Intended as an aid to college students in reading, this reference guide is composed of eight major topics for the study of reading instruction: overview of the reading process, prerequisites for success in reading, development of reading power and efficiency, reading in the content fields, grouping for instruction, teaching methodology and materials, appraisal of reading development, and readers with special needs. An additional category is provided for those research summaries and bibliographies which apply to reading instruction in general. Each major topic is subdivided into its component elements with further division when necessary for understanding. The reference entries for each subtopic are cataloged according to the type of literature available—reviews and summaries of research and bibliographies, research studies, and theoretical discussions. A bibliographic author index is also included in the document. (Author/TO)
INTRODUCTION TO READING: A STUDY GUIDE

Mabel Y. Laughter
Univ. of Southwestern Louisiana
Lafayette, Louisiana

1972

by

Copyrighted Mabel Y. Laughter, 1972

"PERMISSION TO REPRODUCE THIS COPY-
RIGHTED MATERIAL HAS BEEN GRANTED BY

Mabel Y. Laughter

TO ERIC AND ORGANIZATIONS OPERATING
UNDER AGREEMENTS WITH THE NATIONAL IN-
STITUTE OF EDUCATION FURTHER REPRO-
DUCTION OUTSIDE THE ERIC SYSTEM RE-
QUIRES PERMISSION OF THE COPYRIGHT
OWNER"
TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>To the Student</td>
<td>ii</td>
</tr>
<tr>
<td>How to Use the Reference Index</td>
<td>iv</td>
</tr>
<tr>
<td>Key to the Reference Index</td>
<td>v</td>
</tr>
<tr>
<td>Reference Index</td>
<td>1</td>
</tr>
<tr>
<td>How to Use the Author Index</td>
<td>224</td>
</tr>
<tr>
<td>Abbreviations List</td>
<td>227</td>
</tr>
<tr>
<td>Author Index</td>
<td>244</td>
</tr>
</tbody>
</table>
TO THE STUDENT

Introduction to Reading: A Study Guide is intended as a reference tool to aid you in your study of reading instruction. The major topics which are necessary for an understanding of reading instruction are given. Each major topic is subdivided into its component elements to facilitate your understanding. In addition the various types of literature available for each subtopic are separated. Listed first are the reviews of research, summaries of research, and bibliographies. Listed second are the research studies on the subtopic and last are the theoretical discussions. If a particular type of literature, for example reviews of research, was not available, that category will not appear in the Reference Index under the subtopic you are working on. Each reference entry has been annotated to provide a guide to the contents of the article. The Author Index provides a brief biography for each author. It is intended for use in establishing the author's point of view and qualifications. The major sources of entries in the Reference Index were obtained from the volumes listed below:

Child Development
Education
Elementary English
Elementary School Journal

International Reading Association Conference Proceedings and selected issues published by the Association since 1969

Journal of Educational Psychology

Journal of Educational Research

Journal of Reading

Reading Research Quarterly

Review of Educational Research

Supplementary Educational Monographs

The Reading Teacher

The biographical information for the authors listed in the Author Index was obtained from the authors' vitae or from one of the following indexes:

Leaders in Education

National Register of Educational Researchers

Who's Who in American Education, published at Hattiesburg, Mississippi and Nashville, Tennessee

Who's Who in the East, U.S. of America and Canada

Who's Who in the Midwest

Who's Who in the South and Southwest with Notables of Mexico

Who's Who in the West and Western Canada

Who's Who of American Women
HOW TO USE THE REFERENCE INDEX

The Reference Index is composed of eight major topics for the study of reading instruction: overview of the reading process, prerequisites for success in reading, development of reading power and efficiency, reading in the content fields, grouping for instruction, teaching methodology and materials, appraisal of reading development, and readers with special needs. An additional category is provided for those research summaries and bibliographies which apply to reading instruction in general. Each major topic is subdivided into its component elements with further division when necessary for understanding. The reference entries for each subtopic are catalogued according to the type literature available--reviews and summaries of research and bibliographies, research studies, and theoretical discussions. If a particular type of literature is not listed, none was available.

The Key to the Reference Index with page numbers begins on page v.
### KEY TO THE REFERENCE INDEX

