 58-64. Fifty backward readers in the third year of the junior school were paired with average to good readers from the same school in terms of nonverbal intelligence test score, social class, age, and sex. Their performance was compared on a variety of individual tests, including language, copying, left-right discrimination, spatial relationships, reproduction of abstract designs, and four subtests of the WISC.

4684 Lovell, K., and Woolsey, M. E. "Reading Disability, Non-Verbal Reasoning, and Social Class," *Educational Research*, 6 (June 1964), 226-29. Data were presented (1) to show the relationship between reading backwardness and nonverbal reasoning among 610 backward readers who were in English junior and secondary schools and (2) to reveal the proportion of backward readers in various social classes, determined by the registrar general's classification.
LEVIN, Harry, and MEARINI, Maria Claudia. "The Incidence of Inflectional Suffixes and the Classification of Word Forms," JOURNAL OF VERBAL LEARNING AND VERBAL BEHAVIOR, 3 (APR. 1964), 176-81. Because inflectional suffixes occur more frequently in Italian than in English, 46 American children in fifth grade and 50 in sixth grade were compared with Italian pupils of the same age in their ability to sort four sets of nonsense words. Three of the four sets had common elements at the end with one at the beginning. The purpose was to determine the effects of language structure on attention to the beginning or end of word forms.

LOBAN, Walter D. THE LANGUAGE OF ELEMENTARY SCHOOL CHILDREN, CHAMPAIGN, ILLINOIS, NATIONAL COUNCIL OF TEACHERS OF ENGLISH, 1963, pp. 92. A longitudinal study of oral language used by children in kindergarten through grade 6. Subjects were 338 kindergarten children chosen in 1952 as a representative sample of the population of Oakland, California, stratified in regard to socio-economic status, sex, racial background, and spread of intellectual ability. Data were collected on (1) vocabulary, (2) use of oral and written language, (3) proficiency in reading and listening, (4) background information concerning health and the techniques of language analysis were stressed.

LOBERG, Irving, and CHALL, Jeanne. "Estimating the Size of Vocabularies of Children and Adults," A Critical Summary of Notable Research Conducted Since 1891. To explain discrepant findings, emphasis is given to the sampling techniques used and to other methodological problems.

LOVELL, K., SHAPTON, D., and WARREN, N. S. "A Study of Some Cognitive and Other Disabilities in Backward Readers of Average Intelligence As Assessed by a Non-Verbal Test," BRITISH JOURNAL OF EDUCATIONAL PSYCHOLOGY, 34 (JUN. 1964), 26-29. Fifty backward readers from the same school in terms of nonverbal intelligence were paired with average to good readers from the same school in terms of nonverbal intelligence. Their performance was compared on a variety of individual language, spatial reasoning, and four subtests of the WISC.

LOVELL, K., and MULDOVEY, M. E. "Reading Disability, Non-Verbal Reasoning, and Social Class," EDUCATIONAL RESEARCH, 6 (JUNE 1964), 226-29. Data were presented to show the relationship between reading backwardness and nonverbal reasoning among 610 backward readers, determined by the Registrar General's classification of occupations, 1960.

4686  MCCONIKE, ESTHER J., PRIEN, ERICH P., AND SVETLIK, BYRON L. "AN EVALUATION OF A PREPARATION-FOR-COLLEGE PROGRAM," JOURNAL OF DEVELOPMENTAL READING, 7 (SPRING 1964), 159-64. STUDIED THE EFFECTS OF A PREPARATION-FOR-COLLEGE PROGRAM ON THE READING SKILLS, EFFECTIVENESS OF EXPRESSION, AND WORK HABITS FOR 117 COLLEGE STUDENTS.

4687  MCCrackEN, ROBERT A. "USING READING AS A BASIS FOR GROUPING," EDUCATION, 84 (FEB. 1964), 357-59. COMPARES PERFORMANCES OF 971 CHILDREN ON A STANDARDIZED READING TEST AND AN INFORMAL READING INVENTORY IN TERMS OF INSTRUCTIONAL READING LEVELS.

4688  MCDONALD, ARTHUR S. "INTELLECTUAL CHARACTERISTICS OF DISABLED READERS AT THE HIGH SCHOOL AND COLLEGE LEVELS," JOURNAL OF DEVELOPMENTAL READING, 7 (WINTER 1964), 97-101. REPORTS SUBTEST PERFORMANCES ON THE WECHSLER ADULT INTELLIGENCE SCALES FOR 60 DISABLED READERS OF HIGH SCHOOL AGE, SELECTED RANDOMLY FROM READING CLINIC RECORDS.

4690 MACGINITIE, WALTER H. "ABILITY OF DEAF CHILDREN TO USE DIFFERENT WORD CLASSES," JOURNAL OF SPEECH AND HEARING RESEARCH, 7 (JUNE 1964), 141-50. COMPARISONS WERE MADE BETWEEN THE PERFORMANCES OF 30 DEAF GIRLS AND 30 GIRLS WITH NORMAL HEARING WITH SIMILAR READING ABILITY ON A COMPLETION TEST BASED ON 90 SENTENCES SAMPLED FROM SECOND GRADE READERS. THE AIM OF THE STUDY WAS TO DETERMINE THE ABILITY OF DEAF CHILDREN TO USE DIFFERENT WORD CLASSES OF THE LEXICAL AND FUNCTION VARIETY.

4691 MCNEIL, JOHN D. "PROGARED INSTRUCTION VERSUS USUAL CLASSROOM PROCEDURES IN TEACHING BOYS TO READ," AMERICAN EDUCATIONAL RESEARCH JOURNAL, 1 (MAR. 1964), 113-19. ASSESSES SEX DIFFERENCES IN WORD RECOGNITION ACHIEVEMENT AFTER 17 DAILY SESSIONS OF PROGARED WORD RECOGNITION EXERCISES AT THE KINDERGARTEN LEVEL AND AGAIN AFTER FOUR MONTHS OF BASAL READING INSTRUCTION IN FIRST GRADE. ACHIEVEMENT WAS COMPARED WITH (1) CHILDREN'S RESPONSES TO CERTAIN QUESTIONS IN AN INTERVIEW SITUATION AND WITH (2) TEACHERS' RATINGS OF READINESS AND MOTIVATION TO READ.

4692 MALLICK, AMAL KUMAR. "AGE AND SEX AS FACTORS IN NEWSPAPER READING IN INDIA," JOURNALISM QUARTERLY, 40 (AUTUMN 1963), 602-04. SURVEYED 300 SUBSCRIBERS TO FIND OUT WHEN THEY FIRST BECAME INTERESTED IN NEWSPAPER READING AND TO IDENTIFY THE FEATURES MOST INTERESTING TO THEM AT THAT TIME. COMPARISONS WERE MADE BY SEX AND AGE.

4693 MANDEL, RICHARD L. "CHILDREN'S BOOKS: MIRRORS OF SOCIAL DEVELOPMENT," ELEMENTARY SCHOOL JOURNAL, 64 (JAN. 1964), 190-99. TWO SERIES OF READERS, ONE POPULAR FROM 1844 TO 1860 AND THE OTHER IN WIDE USE TODAY, WERE ANALYZED AND COMPARED TO DISCOVER DIFFERENCES IN MEANS OF INCULCATING SOCIAL CHARACTER IN THE CHILD.

4694 MARQUIS, BETTYLEE FULTS. "DEVELOPMENTAL READING - NEW ALBANY HIGH SCHOOL," JOURNAL OF DEVELOPMENTAL READING, 7 (AUTUMN 1963), 58-62. DESCRIBES A DEVELOPMENTAL READING PROGRAM AT THE HIGH SCHOOL LEVEL INVOLVING 700 STUDENTS AND PRESENTS COMPARATIVE DATA OF THREE CLASSES SHOWING AVERAGE GAINS ON VARIOUS READING MEASURES AS A RESULT OF SPECIAL READING INSTRUCTION.
4695 Maxwell, Martha J. "Evaluation of a Self-Help Reading and Study Skills Program for Low-Achieving College Applicants." New Developments in Programs and Procedures for College-Adult Reading (Edited by Ralph C. Staiger and Culbreth Y. Melton), pp. 21-30. Twelfth Yearbook of the National Reading Conference, 1963. A six-week reading and study skills program in the summer preceding college entrance was provided by the University of Maryland for weak prospects, along with some academic courses. Test scores, attendance, and academic success were used as criteria of evaluation.


4697 Mitchell, Blythe C. "The Metropolitan Readiness Tests as Predictors of First Grade Achievement." Educational and Psychological Measurement, 22 (Winter 1962), 765-72. The population of grade 1 pupils (1,170) of an entire Virginia county was used to investigate a readiness test as a predictor of first grade reading ability. The Metropolitan Achievement Tests, 1959 revision, were used as the criterion measure for reading achievement.

4698 Moe, Iver L. "Reading Patterns Among College Students." Proceedings of the College Reading Association, 4 (Summer 1963), 67-70. Reports systematic observations of 162 college students in oral and silent reading of materials at different difficulty levels to reveal their flexibility profiles before and after special training.

4699 Moorhouse, William F. "Interclass Grouping for Reading Instruction." Elementary School Journal, 64 (Jan. 1964), 280-86. In the middle grades, one school used the Joplin plan with seven groups of 169 pupils, while in the matched control school, regular grouping continued. Mean gains in reading level were compared for all pupils and for those of high, average, and below average I.Q.
4700 Morgan, Elmer F., and Light, Morton. "A Statistical Evaluation of Two Programs of Reading Instruction," Journal of Educational Research, 57 (Oct. 1963), 99-101. Compares results at the end of Grade 3 of four independent school populations. Two had used the phonetic keys to reading materials for the previous three years and two had used basal readers during that time.

4701 Moscovici, Serge. "Attitudes and Opinions," Annual Review of Psychology, 14 (1963), 231-60. A review of recent research discussed under such topics as information gathering, attitude and opinion changes, and others, many of which involved reading. Contains a 179-item bibliography.

4702 Muehl, Siegmar. "Relation Between Word-Recognition Errors and Hand-Eye Preference in Preschool Children," Journal of Educational Psychology, 54 (Dec. 1963), 316-21. Tests of hand and eye choices were administered to 62 preschool children who were divided into two age groups to investigate visual orienting behavior as it relates to word stimuli and hand-eye preferences.

4703 Nelson, Helge G. "Overcoming Reading Deficiencies at the Community College Level," Journal of Developmental Reading, 6 (Summer 1963), 238-42. Reports results of 96 college students with reading deficiencies who participated in a special remedial reading program.

4705 NORDLAND, EVA. "BARN OG SERIELESNING, III," PEDAGOGISK FORSKNING, (1959), 89-104. A TWO-YEAR STUDY IN OSLO, NORWAY, OF THE EFFECTS OF READING AGGRESSIVE AND BRUTAL COMIC STRIPS ON THE BEHAVIOR OF ONE CLASS OF BOYS AND ONE OF GIRLS DURING GRADES 4 AND 5. INTERVIEWS WITH CHILDREN CONCERNING WHAT THEY READ, TEACHER EVALUATIONS OF THEIR BEHAVIOR IMMEDIATELY PRECEDING AND FOLLOWING SALE DATES OF THESE MATERIALS, AND STUDENT ESSAYS ON HOW ONE OUGHT TO BEHAVE WERE SOURCES OF THE DATA. ENGLISH SUMMARY IS INCLUDED.