<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. General Summaries and Bibliographies</td>
<td>1</td>
</tr>
<tr>
<td>B. Overview of the Reading Process</td>
<td>9</td>
</tr>
<tr>
<td>B-1. Nature of Reading</td>
<td>9</td>
</tr>
<tr>
<td>B-2. Values Ensuing from Reading</td>
<td>14</td>
</tr>
<tr>
<td>B-3. History of Reading Instruction</td>
<td>16</td>
</tr>
<tr>
<td>B-4. Reading in Relation to General Learning Theory</td>
<td>19</td>
</tr>
<tr>
<td>B-4a. Research Reviews, Summaries and Bibliographies</td>
<td>19</td>
</tr>
<tr>
<td>B-4b. Research Studies</td>
<td>21</td>
</tr>
<tr>
<td>B-4c. Theoretical Discussions</td>
<td>30</td>
</tr>
<tr>
<td>B-5. Child Development</td>
<td>32</td>
</tr>
<tr>
<td>B-6. Relationship of Reading to the Language Arts</td>
<td>34</td>
</tr>
<tr>
<td>B-6a. Research Reviews, Summaries and Bibliographies</td>
<td>34</td>
</tr>
<tr>
<td>B-6b. Research Studies</td>
<td>34</td>
</tr>
<tr>
<td>B-6c. Theoretical Discussions</td>
<td>36</td>
</tr>
<tr>
<td>C. Prerequisites for Success in Reading</td>
<td>40</td>
</tr>
<tr>
<td>C-1. Emotional Stability</td>
<td>40</td>
</tr>
<tr>
<td>C-1a. Research Reviews, Summaries, and Bibliographies</td>
<td>40</td>
</tr>
<tr>
<td>C-1b. Research Studies</td>
<td>40</td>
</tr>
<tr>
<td>Topic</td>
<td>Page</td>
</tr>
<tr>
<td>-------</td>
<td>------</td>
</tr>
<tr>
<td>C-1c. Theoretical Discussions</td>
<td>42</td>
</tr>
<tr>
<td>C-2. Background of Experiences</td>
<td>43</td>
</tr>
<tr>
<td>C-2a. Research Reviews, Summaries, and Bibliographies</td>
<td>43</td>
</tr>
<tr>
<td>C-2b. Research Studies</td>
<td>43</td>
</tr>
<tr>
<td>C-2c. Theoretical Discussions</td>
<td>45</td>
</tr>
<tr>
<td>C-3. Intellectual Capacity</td>
<td>46</td>
</tr>
<tr>
<td>C-4. Visual Perception</td>
<td>49</td>
</tr>
<tr>
<td>C-4a. Research Reviews, Summaries, and Bibliographies</td>
<td>49</td>
</tr>
<tr>
<td>C-4b. Research Studies</td>
<td>50</td>
</tr>
<tr>
<td>C-4c. Theoretical Discussions</td>
<td>56</td>
</tr>
<tr>
<td>C-5. Auditory Perception</td>
<td>59</td>
</tr>
<tr>
<td>C-5a. Research Reviews, Summaries, and Bibliographies</td>
<td>59</td>
</tr>
<tr>
<td>C-5b. Research Studies</td>
<td>59</td>
</tr>
<tr>
<td>C-5c. Theoretical Discussions</td>
<td>60</td>
</tr>
<tr>
<td>C-6. Social and Physical Maturity</td>
<td>61</td>
</tr>
<tr>
<td>C-6a. Research Reviews, Summaries, and Bibliographies</td>
<td>61</td>
</tr>
<tr>
<td>C-6b. Research Studies</td>
<td>63</td>
</tr>
<tr>
<td>C-6c. Theoretical Discussions</td>
<td>67</td>
</tr>
<tr>
<td>C-7. Language Facility</td>
<td>67</td>
</tr>
<tr>
<td>C-7a. Research Reviews, Summaries, and Bibliographies</td>
<td>67</td>
</tr>
<tr>
<td>C-7b. Research Studies</td>
<td>73</td>
</tr>
<tr>
<td>C-7c. Theoretical Discussions</td>
<td>73</td>
</tr>
<tr>
<td>Topic</td>
<td>Page</td>
</tr>
<tr>
<td>-------</td>
<td>------</td>
</tr>
<tr>
<td>C-8. Interests and Purpose in Reading</td>
<td>76</td>
</tr>
<tr>
<td>C-8a. Research Reviews, Summaries, and Bibliographies</td>
<td>76</td>
</tr>
<tr>
<td>C-8b. Research Studies</td>
<td>77</td>
</tr>
<tr>
<td>C-8c. Theoretical Discussions</td>
<td>79</td>
</tr>
<tr>
<td>D. Development of Reading Power and Efficiency</td>
<td>80</td>
</tr>
<tr>
<td>D-1. Sequential Development of Reading Power and Efficiency</td>
<td>80</td>
</tr>
<tr>
<td>D-2. Readiness-Prereading Skills</td>
<td>84</td>
</tr>
<tr>
<td>D-2a. Research Reviews, Summaries, and Bibliographies</td>
<td>84</td>
</tr>
<tr>
<td>D-2b. Research Studies</td>
<td>85</td>
</tr>
<tr>
<td>D-2c. Theoretical Discussions</td>
<td>90</td>
</tr>
<tr>
<td>D-3. Beginning Reading</td>
<td>91</td>
</tr>
<tr>
<td>D-3a. Research Reviews, Summaries, and Bibliographies</td>
<td>91</td>
</tr>
<tr>
<td>D-3b. Research Studies</td>
<td>91</td>
</tr>
<tr>
<td>D-3c. Theoretical Discussions</td>
<td>92</td>
</tr>
<tr>
<td>D-4. Word Identification</td>
<td>96</td>
</tr>
<tr>
<td>D-4a. General Characteristics of Word Identification</td>
<td>96</td>
</tr>
<tr>
<td>D-4a-1. Research Reviews, Summaries, and Bibliographies</td>
<td>96</td>
</tr>
<tr>
<td>D-4a-2. Research Studies</td>
<td>96</td>
</tr>
<tr>
<td>D-4a-3. Theoretical Discussions</td>
<td>98</td>
</tr>
<tr>
<td>D-4b. Phonetic Skills</td>
<td>100</td>
</tr>
<tr>
<td>D-4b-1. Research Reviews, Summaries, and Bibliographies</td>
<td>100</td>
</tr>
<tr>
<td>Topic</td>
<td>Section</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>D-4b-2. Research Studies</td>
<td></td>
</tr>
<tr>
<td>D-4b-3. Theoretical Studies</td>
<td></td>
</tr>
<tr>
<td>D-4c. Structural Analysis</td>
<td></td>
</tr>
<tr>
<td>D-4c-1. Research Studies</td>
<td></td>
</tr>
<tr>
<td>D-4c-2. Theoretical Studies</td>
<td></td>
</tr>
<tr>
<td>D-4d. Context Clues</td>
<td></td>
</tr>
<tr>
<td>D-4d-1. Research Studies</td>
<td></td>
</tr>
<tr>
<td>D-4d-2. Theoretical Discussions</td>
<td></td>
</tr>
<tr>
<td>D-4e. Dictionary Skills</td>
<td></td>
</tr>
<tr>
<td>D-5. Comprehension Skills</td>
<td></td>
</tr>
<tr>
<td>D-5a. Research Reviews, Summaries, and Bibliographies</td>
<td></td>
</tr>
<tr>
<td>D-5b. Research Studies</td>
<td></td>
</tr>
<tr>
<td>D-5c. Theoretical Discussions</td>
<td></td>
</tr>
<tr>
<td>D-6. Study Skills</td>
<td></td>
</tr>
<tr>
<td>D-6a. Research Reviews, Summaries, and Bibliographies</td>
<td></td>
</tr>
<tr>
<td>D-6b. Theoretical Discussions</td>
<td></td>
</tr>
<tr>
<td>D-7. Rate of Reading</td>
<td></td>
</tr>
<tr>
<td>D-7a. Research Reviews, Summaries, and Bibliographies</td>
<td></td>
</tr>
<tr>
<td>D-7b. Research Studies</td>
<td></td>
</tr>
<tr>
<td>D-7c. Theoretical Discussions</td>
<td></td>
</tr>
<tr>
<td>D-8. Oral and Silent Reading</td>
<td></td>
</tr>
<tr>
<td>D-8a. Research Studies</td>
<td></td>
</tr>
<tr>
<td>D-8b. Theoretical Discussions</td>
<td></td>
</tr>
<tr>
<td>Topic</td>
<td>Page</td>
</tr>
<tr>
<td>--------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>E. Reading in the Content Areas</td>
<td>134</td>
</tr>
<tr>
<td>E-1. General Overview</td>
<td>134</td>
</tr>
<tr>
<td>E-2. Social Studies</td>
<td>136</td>
</tr>
<tr>
<td>E-3. Science</td>
<td>139</td>
</tr>
<tr>
<td>E-4. Mathematics</td>
<td>140</td>
</tr>
<tr>
<td>F. Grouping for Instruction</td>
<td>142</td>
</tr>
<tr>
<td>F-1. Research Reviews, Summaries, and Bibliographies</td>
<td>142</td>
</tr>
<tr>
<td>F-2. Research Studies</td>
<td>142</td>
</tr>
<tr>
<td>F-3. Theoretical Discussions</td>
<td>145</td>
</tr>
<tr>
<td>G. Teaching Methodology and Materials</td>
<td>151</td>
</tr>
<tr>
<td>G-1. Eclecticism in Reading Methodology</td>
<td>151</td>
</tr>
<tr>
<td>G-1a. Research Studies</td>
<td>151</td>
</tr>
<tr>
<td>G-1b. Theoretical Discussions</td>
<td>151</td>
</tr>
<tr>
<td>G-2. Materials Used for Reading Instruction Purposes</td>
<td>15</td>
</tr>
<tr>
<td>G-2a. Commercial Reader Series</td>
<td>153</td>
</tr>
<tr>
<td>G-2a-1. Research Reviews, Summaries, and Bibliographies</td>
<td>153</td>
</tr>
<tr>
<td>G-2a-2. Research Studies</td>
<td>154</td>
</tr>
<tr>
<td>G-2a-3. Theoretical Discussions</td>
<td>164</td>
</tr>
<tr>
<td>G-2b. Individualized Reading Using Library or Trade Materials</td>
<td>173</td>
</tr>
<tr>
<td>G-2b-1. Research Reviews, Summaries, and Bibliographies</td>
<td>173</td>
</tr>
<tr>
<td>G-2b-2. Research Studies</td>
<td>175</td>
</tr>
<tr>
<td>G-2b-3. Theoretical Discussions</td>
<td>177</td>
</tr>
<tr>
<td>Topic</td>
<td>Page</td>
</tr>
<tr>
<td>------------------------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>G-2c. Language Experience Activities Using Class or Teacher-Made Materials</td>
<td>182</td>
</tr>
<tr>
<td>G-2c-1. Research Reviews, Summaries, and Bibliographies</td>
<td>182</td>
</tr>
<tr>
<td>G-2c-2. Research Studies</td>
<td>182</td>
</tr>
<tr>
<td>G-2c-3. Theoretical Discussions</td>
<td>183</td>
</tr>
<tr>
<td>H. Appraisal of Reading Development</td>
<td>184</td>
</tr>
<tr>
<td>H-1. Nature of Appraisal</td>
<td>184</td>
</tr>
<tr>
<td>H-1a. Research Reviews, Summaries, and Bibliographies</td>
<td>184</td>
</tr>
<tr>
<td>H-1b. Research Studies</td>
<td>185</td>
</tr>
<tr>
<td>H-1c. Theoretical Discussions</td>
<td>186</td>
</tr>
<tr>
<td>H-2. Tools Used for the Appraisal of Reading Development</td>
<td>195</td>
</tr>
<tr>
<td>H-2a. Informal Measures</td>
<td>195</td>
</tr>
<tr>
<td>H-2a-1. Research Reviews, Summaries, and Bibliographies</td>
<td>195</td>
</tr>
<tr>
<td>H-2a-2. Research Studies</td>
<td>195</td>
</tr>
<tr>
<td>H-2a-3. Theoretical Discussions</td>
<td>196</td>
</tr>
<tr>
<td>H-2b. Standardized Measures</td>
<td>199</td>
</tr>
<tr>
<td>H-2b-1. Research Reviews, Summaries, and Bibliographies</td>
<td>199</td>
</tr>
<tr>
<td>H-2b-2. Research Studies</td>
<td>199</td>
</tr>
<tr>
<td>H-2b-3. Theoretical Discussions</td>
<td>201</td>
</tr>
<tr>
<td>I. Readers with Special Needs</td>
<td>203</td>
</tr>
<tr>
<td>I-1. Gifted Children</td>
<td>203</td>
</tr>
<tr>
<td>I-1a. Research Reviews, Summaries, and Bibliographies</td>
<td>203</td>
</tr>
<tr>
<td>Topic</td>
<td>Page</td>
</tr>
<tr>
<td>-----------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>I-1b. Theoretical Discussions</td>
<td>204</td>
</tr>
<tr>
<td>I-2. Slow Learners</td>
<td>206</td>
</tr>
<tr>
<td>I-2a. Research Review, Summaries, and Bibliographies</td>
<td>206</td>
</tr>
<tr>
<td>I-2b. Research Studies</td>
<td>206</td>
</tr>
<tr>
<td>I-2c. Theoretical Discussions</td>
<td>207</td>
</tr>
<tr>
<td>I-3. Disadvantaged Children</td>
<td>208</td>
</tr>
<tr>
<td>I-3a. Research Reviews, Summaries, and Bibliographies</td>
<td>208</td>
</tr>
<tr>
<td>I-3b. Research Studies</td>
<td>211</td>
</tr>
<tr>
<td>I-3c. Theoretical Discussions</td>
<td>217</td>
</tr>
<tr>
<td>I-4. Bilingual Children</td>
<td>223</td>
</tr>
</tbody>
</table>
A. GENERAL SUMMARIES AND BIBLIOGRAPHIES

Analysis of research publications considered to be representative of the studies conducted between 1957 and 1960 in reading; studies are grouped under the following headings: general bibliographies and reviews, grouping practices, methods, materials, comprehension, factors related to reading, visual problems and reading, and remedial reading; two separate bibliographies are included.

Summary of the research studies related to English Language Arts in elementary education published between December, 1960 and December, 1961; Areas of research--reading, written communication, and oral communication.

A summary of 112 empirical research studies investigating the sociology, psychology, physiology, and teaching of reading published between July 1, 1961 and June 30, 1962.

Summary of 188 research studies relating to the sociology and psychology of reading, the teaching of reading, reading and the learning process, and the physiology of reading.

Summary of 139 empirical research studies relating to the sociology, psychology, physiology, and teaching of reading which were published between July 1, 1963 and June 30, 1964.


Summary and review of the research studies which made significant contributions to the sociology, psychology, and physiology of reading and the teaching of reading; separate bibliographies are included for each major category.


Summary and review of selected research investigations in the sociology, psychology, and physiology of reading and the teaching of reading which were published between the dates July 1, 1965 and June 30, 1966; separate bibliographies accompany each major topic.


A summary and review of empirical research studies relating to the sociology, psychology, physiology, and teaching of reading published between July 1, 1966 and June 30, 1967.


Summary and review of research relating to the sociology, psychology, physiology, and teaching of reading which were published between July 1, 1968 and June 30, 1969; separate bibliographies are included for each major section.
Summary of research relating to the types of reading or specific skills needed for learning in the content fields.

Summary of research which provides data on the use of reading readiness tests, phonics, comics and television, reading in the content fields, individualized reading, and machines to increase rate of reading.

Review of the research published between July, 1963 and June, 1966 which is indicative of the trends of inquiry into the reading process; the studies are grouped under the following headings: bibliographies and reviews, methods, U.S. Office of Education First Grade Studies, early reading and readiness, factors in success and failures, in-service programs and evaluation, and interests and tastes.

Evaluation of the research reviewed in the April 1964 issue of Review of Educational Research which dealt with the language arts and the fine arts.

Excerpts from Master's theses in reading done at Jersey City State College. Because of their fresh point of view and possible value in introducing new approaches to reading instruction these theses were published.

Summary and review of investigations relating to
the sociology, psychology, physiology, and the teaching of reading; separate bibliographies are provided for each major category.


Summary of 99 research studies relating to the English language arts which were reported during 1965.


Part I of a summary of the research in the English Language Arts reported in journals; entries are classified according to the following categories: Research Summaries and Listings, Language, Oral Communication, and Written Communication.


Part II of a summary of the research in the English Language Arts reported in journals; entries include all studies in reading.


Summary of 101 research studies in reading.


An overview of the research done from July 1, 1960 to June 30, 1961; groupings of the research studies were Summaries Relating to Specific Aspects of Reading, The Sociology of Reading, The Physiology and Psychology of Reading, and The Teaching of Reading; an annotated bibliography of 144 studies is given.

Summaries and separate bibliography of 180 research studies from the following areas: Specific Aspects of Reading, The Sociology of Reading, The Physiology and Psychology of Reading, and the Teaching of Reading.


Summaries of 185 research studies related to reading conducted from July 1, 1962 to June 30, 1963; summaries of Specific Aspects of Reading Research, Teacher Preparation and Practices, The Sociology of Reading, Physiology and Psychology of Reading, The Teaching of Reading and Reading of Atypical Learners; annotated bibliography of each plus bibliography of Unpublished Investigations Related to Reading.


Annual summary of research in the field of reading comprised of 264 bibliographical entries described under the categories of Summaries of Specific Aspects of Reading Research, Teacher Preparations and Practices, The Sociology of Reading, Physiology and Psychology of Reading, The Teaching of Reading, Reading of Atypical Learners.