4706 OAKES, CLIFTON R., AND PLESSAS, GUS P. "A LANGUAGE STUDY OF SELECTED EARLY READERS," CALIFORNIA JOURNAL OF EDUCATIONAL RESEARCH, 14 (SEPT. 1963), 178-86. AN INVESTIGATION OF SOME OF THE LANGUAGE CHARACTERISTICS OF 20 FIRST GRADE CHILDREN WHO WERE IDENTIFIED AS EARLY READERS BY PARENTS AND TEACHERS. THE LANGUAGE FACTORS INVESTIGATED WERE: (1) PARTS OF SPEECH, (2) LENGTH OF EXPRESSIONS, (3) NUMBER OF ONE-WORD EXPRESSIONS, AND (4) GRAMMATICAL CONSTRUCTION OF EXPRESSIONS.

4707 ODLAND, NORINE, AND ILSTRUP, THERESA. "WILL READING TEACHERS READ?" THE READING TEACHER, 17 (NOV. 1963), 83-87. A SURVEY OF BOOK- AND MAGAZINE-READING HABITS OF 343 COLLEGE STUDENTS WHO WERE PROSPECTIVE ELEMENTARY SCHOOL TEACHERS.


4709 OLSEN, ARTHUR V. "PHONICS AND SUCCESS IN BEGINNING READING," JOURNAL OF DEVELOPMENTAL READING, 6 (SUMMER 1963), 256-60. ANALYZES THE TEST RESULTS OF 1,170 CHILDREN IN A STUDY TO EXPLORE THE EFFECTS OF INTENSIVE PHONIC TRAINING IN LETTER SOUNDS AND NAMES ON SUCCESS IN BEGINNING READING. RELATIONSHIPS WERE EXAMINED BETWEEN PERFORMANCES ON TESTS OF APPLIED PHONICS AND SCORES ON MEASURES OF READING ACHIEVEMENT.
4710 OTTO, WAYNE, AND FREDRICKS, ROBERT C. "RELATIONSHIP OF REACTIVE INHIBITION TO READING SKILL ATTAINMENT," JOURNAL OF EDUCATIONAL PSYCHOLOGY, 54 (AUG. 1963), 227-30. A TOTAL OF 100 GOOD AND POOR READERS IN GRADES 4 THROUGH 8 WERE USED IN THIS STUDY TO EXAMINE THE RELATIONSHIP OF REACTIVE INHIBITION TO READING ATTAINMENT AND THE DETAILS OF USING INVERTED NUMBER PRINTING TO MEASURE REACTIVE INHIBITION.

4711 PAPAGEORGIS, DEMETRIOS. "BARTLETT EFFECT AND THE PERSISTENCE OF INDUCED OPINION CHANGE," JOURNAL OF ABNORMAL AND SOCIAL PSYCHOLOGY, 67 (1963), 61-67. TO DETERMINE WHETHER THE PERSUASIVE IMPACT OF A COMMUNICATION WITH RESERVATIONS DECLINES MORE SLOWLY THAN THAT OF AN UNQUALIFIED COMMUNICATION, FOUR GROUPS READ TWO PERSUASIVE COMMUNICATIONS, A QUALIFIED ONE AND AN UNQUALIFIED ONE, ON TWO DIFFERENT ISSUES, EITHER 41 DAYS, 14 DAYS, 2 DAYS, OR IMMEDIATELY PRIOR TO MEASURING THEIR OPINIONS ON THE ISSUES ARGUED. DATA WERE ALSO REPORTED CONCERNING RECALL OF CONTENT AND SUBJECTS' RATINGS OF POSITIONS OF MESSAGES THEY READ.


4713 PARSLEY, KENNETH M., AND POWELL, MARVIN. "ACHIEVEMENT GAINS OR LOSSES DURING THE ACADEMIC YEAR AND OVER THE SUMMER VACATION PERIODS. A STUDY OF TRENDS IN ACHIEVEMENT BY SEX AND GRADE LEVEL AMONG STUDENTS OF AVERAGE INTELLIGENCE," GENETIC PSYCHOLOGY MONOGRAPHS, 66 (1962), 285-342. ACHIEVEMENT GAINS OR LOSSES DURING THE SCHOOL YEAR AND DURING SUMMER VACATION WERE MEASURED FOR 1,080 STUDENTS OF AVERAGE INTELLIGENCE, 90 BOYS AND 90 GIRLS FOR EACH GRADE, SECOND THROUGH SEVENTH. GRADE LEVEL TRENDS AND SEX TRENDS WERE EXAMINED AS THEY WERE REVEALED BY CHANGES IN ACHIEVEMENT TEST SCORES IN SIX SUBJECT MATTER AREAS, INCLUDING READING VOCABULARY AND READING COMPREHENSION.

4714 PARSLEY, KENNETH M., JR., POWELL, MARVIN, AND O'CONNOR, HENRY A. "FURTHER INVESTIGATION OF SEX DIFFERENCES IN ACHIEVEMENT OF UNDER-, AVERAGE-, AND OVER-ACHIEVING STUDENTS WITHIN FIVE IQ GROUPS IN GRADES FOUR THROUGH EIGHT," JOURNAL OF EDUCATIONAL RESEARCH, 57 (JAN. 1964), 268-70. STUDY OF AN ENTIRE POPULATION OF GRADES 4 THROUGH 8, IN = 3,551) OF A SMALL URBAN SCHOOL DISTRICT TO INVESTIGATE SEX DIFFERENCES IN ACHIEVEMENT. FIVE I.Q. GROUPS FOR EACH SEX WERE FURTHER DIVIDED INTO OVER-, AVERAGE-, AND UNDER-ACHIEVING TO REVEAL DIFFERENCES THAT MIGHT HAVE BEEN MASKED BY CONSIDERING THE OVER-ALL ACHIEVEMENT OF EACH I.Q. GROUP.
4715 PARSLEY, KENNETH M.,JR.; POWELL, MARVIN; O'CONNOR, HENRY A.; AND DEUTSCH, MURRAY. "ARE THERE REALLY SEX DIFFERENCES IN ACHIEVEMENTS?" JOURNAL OF EDUCATIONAL RESEARCH, 57 (DEC. 1963), 210-12. A SAMPLE OF 2,651 BOYS AND 2,369 GIRLS RANGING FROM GRADES 2 THROUGH 8 IN AN URBAN-SUBURBAN SCHOOL DISTRICT IN OHIO WAS USED TO INVESTIGATE SEX DIFFERENCES. CRITICAL RATIOS OF READING AND ARITHMETIC SCORES WERE COMPUTED FOR EACH GRADE AND FOR FIVE I.Q. GROUPS.

4716 PATTERSON, CHARLES W. "PILOT PROJECT IN READING AND STUDY HABITS," THE READING TEACHER, 17 (APR. 1964), 531-35. PRESENTS FINDINGS OF A PROJECT INVOLVING A TOTAL OF 67 COLLEGE FRESHMEN IN AN EXPERIMENTAL-CONTROL GROUP STUDY TO DETERMINE WHETHER AN INTENSIVE READING PROGRAM CAN SIGNIFICANTLY IMPROVE THE READING AND STUDY SKILLS OF THESE STUDENTS, PARTICULARLY IN MATHEMATICS AND SCIENCE.


4718 PEIL, MARGARET. "LIBRARY USE BY LOW-INCOME CHICAGO FAMILIES," LIBRARY QUARTERLY, 33 (OCT. 1963), 329-33. REPORTS INFORMATION GATHERED FROM INTERVIEWS WITH 98 NEGRO AND 82 WHITE MOTHERS FROM LOW-INCOME, RACIALLY SEGREGATED NEIGHBORHOODS, CONCERNING LIBRARY USE, AMOUNT OF TIME SPENT IN READING BOOKS AND MAGAZINES, THEIR CHILDREN'S USE OF LIBRARIES, NUMBER OF BOOKS PURCHASED FOR THEIR CHILDREN, AND SIMILAR INFORMATION.


4722 PLESSAS, GUS P., AND DAKES, CLIFTON R. "PREREADING EXPERIENCES OF SELECTED EARLY READERS," THE READING TEACHER, 17 (JAN. 1964), 241-45. PERSONAL HISTORIES (INCLUDING TYPES OF PRE-FIRST GRADE EXPERIENCES SUCH AS TELEVISION VIEWING, EXPOSURE TO THE ALPHABET, WHETHER CHILD HAD BEEN READ TO, AND AMOUNT OF HOME TEACHING) WERE OBTAINED FROM A QUESTIONNAIRE SUBMITTED TO THE PARENTS OF 20 PUPILS READING ABOVE GRADE 2.0 IN DECEMBER OF FIRST GRADE.

4723 POPP, HELEN M. "VISUAL DISCRIMINATION OF ALPHABET LETTERS," THE READING TEACHER, 17 (JAN. 1964), 221-26. BY MEANS OF A MODIFIED SLIDE PROJECTOR, 65 KINDERGARTEN CHILDREN, AGES 5-1 TO 6-1, WERE PRESENTED WITH TWO ALTERNATIVE ALPHABET LETTER STIMULI TO MATCH WITH A SAMPLE LETTER, AND THE RELATIVE DIFFICULTY OF THE VISUAL DISCRIMINATION OF LETTERS WAS ESTABLISHED.

4725 Powell, William R. "The Joplin Plans: An Evaluation," Elementary School Journal, 64 (Apr. 1964), 387-92. Presents a comparison of achievement scores of fourth, fifth, and sixth grade pupils who were taught reading under two different organizational plans, the Joplin plan and the self-contained classroom.


4727 Rankin, Earl F., Jr. "Reading Test Performance of Introverts and Extroverts," New Developments in Programs and Procedures for College-Adult Reading (Edited by Ralph C. Staiger and Culbreth Y. Melton), pp. 158-66. Twelfth Yearbook of the National Reading Conference, 1963. Comparison was made of: (1) work decrement, (2) mean score, and (3) relationship of reading test score to semester grades for 54 "extreme introverts" based on scores obtained on the Guilford-Zimmer Man Temperament Survey.

4728 Rankin, Earl F., Jr. "Sequential Emphasis Upon Speed and Comprehension in a College Reading Improvement Program," Journal of Developmental Reading, 7 (Autumn 1963), 46-54. A sample of 96 college students with low reading comprehension was used to determine the effects upon reading improvement of emphasizing speed versus emphasizing comprehension skills.

4729 Raygor, Alton L., and Summers, Edward G. "A Comparison of Two Methods of Teaching Reading Comprehension to High School and College Students," New Developments in Programs and Procedures for College-Adult Reading (Edited by Ralph C. Staiger and Culbreth Y. Melton), pp. 118-23. Twelfth Yearbook of the National Reading Conference, 1963. Three hours of instruction in selecting the main idea were given by two methods (programmed materials and SRA Power Builders section of the College Preparatory Reading Laboratory) to 50 experimental and 49 control eleventh grade subjects. Similar instruction was given to 77 and 59 college students. Pre- and post-test scores were compared.
PUBLISHED RESEARCH LITERATURE IN READING, 1950 TO 1963

4730 RIVERS, WILLIAM L. "THE CORRESPONDENTS AFTER 25 YEARS," COLUMBIA JOURNALISM REVIEW, 1 (SPRING 1962), 4-10. TO BRING LEO ROSTEN'S THE WASHINGTON CORRESPONDENTS (1937) UP TO DATE AND TO LOOK AT CHANGES THAT HAVE OCCURRED, THE AUTHOR OBTAINED INFORMATION ON THE CURRENT COMPOSITION OF THE WASHINGTON PRESS CORPS FROM INTERVIEWS AND QUESTIONNAIRE RESPONSES OF 273 OF ITS MEMBERS. AN ELITE GROUP WITHIN THE CORPS OF CORRESPONDENTS IS ALSO DEFINED.