Summary of the research related to reading during the year July 1, 1964 to June 30, 1965; the summaries are grouped under the following headings: Summaries of Specific Aspects of Reading Research, Teacher Preparations and Practices, The Sociology of Reading, Physiology and Psychology of Reading, The Teaching of Reading, and the Reading of Atypical Readers; an annotated bibliography for all studies is provided.


Summary and separate bibliography of 306 research studies in reading published during the period from
July 1, 1965 to June 30, 1966; studies are divided into six categories, summaries of specific topics, teacher preparation and practices, sociology of reading, psychology of reading, the teaching of reading, and the reading of atypical learners.


Summary and separate bibliography of research related to reading and reported during the period from July 1, 1966 to June 30, 1967; the studies are grouped under the following categories: summaries of specific topics, practices and preparation of teachers, sociology of reading, physiology and psychology of reading, the teaching of reading, and the reading of atypical learners.


Part one of a two part summary of research relating to the language arts published in journals between January, 1967 and December, 1967.


Part two of a two part summary of the research relating to the language arts published in journals between January, 1967 and December, 1967.


Review of 76 research studies relating to the elementary language arts reported in journals from January, 1968 to December, 1968.


Summary of 111 studies investigating the language arts in elementary education; the research studies are grouped under the following headings: Research Summaries and Listings, Language, Written Communication, and Studies in Reading.
Bibliography of the research conducted at the Master's, doctoral, and post-doctoral levels for the year 1960 and in the area of the language arts; the studies are classified into twenty-one related sub-groups.

A bibliography of research completed or in progress in the language arts for the year 1961; 221 entries.

Continuation of an annotated bibliography of the language arts research during the year 1964; entries include Reading Secondary School, Reading Corrective, Writing, Grammar and Usage, Spelling, Handwriting, Speaking and Speech Correction, Listening, Teacher Education, Psychological Relationships, College English, Literature, Poetry, and Appreciation, Library, and Dramatics.

Listing of 381 research studies in the English Language Arts which are either complete or underway for the year 1966: Reading: Process, Elementary School, Secondary School, Corrective, Writing, Grammar and Usage, and Spelling.

First of a two-part listing of an annotated bibliography of the doctoral dissertation research in reading for the year 1963 which was abstracted in Dissertation Abstracts.

Completion of an annotated list of doctoral dissertation research in reading listed in the Dissertation Abstracts for the year 1963.

Brief summary of the doctoral dissertation research in reading which was completed during 1964; accompanied by a separate bibliography.

   Part II of a summary with separate bibliography of the doctoral dissertation research in reading completed during 1964.

   Part III of a summary and separate annotated bibliography of doctoral dissertation research in reading for the year 1964.

   Part IV of a summary and separate annotated bibliography of doctoral dissertation research in reading for the year 1964.

   Discussion of the values and limitations of reading research with suggestions of criteria by which a teacher can evaluate a research study.

   List of criteria by which a teacher can judge the value of a particular research study with suggestions for increasing one's facility in reading research studies.

   Summary and separate bibliography of 341 research studies related to reading published for the period from July 1, 1969 to June 30, 1970; the studies are grouped into six major categories: summaries of
specific aspects of reading research, teacher preparation and practices, sociology of reading, physiology and psychology of reading, the teaching of reading and reading of atypical learners.


Summary and separate bibliography of 307 research studies relating to reading reported during the period between July 1, 1970 and June 30, 1971; the studies are grouped under the following categories: Summaries, Teacher Preparation and Practice, Sociology of Reading, Physiology and Psychology of Reading, the Teaching of Reading, and the Reading of a Typical Learner.

B. OVERVIEW OF THE READING PROCESS

B-1. Nature of Reading


Development of the idea that reading is not merely word calling but involves thinking as well.


Description of the reading process as it occurs during instructional periods--interaction between student and teacher.


Discussion of the true purpose of reading instruction and suggestions for its implementation in the classrooms.


Discussion of silent speech (subvocalization) in a frame of reference created by research and attitudinal surveys.

Identification of three major factors in the reading instructional program which could help prevent reading difficulties before they become remedial cases.

B-1-6. Duffy, Gerald G. "Developing the Reading Habit," The Reading Teacher, 21 (December, 1967), 253-256.
Examination of the major goal of reading instruction and the teacher's role in its development.

Discussion of some of the structures and processes involved in the act of reading in light of Gestalt psychology; description of the application of some of the concepts to children who are learning to cope with printed words.

A survey of selected research studies which clarify the relationship of teaching of reading and library services.

Discussion of the decoding process as it operates in spoken language and in reading with note of the differences in its operation within these two mediums.

An examination of the factors which create learning difficulties for the beginner reader or speller of the English language; the suitability of phonics as a method for teaching beginning reading is explored and note is made of efforts made as far back as Benjamin Franklin's time to correct the handicaps of English orthography; the skills actually used by the child in recognizing print are listed and suggestions for the most effective teaching in this area.
Explanation of the Substrata-Factor Theory through an examination of the statistical technique known as a substrata factor analysis, the basic assumptions underlying the substrata-factor theory, and the psychometric and neurological evidence underlying the assumptions.

Presentation of a Substrata-Factor Theory in which the complex process of reading is explained; report of experimental research testing the hypotheses of this theory.

Review of those studies in reading which contribute to the formation of new models which represent the processes at work in the subsystems or causal chain of events that come to focus in the reading act and an analysis of studies aimed at explaining reading phenomena in smaller and smaller units.

Discussion of the characteristics of the reader and the process called reading and their educational implications.

Report of the authors' impressions of the field of reading as portrayed in Innovation and Change in Reading Instruction edited by Helen M. Robinson; five notable characteristics are discussed, the teacher, the comprehension gap, lack of acceptable definitions, research and development, and reading models.
Discussion of the contributions which the science of psychology can make to the teaching of reading.

B-1-17. Kress, Roy A. "Sociological Influences on Reading."
Discussion of the impact which society has upon the learner and the reading process.

Discussion of what reading is from two settings: (1) the mechanics of learning how to read, and (2) the personal involvement of bringing meaning to the printed page with examination of how one leads to the other.

An analysis of the weakness which tends to invalidate the Substrate-Factor Theory proposed by Jack A. Holmes for explaining the reading process.

Discussion of the thought processes involved when a primary-grade child tries to construct the meaning of a major section or for an entire story which he is reading.

Discussion of the personal interaction between the reader and the printed page.

Review of research which substantiates the formulation of a Substrata-Factor Theory of Reading with elaboration on the points of greatest criticism.


Identification of the concept of philosophy of reading and its components; discussion of one segment of this philosophy, the reading act's dependence upon meaning and society's role in the provision of that role.


Description of the principles by which speech responses in general, and speech responses to particular aspects of environmental stimuli, are developed into precise language behaviors; these were contrasted with the development of reading.


Proposal of ten basic tenets of reading and reading instruction.


Description of reading as a cognitive or thinking process with examination of its operation and the factors which influence the outcome.


Proposal of a new definition of reading composed of three meanings coexisting simultaneously for the purpose of solidifying the theoretical base of thinking about the process of reading.


B-1-30. "Spurs to Reading Competence," The Reading Teacher, 15 (September, 1961), 14-18. Explanation of the concept of reading competence as more than acquiring techniques; reading used as a resource for finding out leads to increased power and use; boosters which help the child achieve reading competence are explored.

B-2. Values Ensuing from Reading


B-2-2. Barbe, Walter B. "Meeting the Needs of Exceptional Children," Education, 84 (April, 1964), 476-479. Identification of the various individual children to whom the term "exceptional child" might apply with discussion of their needs and how these might be met through reading.


Discussion of the relationship between a child's self-concept and his reading achievement with exploration of the value of reading in helping children solve their problems.

Discussion of the characteristics of middle grade readers and how books can help these students meet some of their basic needs.

Enumeration of some of the contributions of literature to the intellectual, social, and emotional growth of children.

Discussion of reading and its impact upon the child.

An exploration of the effects of reading upon a child's self-concept.

Discussion of the interaction between the individual and his reading and the contributions which reading can make to his total development.

Discussion of the social implications of reading.

A discussion of the impact which a child's personal feelings about himself and the materials involved have on his reading development.

Discussion of the research which explores the effect reading has on children's attitudes and concepts.

Examination of the many facets of a child's personal development which are affected by his reading.

An article suggesting that teachers can help children find values in what they read.

Recognition of the fact that reading affects the pupil in ways not limited to improving his adequacy in the use of a tool to learning, bibliography of literature written to create an awareness of these other effects.

Bibliography of fifty references pertaining to the developmental needs of students and how reading relates to specific needs of children.

Discussion of the values of reading for meeting the developmental needs of children.

B-3. History of Reading Instruction

Examination of the potential of today's reading programs for producing a reading populace, able to cope with life as it probably will be in the 1980's with suggestions for the way reading instructional programs can meet the challenge.


Discussion of certain topics relating to reading which are of current interest--clarification of terms with indication of present status.


A brief history of reading instruction from its beginnings in Biblical times with a look at reading textbook development and methods of teaching from colonial days; examination of the child development movement and developments since World War II.


Discussion of the views by Progressive Education leaders on how reading should be taught; identification of three developments beginning outside of the progressive movement which reinforced their views, and a look at reading instruction today for influence of Progressive thinking.


Summarization of the highlights of the development of the language arts curriculum in the elementary school from 1910-1960.


Paper proposing that America's future will depend upon how well educators train the students.
between 1965-1975 for the crises of an atomic age; the quality of readers is seen as the decisive factor.

Discussion of prevalent practices in reading instruction during the 1960's with future needs cited.

In response to the criticism that research has no influence on teachers, selects nine studies which had major impact upon the learning and teaching of reading and one which points the way toward future research.

Discussion of the major contributions to the area of reading instruction during the years from 1891 to 1966.

Discussion of the manner in which many of the fundamental ideas previously propounded are being developed as new approaches and new adaptations, and are seeing new applications; the basic ideas which are explored include varying rates of physical growth, sex differences, mass communication and reading, reading materials, individualized instruction, emphasis on the thinking process, and evaluation.

B-3-11. "What We Accomplished in Reading?" Elementary English, 38 (January, 1961), 141-150.
A summary of the major accomplishments in the study of reading from 1910 to 1960; summary is divided into decades 1910-1920, 1920-30, 30-40, 40-50, 50-60.

An overview of the status of reading instruction during the early 1960's indicating trends.


A look at the criticism leveled toward the reading program during the decade of the 1950's; the relationship of phonics instruction, children's interests as determiners of reading instruction, instruction based on basal readers and individualized instruction are discussed and major conclusions drawn for application to the developmental reading program in the schools.

B-4. Reading in Relation to General Learning Theory

B-4a. Research Reviews, Summaries, Bibliographies


Summary review of the studies which explore cognitive structure variables and cognitive style; through the discussion the concepts of cognitive structure variables and cognitive styles are clearly developed.


Review of the research literature published between June, 1964 and February, 1967 which studies two main sources of conditions which affect success in verbal and concept learning--the learner variables and the situation variables.


Annotated bibliography of publications dealing with early learning.