4731 ROBECK, MILDRED C. "INTELLECTUAL STRENGTHS AND WEAKNESS SHOWN BY READING CLINIC SUBJECTS ON THE WISC," JOURNAL OF DEVELOPMENTAL READING, 7 (WINTER 1964), 120-29. WISC SUBTEST SCORES OF 80 READING CLINIC CASES, AGES 6-10 TO 13-9, WERE STUDIED TO NOTE DEVIATIONS FROM THE NORMS.


4734 ROBINSON, HELEN M. "SUMMARY OF INVESTIGATIONS RELATING TO READING, JULY 1, 1962 TO JUNE 30, 1963," THE READING TEACHER, 17 (FEB. 1964), 326-92. ANNOTATED BIBLIOGRAPHY OF 185 ITEMS AND A SUMMARY OF THE RESEARCH REPORTED THEREIN.
4735 Rogers, Helen, and Robinson, H. Alan. "Reading Interests of First Graders," Elementary English, 40 (Nov. 1963), 707-11. A 32-item questionnaire was used to ascertain the reading interests of 275 end-of-the-year first graders. Sex differences and differences between good and poor readers in interests were noted.


4738 Rothkopf, Ernst Z. "Learning from Written Sentences. Effects of Order of Presentation on Retention," Psychological Reports, 10 (June 1962), 667-74. Using as subjects 144 high school graduates in industry, this experiment was designed to determine whether the serial order of topically related but loosely connected sentences affected retention. Passages varied in difficulty. Retention was tested after 1 minute.

4739 Rothkopf, Ernst Z. "Learning from Written Sentences. Within-Sentence Order in the Acquisition of Name-Clause Equivalences," Journal of Verbal Learning and Verbal Behavior, 2 (Dec. 1963), 470-75. In 8 sentences, each with descriptive clauses and familiar or unfamiliar names, the order of both the clauses and names was changed, and the sentences were submitted to 144 college students to determine whether right-hand portions of sentences are recalled more readily than left-hand portions.
4740  Rushdoony, Haig A. "Achievement in Map-Readings: An Experimental Study," Elementary School Journal, 64 (Nov. 1963), 70-75. This study was done to learn whether 61 pupils in grade 3 could acquire the map-reading skills usually taught in grades 4 and 5.

4741  Samuelson, Merrill, Carter, Richard F., and Ruggels, Lee. "Education, Available Time, and Use of Mass Media," Journalism Quarterly, 40 (Autumn 1963), 491-96, 617. Use ratings, in terms of hours per week, were gathered for all media except movies from 203 male adults, adjusted to remove effects of demands on time that restrict media use, and correlated with years of schooling.

4742  Sandstedt, Barbara. "Relationship Between Memory Span and Intelligence of Severely Retarded Readers," The Reading Teacher, 17 (Jan. 1964), 246-50. Scores on the memory span test battery of the Detroit Tests of Learning Aptitude were compared with verbal and nonverbal I.Q.'s on the WISC to determine relative efficiency of visual and aural memory for 45 University of Delaware Study Center subjects who ranged in C.A. from 8.0-13.0 and were two or more years retarded to reading.


4746 Schuman, Howard, and Harding, John. "Sympathetic Identification with the Underdog," Public Opinion Quarterly, 27 (Summer 1963), 230-41. Data on the dimension of "sympathetic identification with the underdog," its social correlates, and its relation to measures of prejudice were gathered by administering a questionnaire to 229 adults. Validation was based on data from three known groups.

4747 Shepherd, John R. "Newspaper Publicity and Educational Television Viewing," Journalism Quarterly, 41 (Winter 1964), 103-05. Analyzes the content and extent of publicity in two newspapers about an educational television program and reports a telephone survey of 326 homes to ascertain the effectiveness of the papers in promoting viewing.

4748 Shores, J. Harlan. "Reading Interests and Informational Needs of High School Students," The Reading Teacher, 17 (Apr. 1964), 536-44. Summarizes responses of 6,614 high school students and 235 high school teachers to a questionnaire in a nationwide study to investigate the reading interests of high school students, their informational needs, and reference skills.

4749 Silver, Archie A., and Hagan, Rosa A. "Specific Reading Disabilities. Follow-Up Studies," American Journal of Orthopsychiatry, 34 (Jan. 1964), 95-102. Two comparisons were made in which 24 of 41 pupils who had specific reading disabilities in 1949-51 were tested again 10-12 years later (along with 11 controls) to determine: (1) changes in neurological and perceptual status of the experimental group and (2) differences between experimental and control group data in young adults.
4745  SCHRAMM, WILBUR. "MASS COMMUNICATION," ANNUAL REVIEW OF PSYCHOLOGY, 13 (1962), 251-84. REVIEWS RESEARCH PUBLISHED SINCE 1955, WITH EMPHASIS ON THE SOCIAL PSYCHOLOGY OF MASS COMMUNICATION. CONTAINS A 232-ITEM BIBLIOGRAPHY.

4746  SCHUMAN, HOWARD, AND HARDING, JOHN. "SYMPATHETIC IDENTIFICATION WITH THE UNDERDOG," PUBLIC OPINION QUARTERLY, 27 (SUMMER 1963), 230-41. DATA ON THE DIMENSION OF "SYMPATHETIC IDENTIFICATION WITH THE UNDERDOG," ITS SOCIAL CORRELATES, AND ITS RELATION TO MEASURES OF PREJUDICE WERE GATHERED BY ADMINISTERING A QUESTIONNAIRE TO 229 ADULTS. VALIDATION WAS BASED ON DATA FROM THREE KNOWN GROUPS.