Summary review of selected research studying the motivational, personality, and social cultural variables affecting meaningful learning.

Review and summary of the literature which deals with child-rearing practices that influence cognitive development.

Review of the major research studies which explored the differentiation of intellectual structure, the construct of creativity, efforts to measure cognitive style, and attempts to stimulate cognitive growth.

Review of the studies which explore the structural aspects of human memory plus discussion of the educational implications for learning in view of the findings.

Discussion of studies which explore the relationships of verbal and nonverbal learning to concept formation and understanding.

Identification of eight principles which represented thinking about learning in earlier times; discussion of four which have been eliminated by research and an examination of the remaining four for changes brought about by new research findings.

Review of selected studies which explore the relation of teacher expectation and children's reading performance and their implications for classroom instruction.

Theoretical discussion of the assumptions involved when the researcher speaks of the degree of school success varying with a number of student characteristics such as ethnicity, socioeconomic status, and IQ; review of the research assessing the degree to which intelligence tests index learning proficiency, and the relationship between race and the conceptual processes in learning; implications are drawn for the application of these results to the school's instructional program for these children.


Summary review of studies which analyze development of the cognitive processes involved in perceiving, thinking, and learning.

B-4b. Research Studies


Report of an intensive training project which sought to determine if the "attention span" of a preschool child could be increased through systematic programming of contingencies for adult social reinforcement.


A study of the effect of background knowledge on initial parallel learning.


Report of research studying the relationship between the concept formation and reading achievement of boys in the third, fifth, and seventh
grades and to assess if there is a higher correlation between concept formation and reading achievement than between intelligence and reading achievement.

Report of a study of the differences in the learning rate of average and retarded readers when the mode of perceptual input is controlled.

Report of research studying the achievement levels of economically disadvantaged children in their relation to the internal-external personality construct or social learning theory.

Synthesis of the investigations of neuropsychologists in order to present a picture of the operation of the brain for the purpose of discovering brain processes that could determine the hierarchial organization conceived within Substrata Factor Theory.

A study of the relationship between learning and measured abilities and between measures of learning in one task with those in other tasks; identification of seven factors, four of which overlap both areas and three which are independent entities.

Report of an exploratory study of children's development of facility in shifting from one conceptual orientation to another in the course of solving
a given concept attainment task specifically explored was the facility with which children and adolescents move from a functional to a figurative (perceptual) orientation and from a positive to a negative similarity orientation.

   Report of research studying the effects of verbal training as a facilitator in transferring learned responses to other similar though different concepts of science.

   A study concerned with judgment of size as related to constancy and thus to learning and concept formation, subjects from kindergarten through college were observed in their judgment of shapes.

   A study which was designed to determine if the amount of learning can be affected by the sequence of presentation of learning sets or conceptual levels.

   Report of a research study investigating the ability of normal and brain damaged children to synthesize the ideas gained while reading or to integrate higher order units; the results are discussed in relation to comprehension while reading.

   An empirical research study investigating the relationships of the factors of teaching method, socioeconomic status, and intelligence in the facilitation of concept attainment.
Reports of experimental studies with subhuman subjects to isolate the development of learning sets, learning how to learn by transfer from problem to problem; parallel experiments with young human subjects confirmed the concept of learning-set development.

Children at 1, 4, 6, and 12 years of age were tested on the object-discrimination, oddity, and conditional-oddity problems in order to assess the age levels at which normal children begin to perform efficiently on these problems and to explore the nature of the performance of young children.

A study of the effects of a student's being able to define a concept as well as classify it in the initial learning of a concept.

A study of the preferred medium used by children either form, color, or size to classify conceptually similar groups of stimuli.

Report of a study which sought to determine whether there is a fixed order in which classificatory concepts are acquired; are there successive steps by which children learn to build upon simple equivalence groupings to attain the concept of class inclusion.

B-4b-19. Lockard, Jean, and Joseph B. Sidowski. "Learning in Fourth and Sixth Graders as a Function of Sensory Mode of Stimulus Presentation and Overt or Covert Practice," *Journal of Educational Psychology*, 52 (October, 1961), 262-265.
Report of a research study designed to investigate
the influence of three modes of stimulus presentation, auditory visual, and auditory and visual and two modes of responding, overt and covert, upon learning in fourth and sixth grade children.

A study of the role which imagination plays in learning and retention with note of the facilitating effects of verbal labelling during the learning process.

A study of children's learning as a function of interest generated by the task, type of reinforcement given, and social class differences.

Report of a study comparing normal children at two age levels with retarded children at corresponding mental age levels on conceptual control under various task conditions.

A study of the role which cognitive style (Impulsive or Reflective) plays in determining both original and transfer performance in a task requiring evaluation of perceptual information.

A study of primary children's learning of emotionally loaded words as opposed to learning words classed in the low emotional category in order to study the relationship between motivation and cognition.
   A study of boys' and girls' achievement in grades two through eight for sex differences in their achievement levels in reading vocabulary, reading comprehension, arithmetic reasoning, and arithmetic fundamentals.

   Report of a study designed to investigate further the presence of sex differences in achievement as related to IQ in grades four through eight.

   Report of research designed to assess the interrelatedness and interdependence of cognitive processes; the developmental stages of growth in socialization and growth in physical concept development (conservation and classification) were compared in grades kindergarten, one, two, and three.

   A study of the effects which direct and vicarious verbalization have on a subject's retention of relevant materials.

   Report of a research study exploring when and whether children perceive functional or abstract definitions as superior to concrete or particular definitions; study of whether there is a development sequence in acquiring concepts.
Report of an experiment which studied children's use of feedback in arriving at the solution of a concept identification task.

Report of research designed to determine whether different kinds of verbalization enhanced performance on concept identification tasks.

Report of research studying the effects of social class membership and intelligence on discrimination and concept learning and to study transfer effects from the simpler to the more complex tasks.

Report of a study which sought to assess the level and stability of persistence in children three, four, and five years of age, to determine if level of persistence increases with chronological age and to test the prediction that subjects who are high persisters will perform better than low persisters on a predetermined learning task.

Report of a study analyzing the effect of personality factors upon school achievement; academic achievement as measured by reading scores was studied in its relation to the locus of control of reinforcement internal or external.

Report of two research studies designed to determine whether a superior performance on a concept attainment problem results from the repeated presentation of one or a few instances of the concept as opposed to single presentations of a larger number of instances.


Report of research designed to explore the relationship between motivation and learning; specifically the relationship of a high degree of manifest anxiety (drive) to perceptual rigidity and increased speed of closure was examined.


Report of an investigation of the interrelationships of the performance of children on five learning and problem solving tasks.


Report of a study designed to determine the effects of various sensory feedback modes upon learning and memory.


A study of the effects which grade level (fifth or sixth), sex, instructed method of solution, and repeated measures have upon the efficiency of concept development.


A study of middle grade children's efficiency of learning and retention under four learning conditions involving varying amounts of redundancy in the feedback provided for the subjects.
A study of the learning which takes place under direct and vicarious reinforcement conditions.

Report of a study comparing the performance of advanced, average, and retarded readers on a series of perceptual, perceptual motor, and cognitive tasks and to determine if reward appreciably increases performance for the various readers.

Report of research studying the performance of advanced, average, and retarded readers when mastering symbolic learning tasks and investigation of transfer effects from one sense modality to another, i.e., visual to auditory.

Report of research designed to identify and differentiate stylistic and ability factors in classification task responses and to determine the relationships between these variables and age level and to find evidence of the validity of the style versus ability distinction of conceptual acquisition.

A study of the effects of three variables, mediational ability, verbalization, and pre-training on the concept attainment of first graders.
B-4c. Theoretical Discussions


Discussion of the problems inherent in the study of the cognitive processes in reading and an evaluation of research exploring this concept; implications are drawn for the development of the cognitive processes in reading within the classroom based on research findings.


Description of a study designed to assess the efficiency of sixth grade pupil's learning through listening activities as opposed to his learning through reading.


Critical analysis of the underlying statistical procedures used in collecting the data upon which a Substrata-Factor Theory was developed.


An examination of the change in thinking about concept formation and thinking, individual differences, motivation, and word perception.


Discussion of present knowledge in the area of concept development with suggestions of guidelines to be followed by the classroom teacher.


Discussion of the major factors in the relationship between the nature of the environment and the rapidity and efficiency of learning.

Discussion of the principles involved in all learning and how these can be marshalled to help the child learn more effectively.


An examination of the relationship existing between concept development and the process of reading.


Discussion of the findings of research related to the characteristics of children's thinking, the stages and changes occurring in their thinking and motivation of their thinking with the proposition that principle of relevance induces more productive thinking.


Proposal of perceptual basis for learning with careful examination of the modality concept—the child's differential ability to learn by eye, or by ear, or even by touch, and the child's ability to transfer from one modality to another.


Discussion of the values of early learning in light of the findings of studies exploring its importance.

B-5. Child Development

Review of the research in child development which investigated the climate of learning, the nature of the child, discouragement, intelligence, motivation for achievement, and their relationship to classroom- and curriculum-planning.


Discussion of the developmental patterns of speech as a total body function; description of the form which reading instructional activities might take if based upon children's developmental growth patterns.


Discussion of the development of the child's self-concept and its controlling effect on the child's behavior with implications of the teacher's role in building a self-image that promotes growth and learning.


Discussion of the process of learning and the characteristics and needs of students that affect learning.


Report of research studying the ability of birth and developmental variables to predict freedom from perceptual distortion and formal learning difficulties such as reading retardation.

The improvement of reading is seen as depending upon emphasis upon the individual reader, phasing reading instruction with the child's overall development.

B-6. Relationship of Reading to the Language Arts

B-6a. Research Summaries, Reviews, Bibliographies


Examination of the findings of research studies exploring the basic relationship between listening and reading to determine if this relationship means that an improvement in one skill will make an improvement in the other.


Annotated bibliography of summaries which explore the relationship between the language arts and reading.


Discussion of the research exploring the relationship between the development of oral language skills of speech and listening and written language skills of reading and writing, their interrelatedness and the implications for teaching these.


Discussion of the research exploring the relationship between listening and reading comprehension, determination of the listening factor and determination of conditions affecting listening comprehension and the improvement of listening comprehension.

B-6b. Research Studies

B-6b-1. Cleland, Donald L., and Isabella H. Toussaint. "The Interrelationships of Reading, Listening, Arithmetic Computation and Intelligence," The Reading
A study assessing measures of listening, arithmetic and intelligence for their predictive value for reading of intermediate grade students. The tests investigated were The Gates Reading Survey-Form 2, Durrell-Sullivan Reading Capacity Test, Sequential Test of Educational Progress, Listening 4A, American School Achievement, Form G, Part II Arithmetic Computation, SRR Primary Mental Abilities, and the Stanford-Binet Intelligence Scale.

Report of a research study designed to assess the relationships between auding or "the gross process of listening to, recognizing, and interpreting spoken symbols" and reading; the differences of the specific reading skills possessed by high and low auders was examined.

Report of a study examining the relationship between growth in reading and concomitant improvement in spelling and the relationship between improvement in word-discrimination skill and incidental growth in spelling.

Report of a study designed to determine the relationship between reading instructional method and children's compositions in order to find a way to evaluate first grade composition.

Report of the findings of an extended study which was designed to determine the effectiveness
of coordinating language arts instruction with basal readers in contrast to an integrated experience approach to communication on children's language development at the end of grade two.

B-6b-6. Vilscek, Elaine, Lorraine Morgan, and Donald Cleland. "Coordinating and Integrating Language Arts Instruction in First Grade," The Reading Teacher, 20 (October, 1966), 31-37. Description of the findings of a study conducted to examine the effects and outcomes of two instructional approaches, the coordinated basal language arts approach and the integrated experience approach to communication, on the language development of pupils in an urban setting.

B-6c. Theoretical Discussions


An examination of the importance of teaching listening skills in elementary schools with suggestions for direct and indirect instruction; its relation to reading is explored and note taken of their similarities.


Discussion of the significance of language in the teaching learning process and of the role which the language arts, reading, writing, listening and speaking play in the development of thinking.


Discussion of the two major forces which mesh to determine the quality of a child's attainment in reading as well as the quality of his attainment in all the language skills, (1) the interrelationship between personality development and command of the English language in its totality and (2) the interrelationships among the four aspects of language, listening, speaking, reading, and writing.


Paper exploring the weaknesses of two widely held assumptions on the relationship between listening and reading in view of newer research findings.


Presentation of a core of basic vocabulary words commonly used in every language art--listening, speaking, reading, writing, spelling, and handwriting. Developed from the following lists: Madeline Horn's kindergarten list, Gates primary reading list, McKee-Fitzgerald vocabulary
of children's letters written 'principally outside of school, the Dolch basic sight vocabulary, Ernest Horn's vocabulary of adult writing, and Thorndike-Large comprehensive reading vocabulary.

Paper proposing that reading and the language arts have an essential subject matter or content-personal living-in addition to improving speech and teaching the basic skills of reading and writing; exploration of its implementation in the classroom.

Discussion of the interrelationship between listening and reading with consideration of the effects while instruction in listening has on reading; implications drawn for interrelating the two in the classroom.

A discussion of the potential offered by an elementary school's program for the sequential and cumulative development of skills leading to effective readers.

Exploration of the proposition that children be released enough in the classroom instructional situation in order that they might see their own pace in learning with examination of the implications for education.

Identification of four major vocabularies—speaking, listening, reading, and writing; discussion of their growth, the interrelationships between them, and how they can be improved.
   Proposal of a model of the communication process and of the learning processes involved in reading with discussion of their implication for teaching reading in the classroom.

   Description of a plan which coordinates all efforts of various school personnel in a county toward an all-out effort to prevent reading problems rather than remediate them.

   Discussion of reading as being an outgrowth of language development; discussion of the relationship existing between reading and the other language arts speaking, listening, and writing.

   Discussion of the development of the communicative skills of reading, writing, and speaking within the context of an environment where language and action constantly interact.

   Discussion of the many relationships between listening and reading with suggestions for improving listening skills.

   Paper exploring the relationship between the children's own creative writing and their learning to read.

   Examination of the bases for current educational thinking with the proposal of a framework in which one can organize his thinking about communications instruction.
C. PREREQUISITES FOR SUCCESS IN READING

C-1. Emotional Stability

C-1a. Research Reviews, Summaries, Bibliographies

   Annotated bibliography of 18 research studies assessing the effects of emotionality and reading with a summary of evident trends in such research.

C-1b. Research Studies

   Description of a four-phase study which sought to determine the link between specific personality factors and success in reading.

   Report of a study comparing the longitudinal social histories of successful and unsuccessful children who at the time of study were between the ages of 13 and 16; findings of the study were presented as far as possible in the chronological sequence of the children's development.

   Report of research which analyzes the variables in parent behavior which may be critical in the development of the child.

   Report of research studying the relationships between the family milieu and the behavior of the very young child and the child's later behavior.

An examination of children's experiences in the family and the extent to which these affect the child's differentiation (an articulated way of experiencing the world) in several areas of psychological functioning.


Report of a study designed to assess the relationship between anxiety as measured by a test and IQ and between anxiety and school achievement in children of low, average, and high IQ.


Review of those research studies which explore the impact of psychological pathology, social deprivation, threatening learning climate in the classroom, and the possession of particular psychological strengths such as positive attitudes toward school, realistic achievement goals, and feelings of self-confidence upon meaningful learning and retention.


Summary and review of research designed to isolate mental health factors; the studies are classified under the following categories: maternal patterns, schizophrenogenic mothers, role of the family, role of siblings and peers, effects of separation, mental health in childhood periods, soft mothers, biochemical factors, perceptual causation, and sensory deprivation.


Report of research which studied the effects of selected factors on changes in children's self-concepts.
Report of a study designed to explore and compare helpful and dependent behavior in young children in order to discover whether the frequency and proportion of helpful and dependent acts were independent of age and sex; further investigation was made to discover whether older children seek to satisfy dependence needs in a different fashion than do younger children.

Comparative study of the differences in psychological distance evidenced between advantaged and disadvantaged children; psychological distance is regarded as reflecting perceptions of the individual's life role.

A study designed to determine if poor self-concepts caused reading disabilities or if poor reading success lowered the child's self-concept.

A study of the conditions under which children report that emotions are aroused.

C-1c. Theoretical Discussions

Discussion of the effects of parental control variables on child behavior based upon current theoretical models and research findings.

C-1c-2. Robbins, Ruth. The Identification and Diagnosis of Social and Emotional Problems That Affect Reading Instructions," Meeting Individual Differences in Reading, ed. H. Alan Robinson. Supplementary
Discussion of the role which the student's emotional and social adjustment plays in the learning process, the symptoms which are indicators of maladjustment, and the diagnosis of the causes of such problems as the treatment of the disturbances.

Description of a study designed to test the hypothesis that when a child suffers from failure in reading there will be a lowering of his self-esteem and that he will be held in lower esteem socially by his classmates.

C.2. Background of Experiences
C-2a. Research Reviews, Summaries, Bibliographies
Review and discussion of three years of research which assesses the relationship between early experience and cognitive development; theoretical papers are explored as are the dimensions of early experience, short term and longitudinal experimental studies including those done with animals, human infants, and preschoolers are analyzed.

Report of a study designed to measure the relationship between the home literary environment and a child's reading attitude and reading achievement.

C-2b. Research Studies
Report of a study exploring the relationship between non-nurturance or withdrawal of nurturance and children's acquisition of responses which elicit adult approval--non-nurturance perhaps leads to the occurrence of dependency behavior in young children.

   A replication of Helen M. Robinson's study of "Why Pupils Fail in Reading" to assess the opposite situation of "Why Children Succeed in Reading." Thirteen factors were catalogued.

   Report of an investigation which sought to determine whether the attitudes toward child-rearing practices of the parents of unsuccessful readers differed significantly from the attitudes of parents of successful readers.

   Report of a research study examining the relationship between various parental attitudes and behavior and the child's adjustment in first grade.

   Report of research exploring the relationship between certain home environmental factors and children's reading readiness in kindergarten; the factors investigated were maternal teaching style, maternal language style, children's daily schedules, and home prereading activities.

C-2b-6. "Home Prereading Experiences and First-Grade Reading Achievement," The Reading Teacher, 22 (April, 1969), 641-645.
   A survey study of the prereading experiences
had by children in three socioeconomic levels in their homes to determine its correlation with reading readiness test scores and later first-grade reading achievement.

A study conducted to identify the nature of prereading activities that might be associated with early success in reading.

Report of a study designed to determine if any combination of readiness factors including maternal need-achievement could be used prior to a formal program of reading instruction to predict probable success in reading; further study was made of the relation between maternal need-achievement and success in reading of first grade children.

C-2c. Theoretical Discussions

Comparison of the experiential background of children from lower and middle class background with discussion of the importance of parents becoming aware of the role which they play in helping their children learn at home.

Discussion of the preschool experiences which a child brings to the reading program.
C-3. Intellectual Capacity


Report of a study designed to examine the differences in mothers' childbearing practices and in their behavior with their children in relation to differences in children's cognitive development.


Report of a study of factors which are determinants of young children's (first, second, and third grades) achievement behaviors.


Report of an investigation of family size and density in relation to intelligence.


Report of research exploring the role of cognitive structuring in the development of figurative perception in children.


A study of children's (ages 4 to 9) ability to perceive both parts and wholes.


Summary and review of the theoretical and empirical studies which explore the development of perception, cognition, and intelligence; discussion provided indicates the trends now apparent.

Report of a research study designed to pinpoint specific aspects of the environment which correlate with individual differences in cognitive or mental development.

Summary and review of two topics related to the development of children's intelligence, the child's acquisition of his native language and the development of his thinking processes between the age of four or five years and the beginning of adolescence.

Report of research designed to investigate the influence of examiner effects, familiarity with the language and materials used on the test, and the test situation itself upon the test scores of middle and lower class children on an individually given intelligence test.

Report of research designed to test whether intelligence is modifiable by training in the verbalization of simple class concepts and the statement of word definitions in terms of these concepts.

An investigation of the relationship between a preschool child's ability to inhibit motor movement (distinguished from a more generalized low activity level) and his intellectual ability.

A study which sought to determine if the hypothesized mental abilities already established as existing in adults existed in childhood also.

Report of research designed to provide additional information on the magnitude of the relation between intelligence of the child and parental education.


Report of a longitudinal study designed to determine if passive, nonautonomous socially dependent behavior is associated with certain cognitive and perceptual abilities as early as 2 1/2 years of age and to determine if these persist until the age of 6 1/2 years.


Report of research designed to determine if maternal warmth was associated with intellectual growth of low-income preschool children.


Summary of research exploring basic mental processes whose underdevelopment could be causes of reading retardation.


Report of a longitudinal study investigating the relation of auditory discrimination and intelligence scores to success in primary reading.


Review of the major theoretical and research studies of perception and perceptual learning which were published since December, 1964 for a three year period.


C-3-21. Wozencraft, Marian. "Sex Comparisons of Certain Abilities," The Journal of Educational Research, 57 (September, 1963), 21-27. A study of the relationship of sex differences and levels of intelligence to paragraph meaning, word meaning, reading average, arithmetic reasoning, arithmetic computation, and arithmetic average for boys and girls in grades three and six.


C-4. Visual Perception

C-4a. Research Reviews, Summaries, Bibliographies

C-4a-1. Barrett, Thomas C. "The Relationship Between Measures of Pre-Reading Visual Discrimination and First Grade Reading Achievement; A Review of the Literature," Reading Research Quarterly, 1 (Fall, 1965), 51-76. Review of selected research studies which explored the relationship between verbal visual discrimination and first grade reading achievement and also the relationship between non-verbal visual discrimination and first grade reading achievement; comparative studies of verbal, and non-verbal visual discrimination were analyzed.
Discussion of earlier thinking and current research in the areas of auditory acuity, auditory discrimination, and auditory-visual integration and their relation to reading.