4748  SHORES, J. HARLAN. "READING INTERESTS AND INFORMATIONAL NEEDS OF HIGH SCHOOL STUDENTS," THE READING TEACHER, 17 (APR. 1964), 536-44. SUMMARIZES RESPONSES OF 6,614 HIGH SCHOOL STUDENTS AND 235 HIGH SCHOOL TEACHERS TO A QUESTIONNAIRE IN A NATIONWIDE STUDY TO INVESTIGATE THE READING INTERESTS OF HIGH SCHOOL STUDENTS, THEIR INFORMATIONAL NEEDS, AND REFERENCE SKILLS.

4749  SILVER, ARCHIE A., AND HAGIN, ROSA A. "SPECIFIC READING DISABILITIES: FOLLOW-UP STUDIES," AMERICAN JOURNAL OF ORTHOPSYCHIATRY, 34 (JAN. 1964), 95-102. TWO COMPARISONS WERE MADE IN WHICH 24 OF 41 PUPILS WHO HAD SPECIFIC READING DISABILITIES IN 1949-51 WERE TESTED AGAIN 10-12 YEARS LATER (ALONG WITH 11 CONTROLS) TO DETERMINE (1) CHANGES IN NEUROLOGICAL AND PERCEPTUAL STATUS OF THE EXPERIMENTAL GROUP AND (2) DIFFERENCES BETWEEN EXPERIMENTAL AND CONTROL GROUP DATA IN YOUNG ADULTS.
4750 SIMMONS, JOHN S. "THE SCOPE OF THE READING PROGRAM FOR SECONDARY SCHOOLS," THE READING TEACHER, 17 (SEPT. 1963), 31-35. COMPARES FINDINGS OF A SURVEY OF 127 HIGH SCHOOLS CONCERNING THE ACTUAL PRACTICES IN READING PROGRAMS WITH THOSE WHICH THEORETICALLY REPRESENT A SOUND MODERN READING PROGRAM AT THIS LEVEL.


4752 SMITH, NILA BANTON. "TRENDS IN BEGINNING READING SINCE 1900," TEACHING YOUNG CHILDREN TO READ (EDITED BY WARREN G. CUTTS), PP. 5-15. CONFERENCE PROCEEDINGS OF THE U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE, OFFICE OF EDUCATION. WASHINGTON: U.S. GOVERNMENT PRINTING OFFICE, 1964. AN HISTORICAL ANALYSIS AND DOCUMENTATION COVERING MAJOR TRENDS IN BEGINNING READING INSTRUCTION IN THE UNITED STATES FROM 1900 TO THE PRESENT.

4753 SOARES, ANTHONY T. "SALIENT ELEMENTS OF RECREATIONAL READING OF JUNIOR HIGH SCHOOL STUDENTS," ELEMENTARY ENGLISH, 40 (DEC. 1963), 843-45. REPORTS A STUDY INVOLVING 1,653 SUBJECTS TO DETERMINE WHETHER STORIES RATED HIGH IN INTEREST VARIED IN APPEAL TO STUDENTS ACCORDING TO THEIR INTELLECTUAL ABILITY, GRADE LEVEL, OR SEX AND ALSO TO DISCOVER WHICH ELEMENTS IN STORIES HAD HIGH APPEAL FOR THEM.

Squire, James R. *The Responses of Adolescents While Reading Four Short Stories.* Champaign, Ill. National Council of Teachers of English, 1964. Pp. 65. Free responses of 52 ninth and tenth grade students to four short stories were coded in seven categories determined by an analysis of the content. Responses were analyzed in terms of the intelligence, socio-economic background, reading ability, and certain personal characteristics of the adolescents involved.

Staats, Arthur W., Finley, Judson R., Minke, Karl A., and Wolf, Montrose. "Reinforcement Variables in the Control of Unit Reading Responses." *Journal of the Experimental Analysis of Behavior,* 7 (Mar. 1964), 139-49. An experiment, using four boys, age 4 years, in which recognition of letters and letter combinations was developed using various reinforcement schedules and different conditions of lighting.


Staats, Arthur W., Staats, Carolyn K., Finley, Judson R., and Heard, William G. "Independent Manipulation of Meaning and M.* *Journal of General Psychology,* 69 (Oct. 1963), 253-60. To determine whether meaning was independent of word association processes, five groups of words with the same mean word association values, but differing in meaning as determined by the semantic differential scale, were presented with nonsense syllables to 40 college students in a modified paired-associates learning task.

Staats, Arthur W., Staats, Carolyn K., Finley, Judson R., and Minke, Karl A. "Meaning Established by Classical Conditioning Controlling Associates to the UCS." *Journal of General Psychology,* 69 (Oct. 1963), 247-52. In an attempt to separate word meaning and word association, 78 college students learned to associate a group of positive and of negative evaluative words with nonsense syllables.
4760 Stevenson, Robert L. "Readability of Conservative and Sensational Papers Since 1872." Journalism Quarterly, 41 (Spring 1964), 201-06. Readability, as one attribute of sensationalism, was measured for six U.S. dailies and plotted as a variable over time to determine the directions of changes in reading ease levels typical of sensational and conservative newspapers from 1872 to the present.


4763 Studholme, Janice Macdonald. "Group Guidance with Mothers of Retarded Readers." The Reading Teacher, 17 (Apr. 1964), 528-30. Reports attitudes held by six mothers of retarded readers and changes in their attitudes before and after attendance in group guidance sessions at a college reading center during the times when their sons were given reading instruction.