Annotated bibliography of selected research projects designed to study the relation of auditory and visual perception and learning.

Annotated bibliography of selected research studies exploring the benefits obtained from special perceptual-motor training in the elementary grades.

Discussion of the role of visual sensory deficiencies in the causation of reading disability as seen after an accumulation of over thirty years of research; identification of four primary responsibilities of the school in this problem area.

Annotated bibliography of ten references on visual perception in relation to reading.

C-4b. Research Studies

C-4b-1. Barrett, Thomas C. "Visual Discrimination Tasks as Predictors of First Grade Reading Achievement," The Reading Teacher, 18 (January, 1965), 276-282.
A study designed to determine the ability of nine reading readiness factors, seven requiring various degrees of visual discrimination, to predict first grade reading achievement.

A study exploring the relationships between reading ability and the developmental stage of the child as a function of task difficulty, exposure duration, and meaningfulness of visually presented material.


Report of a study investigating the possible distinction between the "controlling" eye in binocular vision and the "dominant" eye used in sighting; also investigated was the influence of crossed control, crossed dominance, and mixed dominance as these related to reading achievement at the third grade level and for changes in eye-hand dominance from second to eighth grades.


Controlled study of second grade children's efficiency in learning when the material to be learned was acquired through differing mediums--auditory and visual.


Report of research designed to explore the results of familiarizing lower-status children with the test-item content of a well-known perceptual-discrimination test and their performance on this IQ test after training; the differences between the higher status subjects' performance and that of the trained lower-status children's performance were compared.


Report of a research study investigating the development of perceptual organization for visual stimuli.
Report of research exploring the perceptual development of children to determine if a sequential developmental pattern of attending to ambiguous pictures exists as children increase in age levels.

Report of a research study designed to determine the manner in which children at different age levels explore pictorial arrays which vary in the extent to which they manifest Gestalt qualities, such as continuity and closure.

Report of a study seeking to determine whether there was one best type of sensory presentation that would help low socio-economic Negro boys perform sequential recall tasks required of them in reading; analysis of research comparing modalities of learning and implications for the classroom are drawn.

Report of an experiment comparing the effectiveness of visual discrimination training which is an integral part of reading with training less closely associated with reading but designed to increase visual discrimination.

Review of research examining the essential nature and function of visual perception on the behavioral level.
   A study of beginning first graders' ability to match information within and between auditory and visual sense modalities and the relationship of this skill to actual achievement in reading.

   Report of a study designed to determine the stimuli relevant to visual discrimination among word forms for beginning readers.

   A study conducted to determine which pairs of alphabet letters are most often confused by prereading children and are most likely to cause difficulty in initial reading instruction.

   Report of two studies which investigated recognition and learning of visual sequences in four- to six-year old children.

   A study investigating auditory-visual integration skills as they relate to sex and reading achievement.

   Report of an investigation of the relationship between visual efficiency and the reading status of
elementary school pupils; the efficiency of commercial visual screening tests was evaluated and the findings were analyzed to detect any patterns of visual screening test performance obtained by poor readers.


Report of research designed to explore further the relation between perceptual tests and reading achievement; the scores of both third and fourth graders are analyzed.


Description of a follow-up study conducted in second grade on a group of kindergarteners who had been tested by an experimental Seriation Test designed to determine if the degree to which a child possesses perception skills before reading has any relation to his second grade success in reading.


Interim report of a study investigating selected oculo-motor performances and achievements in reading by children as they progress over a four year period.


Review of the research studies designed to compare the effectiveness of visual perception training on later reading achievement, of the ability of visual perception tests to predict reading success, and to determine if psychologists and test makers agree on an exact definition of visual perception.

A study investigating the feasibility of providing training in visual discrimination for kindergarten pupils—will such training improve the visual discrimination ability of these pupils over those who have no such training.

C-4c. Theoretical Discussions

   Discussion of the relationship between visual training and reading performance; visual training is defined, its history traced, reading as a visual act is explored, and objectives of visual training are discussed.

   Discussion of the findings of two studies which explore in depth the contributions of visual-motor skills to perceptual readiness for reading.

   Discussion of the importance of good vision in learning to read with further elaboration on reading as a potential cause of poor vision.

   Discussion of the interaction of sensory and perceptual processes as they relate to the neural substrate and as they are influenced by the social experiences of the child who is learning to read.

   Discussion of the present state of visual training in relation to its effectiveness for crossed eyes, visual discomfort, nearsightedness, and exploration of the relation of visual training and reading.

An examination of the development of the various factors involved in perception; attention is given to procedures which help a child mature in these various aspects.


Discussion of various visual abilities with which the child may experience difficulties in the school setting.


Discussion of the importance of adequate visual functioning for success in mastering the reading process.


Discussion of the perceptual aspects of reading within the larger context of the development of perception.


Discussion of the importance of pre-readiness factors with evaluation of these factors made by referring to the principles proposed in the work of Montessori, Delacato, Kepart, Getman, and Frostig.


Identification and discussion of four visual precursors to learning--tactual, tactual-visual, visual-tactual, and visual--whose development must occur in sequential stages before vision can become a learning process.
Discussion of six factors in visual perception which cause difficulty in reading if not functioning adequately; identification and discussion of test instruments for measuring proficiency in these factors.

Discussion of the relation of visual perception to beginning reading success as seen in the findings of selected research studies; discussion of the development of visual perception ability.

Discussion of perceptual development--visual and auditory--with suggested accommodations within the instructional program for those who exhibit difficulties in these areas.

Discussion of the roles played by vision and perception in the reading process in order to establish guidelines for teachers' thinking and reading in these areas.

Explanation of the process involved in normal sight, identification of several conditions which are not normal with descriptions of their symptoms, and discussion of the implications for teachers and parents.
Discussion of the role of perception in the process of reading with examination of the inconsistencies in regard to terminology and its application in practice.

Identification of reading as a visual activity with discussion of the particular visually related difficulties which can cause reading difficulties.

C-5. Auditory Perception

C-5a. Research Reviews, Summaries, Bibliographies

A bibliography of research centering around auditory abilities and the examination and analysis of listening habits, listening comprehension, and instruction in listening.

C-5b. Research Studies

Report of a study designed to investigate whether auditory discrimination abilities varied among the various subgroups of the disadvantaged as it does between high and low economic status subjects.

Report of three comparative studies designed to determine which factors of cognition are responsible for the differing abilities in auditory discrimination exhibited between normal and retarded readers.
Report of research designed to assess the differences existing between the psycholinguistic abilities of both good and poor readers from disadvantaged backgrounds.

A study of the relationship between auditory blending ability, reading achievement and I.Q., longitudinal study of 40 children from Grade 1 to Grade 4.

Report of a study investigating the relationship between oral language and reading; specifically investigated was the hypothesis that faulty auditory discrimination is basic to the etiology of both poor articulation and reading retardation.

Report of a research study which explored the predictive relationships between a hierarchy of auditory perceptual skills and later reading achievement of first grade students.

Report of a study designed to assess whether familiarity with word meaning affects auditory discrimination and the extent this holds true for first and second grades in relation to sex, grade, and socioeconomic level.
A study examining the levels of hearing and verbal attainments of a group of children ages 5 to 11 years. Discusses hearing impairment and its detection; investigates comprehension vocabulary; spoken or expressive vocabulary, expression in conventional structures of English and reading; discusses the tests which would measure these factors in children with hearing impairment; discusses each level of impairment and its bearing on the child's school learning.

Description of a study which employed an auditory training program for low socio-economic children to determine if such training would improve the children's ability to discriminate basic speech sounds and to determine if the use of known words or nonsense syllables makes a difference in such training.

Description of a study designed to determine the degree of relationship between skill in listening and intelligence, and listening and general school achievement of fourth, fifth, and sixth grade pupils.

C-5c. Theoretical Discussions

First major discussion of the auding process—what it is, its relation to other abilities, the setting in which it occurs, research and courses in auding and their results.

Discussion of auditory discrimination as a factor indicative of readiness for beginning reading and proficiency in this factor lacking in disabled readers.
Discussion of research studies which sought to determine the relationship between auditory perception skills and success in reading; presents argument for a more systematic evaluation and attention to these skills in beginning reading.

Presentation of a more concise vocabulary which explains what beginning reading teachers do when they provide instruction in auditory perception in order to counter the criticism of linguists who ask, "What do you mean, auditory perception?"

Discussion of the development of audition and the relationship between auditory discrimination and speech development; discussion of children's reading problems in the first two grades and their relationship to the underdevelopment of speech and auditory discrimination; interim report of research on the relationship of auditory discrimination and reading problems.

C-6. Social and Physical Maturity

C-6a. Research Reviews, Summaries, Bibliographies

Summary of generalizations which can be made regarding socialization taken from the data from 56 studies dealing with children's social perceptions; the generalizations are organized into four categories--self, parental roles, parental behavior, and non-parental authority figures.

Review of selected research which examined the effects of social reinforcement on children's behavior and also imitative behavior in children.
Analysis of the research designed to determine whether selected behaviors or personality characteristics show trends of developmental stability; discussion of the influence of parents and peers on the behavior of the child and adolescent.

Examination of research relating position in the family to success in social and personality development and in reading achievement; description of a study assessing family position effects on reading achievement.

Review of research relating to and discussion of those factors of family influence which affect personality and social development.

A review of the research assessing the relationship between children's social adjustment and reading attainment. Separate discussions of the results of play therapy on social adjustment and non-directive play therapy and reading attainment. Sources of difficulty which limit the validity of the results are explored and directions for further research are indicated.

Examination of research which studies the relation of malnutrition and premature birth on later intelligence and scholastic achievement.
C-6b. Research Studies


Report of a study which sought to identify the parental attitudes and behaviors associated with competent behavior in preschool children.


Report of research designed to investigate the levels of thought and behavior associated with the development of socialization in two groups of young children; a sequence of developmental stages is described and normal and mentally retarded children are compared in their relative levels of development within the developmental sequence.


A study of the effects of changing schools on reading achievement as measured by standardized tests of reading achievement.


Review of three research studies which explore the effect which preschool socializing experiences given in nursery and kindergarten have on classroom social adjustments in subsequent years.


A study of the influence of mothers on their children's social learning--more specifically the relations between the expressed needs of middle-class women and specific overt behaviors which they displayed toward their children were studied.


Report of research examining the dimensionality, continuity, and stability of the personality of preschool children during two years of schooling; Dependency, Autonomy, and Aggression-Dominance were factors which were isolated as being continuous and stable within this period.


A study of the correlations between the mother's and between the father's attitude taken separately toward childrearing in the home and the amount of aggression measured manifested by their child.


Report of a research study designed to discover the relations between certain theoretically significant mother and child behaviors and to order these relations by fitting the data of the study to a model of the major dimensions of maternal behavior and the child personality variables associated with them.


Report of research investigating the personal, social, and academic characteristics of children who succeeded in learning to read.

Report of research study which investigated the relationship of social and cognitive variables to reading achievement—the self-social concepts of high achieving readers selected on the basis of high and low reading achievement in relation to arithmetic.


An investigation of socio-economic status and its relationship to vocabulary achievement, reading comprehension, arithmetic skill, problem solving, and a composite of these variables.


A study of the parent's use of unqualified power assertion and its implications for the child's personality development.


Report of a study which sought to determine if preschool children spent less time in choosing their best friend and to assess the effectiveness of a picture sociometric technique as a measure of this response latency.


A study of the effects which intensifying the amount of frustration experienced has on children with differing levels of anxiety and guilt about aggression.

Report of a study which explored sex differences and their relations to adult-dependency behavior in pre-school children's socialization.


Report of research designed to examine the effects of consistencies in, and discrepancies between, what an adult preached and what he practiced on the acquisition and violation of norms of self-control.


An investigation of the research reported in the 1960's linking malnutrition and premature birth weight to later learning disabilities in arithmetic and reading and lower measured I.Q.


A study of the relationship between a child's perception of his parent-child relationship and his social adjustment as well as an assessment of the agreement between the parent's perception of the parent-child relationship and the child's perception of this.


Report of research studying the relationship between school behavior adjustment of four year old disadvantaged children and real-life problem-solving thinking.


Report of a seven-year investigation which sought to study variations in reading achievement of children who scored high on measures used in kindergarten to determine reading readiness, to observe individual uniqueness in maturity, and to
discover environmental influences that tend to foster individuality and independence in reading.

   A study designed to determine if real differences exist between boys and girls in their level of social and psychological integration.

C-6c. Theoretical Studies

   A discussion of the physical factors of visual acuity, brain damage, and endocrine gland defects in relation to his case findings with impaired readers.

   Discussion of the socialization factors which the child encounters as he learns his own culture.

   Discussion of the nature and extent of emotional problems, and the capacity of the classroom instructional program in reading to teach emotionally disturbed children to read.

C-7. Language Facility

C-7a. Research Reviews, Summaries, and Bibliographies

   Summation of the research findings concerning the influence which listening has upon success in reading.

A paper proposing that the method of teaching reading must be related to the language itself; discussion of the validity of borrowing methods of teaching reading from countries with different language structures.


Critical review and evaluation of past research which evaluated readiness for developmental language learning.


Part I of a two-part review of research of the effects of environment on children's oral language development; reviews studies related to home environment.


Part II of a two-part review of research of the effects of environment on children's oral language development; reviews factors within the school environment which affect further language development.


Review of the research exploring the language deficits of children of low socioeconomical status; the antecedents of language deficiency as well as the characteristics of the deficiency are analyzed.


Review of the theoretical and empirical studies conducted by linguists and psychologists that propose a framework in which the structure of language and its acquisition can be explained; the application of the findings from the psychology of language
to the problems of school learning is explored; three year report from April, 1964 to 1967.


Summary of research investigating sex differences in reading achievement at the Preprimary Level, Primary Level and Upper Elementary Level; identification and discussion of seven basic areas of difference in the language development patterns of boys and girls.


Review of research investigations of the relation between intelligence and articulation or the acquisition of speech.

C-7b. Research Studies

C-7b-1. Brett, Sue M. "A New Measure of Language Maturity," Elementary English, 42 (October, 1965), 666-668.

Discussion of a research study conducted by Professor Kellogg W. Hunt which produced a new maturity index for measuring children's language maturity.


Report of a research study which explores first and second grade children's ability to supply the inflectional morphemes of English and investigates the relationship between inflectional performance and reading achievement.


Report of research studying children's language attainment just prior to entrance to school—specifically, more information was sought on the acquisition of relativization rules in English-speaking children learning their native language; their understanding of restrictive, postnominal, adjectival, and relative clauses was assessed.

Report of research designed to determine if the child's tendency to give homogeneous word associations (same part of speech) is related to his ability to make correct grammatical use of new words.


Report of a longitudinal study of three subjects' acquisition of noun and verb inflections.


Review of research exploring one facet of language development--implicit speech.


Report of a research project done in replication of J. F. Reid's examination of young children's reactions to the teacher's use of abstract terms in discussion of reading and written language; points to studies which provide suggestions for activities in keeping with the findings of the research; the findings confirm Reid's.


A reappraisal of the relationship between oral language and beginning reading through an examination of some of the assumptions underlying this relationship and a study of the research investigations of it; discussion of teachers' attitudes toward dialectical differences in language for its relevance to beginning reading; discussion of the importance of syntax or the structural aspects of language.

A study of first, second, and third graders' acquisition level of six types of plural formations.


Report of two experiments, one of which examined the relation between age and communication skills, the other assessed the adequacy of the speaker's messages independently of the listener's ability to understand them.


Report of a study designed to determine whether all the basic structures of the adult grammar are present in the speech of preschool children and to study further developmental trends noted in an earlier study.


Report of research investigating the possibility that children's grammar is a self-contained system and to establish if developmental trends in its acquisition exist.


Research report of a study which observed young children and adults while imitating phoneme sequences that systematically violate the sequencing rules of English for the patterns of their responses.


Report of two research studies which sought to determine the importance of certain language abilities in reading readiness.
Examination of the factors which operate favorably in oral speech development but which become negative influences when the child begins to read.

Report of a study designed to provide information concerning the types of grammatical constructions used by children from grade three to grade seven; oral constructions were compared with written construction.

Report of an investigation of children's understanding of connectives--the linguistic form that connects a clause to another clause or some word in it on the printed page--to determine if their understanding shares an identifiable relationship with grade level, sex, mental and chronological age, socioeconomic status, and achievement in listening, reading, and written language.

Report of a research study assessing the relationship between the degree of control which a child has over his syntactical language system and his success in comprehending written material.

Report of a study designed to determine if knowledge of English phonological rules is a developmental sequence beyond the age of seven and one-half or eight years as shown by samples of responses given by third-, sixth-, and ninth-grade children and to determine if there are sex differences in the level of this knowledge.


Report of a study designed to determine the grade-level placement of boys' and girls' oral language development to assess growth from year to year--checks were made in grades 1, 3, and 5.

C-7c. Theoretical Discussions


Identification and discussion of three important distinctions to consider when examining the relationship between the child's oral language behavior and his learning to read or decode print.


A review which surveys the major language development models in order to examine the relevance of the language-acquisition processes for reading; possible implications for the psychology of reading are drawn from the analysis.


Comparison of the process of learning to read with natural language learning in order to determine which aspects of language learning might be applied in the teaching of reading.

Discussion of the particular relationship shared by reading and listening, reading and oral communication and reading and written communication in addition to the interrelationships shared among all of them.

Discussion of the findings of research related to the cognitive development and intellectual abilities related to the task of learning to read.

Exploration of the relationship of oral language factors to the beginning reader's success with print and implications for classroom instruction.

Discussion of the relationships between speech and print—both similarities and differences—and their implications for reading instruction.

Exploration of the relationship between syntax and the communication of meaning, examples of the ways in which meaning results from syntax.

C-7c-9. Lefevre, Carl A. "Language and Self: Fulfillment or Trauma?" Elementary English, 43 (February, 1966), 124-128.
Discussion of the school's mishandling of certain children's development in reading and writing--the language-related skills.

Discussion of the added benefits for the child
as well as the instructional program in reading and writing when oral language development is an active part of the program.

   An exploration of the factors which help a child acquire oral speech effortlessly as being possible interference factors in his use of techniques in getting meaning from printed words.

   Discussion of dialect differences in American English and suggestions for handling these differences in the classroom.

   Description of language development as it proceeds from infancy to high school and college levels with note taken of the interrelationships between reading, listening, speaking and writing and their dependence upon language development.

   An exploration of the development of oral speech and the implications for helping the child develop this skill more effectively.

   Discussion of children's behaviors or actions in the role of acquiring language and subsequently, knowledge through their active experiences as a participant in the process; relation of the language experience approach to this process.

Discussion of the child's mastery of the language used in his home with implications for training him to read.

  An examination of the parallels and relationships between the disabilities of speech and reading.

  Examination of three major theories of how a child's language develops with discussion of their implications on the relationship of language development and reading.

  Discussion of four theories which describe how language is acquired by young children; examination of four controversial issues in language acquisition; discussion of the differences between the acquisition of reading and the acquisition of language.

  Discussion of research relating oral speech development to mastery of the reading process.

C-8. Interest and Purpose in Reading

C-8a. Research Reviews, Summaries, Bibliographies

  Review of the research literature published for a three year period since December, 1964, which explores two major categories of motivation in human learning--those factors assumed to be personal or intrinsic to the individual and those determined by the situational context or environment in which learning takes place.

C-8b. Research Studies


C-8b-2. Crandall, Vaughan J., Anne Preston, and Alice Rabson. "Maternal Reactions and the Development of Independence and Achievement Behavior in Young Children," *Child Development*, 31 (June, 1960), 243-251. Report of a research study designed to assess the relationship between children's independence and achievement behaviors, the carryover of these behaviors from home to nursery school settings and the observed maternal reactions to these behaviors as potential determinants of children's achievement development.


C-8b-4. Mitchell, James V. "An Analysis of the Factorial Dimensions of the Achievement Motivation Construct," *Journal of Educational Psychology*, 52 (August, 1961), 179-187. Report of a research study which used factor analysis to determine whether "achievement motivation" was a unitary construct or a complex of independent dimensions; identification of six factors contained within the concept of "achievement motivation."

An investigation comparing the attitudes, aspirations and knowledge of working class and middle class mothers with regard to the educational system; indicates parents' attitudes affect schooling of children; suggestions are made to help remove factors causing lower class aspirations in education.

C-8b-6. Pfau, Donald W. "Effects of Planned Recreational Reading Programs," The Reading Teacher, 21 (October, 1967), 34-39.
A two-year exploratory study designed to measure the effect of a planned supplemental program of recreational reading on the amount of interest displayed in reading and to determine the influence of a planned program of recreational reading on children's reading achievement, spelling achievement, and their written and oral fluency.

Report of a study which investigates the independent reading interests of children in grades four, five, and six to determine their major interests and to determine the relationships between these interests and the school's offerings related to reading.

Report of a study which investigated the developmental changes in preference for goals which are more difficult to attain; children in grades 2, 4, 6, and 8 were evaluated; the influence of sex on the examiner, nature of the task, and the effect of goal objects which are ends in themselves or means to an end were also considered.

C-8b-9. Stanchfield, Jo M. "Boys' Reading Interests as Revealed Through Personal Conferences," The Reading Teacher, 16 (September, 1962), 41-44.
A study of the reading interests of elementary school boys; implications of the findings for the classroom teacher.

Report of research exploring children's acquisition of language; primary grade children were tested for their ability to imitate, comprehend, and produce active and passive sentences and reversible and nonreversible sentences.

C-8c. Theoretical Discussions


Theoretical formulation of a conceptual framework for discussion and research on the development of achievement motivation and achievement behaviors in children; the specific components of achievement behavior are identified.


Discussion of the factors isolated by research which help determine children's reading interests.


Discussion of the relation of children's interests to their success in mastering the reading process.