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4767 TINKER, MILES A. "INFLUENCE OF SIMULTANEOUS VARIATION IN SIZE OF TYPE, WIDTH OF LINE, AND LEADING FOR NEWSPAPER TYPE," JOURNAL OF APPLIED PSYCHOLOGY, 47 (DEC. 1963), 380-82. A SPEED OF READING TECHNIQUE WAS EMPLOYED WITH 820 HIGH SCHOOL STUDENTS TO DETERMINE THE EFFECT ON LEGIBILITY OF SIMULTANEOUS VARIATION OF TYPE SIZE, LINE WIDTH, AND LEADING FOR NEWSPAPER TYPE.

4768 TINKER, MILES A. LEGIBILITY OF PRINT. AMESS. IOWA STATE UNIVERSITY PRESS, 1963. A COMPREHENSIVE REVIEW OF RESEARCH AND SUMMARY OF FINDINGS CONCERNING LEGIBILITY OF PRINTED MATERIAL TO BE READ BY ADULTS. FOLLOWING A CHAPTER ON METHODOLOGY AND DEFINITIONS ARE CHAPTERS DEVOTED TO FINDINGS ON EACH OF THE ASPECTS OF LEGIBILITY. CONTAINS AN ANNOTATED BIBLIOGRAPHY OF 238 ITEMS.

4769 TINKER, MILES A. "LEGIBILITY OF PRINT FOR CHILDREN IN THE UPPER GRADES," AMERICAN JOURNAL OF OPTOMETRY AND ARCHIVES OF AMERICAN ACADEMY OF OPTOMETRY, 40 (OCT. 1963), 614-21. SEVERAL THOUSAND STUDENTS IN GRADES 5 THROUGH 8 WERE USED IN SEVEN RELATED LEGIBILITY STUDIES INVESTIGATING THE LEVEL AT WHICH CHILDREN RESPOND TO TYPOGRAPHICAL VARIATION AS ADULTS DO. STUDIES WERE CONCERNED WITH SIZE OF PRINT, LINE WIDTH, LEADING, TYPE FACE, AND PRINTING ARRANGEMENTS.


Townsend, Agatha. "What research says to the reading teachers. Workbooks - the research story," The Reading Teacher, 17 (Feb. 1964), 397-400. A review of recent research on the use and value of workbooks.
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COLLEGE FRESHMEN," 1962 FALL TESTING PROGRAM IN INDEPENDENT SCHOOLS AND SUPPLEMENTARY
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FOR CONSTRUCTING TWO 50-WORD FORMS OF A VOCABULARY TEST FOR USE WITH HIGH SCHOOL STUDENTS
AND COLLEGE FRESHMEN. ITEM ANALYSIS AND VALIDITY DATA INCLUDING RELIABILITY COEFFICIENTS
OF CORRELATIONS FOR EACH FORM ARE GIVEN. IN ADDITION, CORRELATIONS BETWEEN THE VOCABULARY
TEST SCORES AND SCORES ON OTHER TESTS ARE REPORTED.

U.S. OFFICE OF EDUCATION (DORIS V. GUNDERSON). RESEARCH IN READING AT THE PRIMARY
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80. A SUMMARY OF FINDINGS OF RESEARCH FROM 1955 THROUGH 1960 FOLLOWED BY 238 ANNOTATED
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PROGRAM IN INDEPENDENT SCHOOLS AND SUPPLEMENTARY STUDIES (EDUCATIONAL RECORDS BULLETIN
CHILDREN WHO WERE APPLICANTS FOR ADMISSION TO FIRST GRADE ON A PICTURE VOCABULARY TEST
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4780 WALES, MAX, RARICK, GALEN, AND DAVIS, HAL. "MESSAGE EXAGGERATION BY THE RECEIVER," JOURNALISM QUARTERLY, 40 (SUMMER 1963), 339-42. TESTED IMMEDIATE RECALL OF MESSAGES READ BY 39 COLLEGE STUDENTS TO LEARN WHETHER DIRECTION OF ERRORS IS TOWARD EXAGGERATION OR MINIMIZATION.


4782 WATTENBERG, WILLIAM W., AND CLIFFORD, CLARE. "RELATIONSHIP OF THE SELF-CONCEPT TO BEGINNING ACHIEVEMENT IN READING." FINAL REPORT OF COOPERATIVE RESEARCH PROJECT NO. 377. ALSO PUBLISHED IN CHILD DEVELOPMENT, 35 (JUNE 1964), 461-67. REPORTS A LONGITUDINAL STUDY BEGINNING AT FIRST SEMESTER KINDERGARTEN WITH CHILDREN IN TWO SCHOOLS IN DIFFERENT SOCIO-ECONOMIC AREAS OF DETROIT. RATINGS WERE OBTAINED RELATIVE TO (1) SELF-CONCEPTS AND (2)ego strength, AT BOTH KINDERGARTEN AND GRADE 2. RATINGS AND CHANGES IN RATINGS WERE COMPARED WITH PROGRESS IN READING AS MEASURED BY THE TEST ACCOMPANYING THE BASAL READER AND THE GRADE LEVEL OF THE BOOK IN WHICH THE PUPIL WAS READING.


4784 WEAVER, WENDELL W. "THE EFFECT OF DIRECTION OF CONTEXT ON WORD PREDICTABILITY," NEW DEVELOPMENTS IN PROGRAMS AND PROCEDURES FOR COLLEGE-ADULT READING (EDITED BY RALPH C. STAIGER AND CULBRETH Y. MELTON), PP. 152-57. TWELFTH YEARBOOK OF THE NATIONAL READING CONFERENCE, 1963. ABILITY TO PREDICT A WORD FROM CONTEXT WAS DETERMINED WHEN THE OMITTED WORD FOLLOWED TEN WORDS AS COMPARED TO ITS PLACEMENT FOLLOWING FIVE AND PRECEDING FIVE WORDS. MATERIALS WERE FROM READING TESTS AT GRADES 4, 7, 10, AND COLLEGE LEVELS. SUBJECTS WERE 112 SECOND AND THIRD YEAR COLLEGE STUDENTS, DIVIDED INTO EIGHT EQUIVALENT GROUPS TO DETERMINE DIFFERENCES IN THE TYPES OF PLACEMENT OF OMITTED WORDS.

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4790 Westley, Bruce H., and Severin, Werner J. "A Profile of the Daily Newspaper Non-Reader," Journalism Quarterly, 41 (Winter 1964), 45-50, 156. An analysis of the characteristics of those adults who, in an area probability sampling of 1,057 in Wisconsin, responded that they did not "generally read a daily newspaper." Non-readers comprised 13.54 percent of this sample. Considered are socio-economic factors, demographic characteristics, "sociability" indications, political characteristics, and media use.

4791 Wilcox, Walter. "Numbers and the News. Graph, Table or Text?" Journalism Quarterly, 41 (Winter 1964), 38-44. A newspaper article was presented entirely in text, in text with a table, and in text with a bar graph to determine the comprehension of the basic trend, a reverse cycle within this trend, ambiguity in the text, and recall of specific figures to support the trend.

4792 Williams, John M., and Derks, Peter L. "Mode of Presentation and the Acquisition of Paired Associates That Differ in Pronunciability and Association Value," Journal of Verbal Learning and Verbal Behavior, 2 (Dec. 1963), 453-56. Three lists of paired associate consonant-vowel-consonant trigrams with different levels of pronunciability and association value were presented 12 times to groups of 10 college students using aural, visual, and combined modes to determine the interaction among presentation mode, pronunciability, and association value.

4793 Winick, Charles. "Three Measures of the Advertising Value of Media Context," Journal of Advertising Research, 2 (June 1962), 28-33. Examines by three different experimental techniques how perception of identical advertising is affected by the context, i.e., the magazine in which it appears.

4794 Winick, Charles. "Trends in the Occupations of Celebrities. A Study of News Magazine Profiles and Television Interviews," Journal of Social Psychology, 60 (Aug. 1963), 301-10. A study of the occupations of persons featured on the covers of Time since it began in 1923 and on celebrities featured on the television program "Person to Person," to investigate changes in popular heroes. Magazine data were analyzed by decade, and those of the recent decade were compared with the television data.
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WITTY, PAULA. "MEETING DEVELOPMENT NEEDS THROUGH READING." EDUCATION, 84 (APR. 1964), 451-58, 490-92. CITES 23 REFERENCES IN A DISCUSSION OF MEETING PERSONAL NEEDS AND INTERESTS THROUGH DEVELOPMENTAL READING. A 50-ITEM BIBLIOGRAPHY IS ALSO INCLUDED.

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WOZENCRAFT, MARIAN. "SEX COMPARISONS OF CERTAIN ABILITIES." JOURNAL OF EDUCATIONAL RESEARCH, 57 (SEPT. 1963), 21-27. A SAMPLE OF 564 THIRD GRADERS AND 603 SIXTH GRADERS WAS RANDOMLY SELECTED TO SEE WHETHER MEANING PROBLEMS IN READING CHANGE FROM DIFFICULTY IN UNDERSTANDING PARAGRAPHS TO TROUBLE WITH WORD MEANING, AS CHILDREN ADVANCE THROUGH THE GRADES. SCORES ON PARAGRAPH MEANING AND WORD MEANING WERE ANALYZED WITHIN EACH GRADE ON THE BASIS OF PROBABLE LEARNING RATES AS DETERMINED BY INTELLIGENCE TEST SCORES.
4800  WRIGHT, JOHN C. AND LAZARATON, MARGARET L. "AN INVESTIGATION OF ATTENTION IN A COLLEGE READING CLASS," JOURNAL OF DEVELOPMENTAL READING, 7 (AUTUMN 1963), 40-44. A SAMPLE OF 45 COLLEGE FRESHMEN WAS USED TO EXAMINE THE DIFFERENCES IN ACADEMIC ACHIEVEMENT, SCHOLASTIC APTITUDE, READING ABILITY, AND PERSONAL CONTROL BETWEEN STUDENTS WHO DROPPED OUT AND THOSE WHO COMPLETED A VOLUNTARY READING IMPROVEMENT COURSE.

4801 YOUNG, J. A. AND JENKINSON, M. D. "AN OBJECTIVE COMPARISON OF ACHIEVEMENT IN THE BASIC SUBJECTS FOR MATCHED GROUPS OF CHILDREN IN MANCHESTER, ENGLAND, AND EDMONTON, ALBERTA," ALBERTA JOURNAL OF EDUCATIONAL RESEARCH, 10 (JUNE 1964), 59-66. STUDENTS AT AGES 9 AND 14 WERE MATCHED FOR NONVERBAL INTELLIGENCE AND COMPARED FOR ACHIEVEMENT IN READING, ARITHMETIC, AND LANGUAGE. BOTH BRITISH AND AMERICAN TESTS WERE USED IN COLLECTING DATA.

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4803 ZINGLE, HARVEY W. AND HOHOL, A.E. "PREDICTIVE VALIDITY OF THE METROPOLITAN READINESS TESTS," ALBERTA JOURNAL OF EDUCATIONAL RESEARCH, 10 (JUNE 1964), 99-104. THE VALUE OF A READINESS TEST AS A PREDICTOR OF FIRST GRADE READING AND ARITHMETIC ACHIEVEMENT WAS TESTED ON 545 CANADIAN CHILDREN. TWO SUBSIDIARY PROBLEMS WERE EXAMINED, TESTING WHETHER OR NOT TEACHER RATINGS DISCRIMINATED AGAINST BOYS AND AGAINST OLDER STUDENTS AS COMPARED WITH STANDARDIZED TEST RESULTS.