Reinterpretation of the theories concerning the relationship of a person's experiences and his development of motivation based upon further research.


Identification and discussion of five psychological aspects of motives which are necessary for
the teaching of reading at any level—cognitive drive, socialization, need for achievement, interest incentive, and the individual nature of reading.

   Discussion of the general nature of interests—their interrelationships with other components of personality, classifications of interests, determinants of interests and definition of with implications for utilizing these in planning activities.

   Examination of many instructional practices in teaching English which may be harmful both emotionally and physically to the child in addition to stifling his language development.

   An examination of children's purposes in reading with implications for development in the classroom.

   Discussion of the sequential nature of interests and tastes in reading by tracing the development of the sequential pattern of the content of what children and adults read, the sequential development of types of materials read, and the sequential development of tastes.

D. DEVELOPMENT OF READING POWER AND EFFICIENCY

D-1. Sequential Development of Reading Power and Efficiency

Report of research investigating the level and rate of acquisition in basic reading skills when mentally retarded learners are compared with normal learners and when normal learners are compared with gifted learners.


Report of a research study which identified and constructed a diagnostic test for fifteen developmental tasks isolated by the research of educators, physicians, and psychologists in which lack of development causes difficulty in learning to read.


Identification of the reading skills which need to be refined and improved in the middle grades--four through eight--in addition to the specialized content area skills which need to be developed.


Discussion of the various aspects of reading in which sequential instruction should be provided--the diagrammatic representation of the relationship among these aspects is presented.


Discussion of the nature and form of the reading program in secondary schools.

Discussion of the nature and components of reading instruction in the secondary schools.

A survey of the attitudes of secondary teachers to assess the degree of responsibility which they felt they should assume in developing reading skills on the part of their students. A second area surveyed was the amount of preparation they had received in their training that would enable them to teach these skills to their students. Inferences were drawn from the findings.

Discussion of the sequential development of the word perception skills—the use of context clues, structural analysis, phonetic analysis, use of the dictionary, in addition to the development of a sight vocabulary.

Discussion of skills development occurring as a result of instruction but for mastery and efficiency in the use of these skills uninterrupted practice is a necessity.

The proposal of a rationale for teaching higher level study habits (college) to superior high school students who plan to enter college or who are presently engaged in taking collegiate courses early. Suggested study methods such as SQ3R and reading specialized charts and graphs are explored for suitability of use on this level.

Discussion of the major skills and abilities entailed in the reading process, examination of models presented for clarification of the skills' categories, and identification of the aspects of reading which are currently recognized.

   Exploration of the concept of developmental integration of reading, integration of what is read with the child's own experiences to such a degree that total integration releases creative potential.

   Discussion of the teacher's role in reading instruction.

   Discussion of a reading program designed to meet the needs of secondary school pupils in terms of developmental, remedial, and recreational aspects. Comparison of present practices in selected schools of the Upper Midwest to the proposed program.

   Evaluation of a program designed to provide developmental and corrective reading experiences for high school sophomores.

   Discussion of the contributions of sequence to learning--from the pupil's point of view--which permit greater depth in learning.
D-2. Readiness-Prereading Skills

D-2a. Research Reviews, Summaries, Bibliographies


An analysis of research literature for the optimum time to begin reading instruction; involves discussion of the concept of reading readiness.


Critical survey of the positions taken by reviews of the effects of early entrance of brighter children to school on their achievement through an examination of the basic studies upon which these positions were formed.


Discussion of readiness for reading instruction as seen from the findings of research studies in reading readiness.


Identification of two specific types of "reading readiness"—time or developmental and experience or training with discussion of the conflicting results of research in these areas.


Examination of the research findings of studies designed to determine the effectiveness of reading instruction for very young children—pros and cons.


Annotated bibliography of references to research
on school readiness which point to the contention that there is no one answer to how children achieve readiness for reading instruction.


D-2b. Research Studies


D-2b-2. Bagford, Jack. "Reading Readiness Scores and Success in Reading," The Reading Teacher, 21 (January, 1968), 324-328. A study designed to measure the relationship between scores on readiness tests given early in a child's educational career (Kindergarten--Grade One) and later measures of his reading success (Grades 2 to 6); tests correlated were Harrison-Stroud Reading Readiness Profiles, Metropolitan Reading Readiness Tests. Iowa Tests of Basic Skills, Large-Thorndike Intelligence Test.

D-2b-3. Balow, Irving H. "Sex Differences in First Grade Reading," Elementary English, 40 (March, 1963), 303-306, 320. A study conducted to determine if the differences in reading achievement in the first grade are the result of the greater educational readiness of girls and when readiness is held constant, are sex differences in reading achievement found.

D-2b-4. Barrett, Thomas C. "Performance on Selected Prereading Tasks and First-Grade Reading Achievement," Vistas in Reading, ed. J. Allen Figurel, International...
An analysis of the mistakes made by two groups of first graders--high and low--while reading orally. The correct features of a set of errors observed in first-grade classrooms were determined and suggestions were made as to the strategies which beginning readers use to identify words.

An analysis of the relationships between readiness and reading determined from correlations between seven reading readiness tests and various methods of teaching beginning reading.

Report of a study of existing test scores for third and seventh grade students to determine the relationship of the following factors to reading: chronological age at time of school entrance, race, sex, general adjustment to the classroom, amount of reading material in the home, family income, and whether father or mother worked.

Report of a longitudinal study of children from kindergarten to the end of grade two to determine
if certain predictive characteristics of academic achievement could be traced.

A study of the effects which chronological age at the time of entering school has on later school achievement.

Discussion of the findings in a study of primary children which relate to sex differences in reading readiness and in first and second grade achievement.

Summary of the factors proposed from the research findings of sex differences in reading achievement which could possibly account for the varying ability of boys in learning to read.

Report of a study which examined sex differences in reading achievement for 13,114 boys and girls in Grades 2 through 8.

Description of a study designed to assess the factors in a classroom situation which cause students to perceive differential teacher treatment when behavior data suggest that teachers provide the same learning environment for both sexes, discussions of findings.

Description of a study conducted to determine how pupils admitted to first grade at an early age compare in the subject areas of reading vocabulary, reading comprehension, arithmetic reasoning, arithmetic fundamentals, language, and spelling with pupils admitted to first grade at a later age at the end of the fourth and fifth grades, and if the younger pupils are academically inferior in certain of these subject matter areas after four or five years, and to what might this inferiority be attributed.


A study of the relationship between adjustment status and the age of school entrance, attendance in kindergarten, scores on the readiness tests, socioeconomic rating, family size and position in family for first grade children who were ranked as having high- and low-adjustment status by their teachers.


A study designed to explore the relationship of non-cognitive variables such as self-esteem, social dependency, identification with and preference for mother or other person, realism to size, and minority identification within a controlled socioeconomic framework to measured readiness for reading. Also explored accuracy of teachers' ability to predict readiness for reading instruction.


Analysis of the relationship of first grade readiness scores to reading achievement in grades three and four as measured by well-known standardized tests.

Description of a study designed to determine what combinations of total scores and sub-test scores from the Wechsler Preschool and Primary Scale of Intelligence (WPPSI), the Sartain Reading Readiness Test (SRRT), and an Oral Language Sample would be the most successful in predicting a pupil's achievement in beginning reading as measured by midyear success on the Metropolitan Achievement Test (MAT).


Description of a study which sought to determine if the individual visual and auditory discrimination tasks were affected by differences in socioeconomic background of the children and to determine if boys and girls across socio-economic levels performed differently in these tasks.


Description of a longitudinal first grade reading readiness program which was designed to measure the effect of an intensified and extended reading readiness program upon first grade reading.


A research study done to determine the predictive value of the coding sub-tests of the Wechsler Intelligence Scale for Children for end of first grade reading achievement. Comparison of the coding sub-test predictability is made with that of the total score predictability of the Murphy-Durrell Reading Readiness Test.


Discussion of the differences in boys' and girls' reading achievement as seen by the reports...
of the first grade reading studies of 1964-1965 sponsored by the U.S. Office of Education, consideration of possible causal factors, and proposal of procedures for schools to follow.


Description of a study designed to determine if there were true differences in the reading achievement of first grade boys and girls when taught by two different approaches—linguistic and basal reader.

D-2c. Theoretical Discussions


Three-part discussion of the concept of readiness: (1) examination of the concept of readiness, (2) cognitive of learning factors in readiness, (3) emotional and motivational factors in readiness with suggested guides for the application of readiness factors in the instructional program.


Discussion of the relationship between visual development and readiness for learning to read.


Discussion of readiness as the framework which enables the child to think.


Discussion of the various commonly accepted factors involved in readiness for reading and what they mean for the classroom.
D-3. Beginning Reading

D-3a. Research Reviews, Summaries, Bibliographies

Description of the purpose, the studies, and the tentative findings of the cooperative 27-cities studies of first grade reading.

Discussion of three levels of contributions which the twenty-seven first grade studies sponsored by the U.S. Office of Education have made to reading research.

Summary and description of thirty years of research designed to isolate the factors which make for success in beginning reading.

Review of research which was designed to isolate the specific word recognition cues most useful to beginning readers.

A review of research studies which have specific implications for classroom instruction at the beginning reading level.

D-3b. Research Studies


Preliminary report of the City College-Carnegie Reading Study whose purpose was to make a critical analysis of the experimental literature on beginning reading methods.


Examination of the research investigating the development of children's thinking processes, the experimental studies assessing the young child's understanding of the technical classroom language describing reading activities, relation of these findings in these two areas to classroom instruction in beginning reading.

D-3b-3. Frymier, Jack R. "The Effect of Class Size upon Reading Achievement in First Grade," The Reading Teacher, 18 (November, 1964), 90-93.

Description of a study conducted to assess the effect of class size upon first grade reading achievement.


Description of a study designed to evaluate the effectiveness of specific instruction in helping first grade children become aware of variant word endings.

D-3c. Theoretical Discussions


Discussion of the interaction factors of the characteristics of the student and the characteristics of the classroom situation as the major determinant of success or failure in learning to read in the classroom.


An analysis of classroom detection and remediation of weaknesses which without specifically tutored instruction may lead to severe reading disability.

   Exploration of research thinking concerning the effects of the learner's self-image and how well he learns; description of a proposed research study to assess first graders' concepts of reading.


   Discussion of the basic skills which should be developed in a beginning reading program regardless of the grade level of the child.


   Discussion of the conditions which led to the development of a concept of readiness; examination of the weaknesses of the original concept and the research based upon it; discussion of the concept as it was refined during the 1960's with implications drawn for future research.


   Development of a word list of basic sight vocabulary to be used for beginning reading instruction.


   Discussion of the inherent factors within early teaching and emphasis upon reading which may cause students to build a wrong conception of use and values of reading.

Discussion of the basic principles upon which a successful reading program in the primary grades should be based.

Description of the many facets of the reading program in first grade.

Since reading is not a discipline it has no underlying key concepts but depends upon the teacher's philosophy and command of techniques for teaching beginning reading. A list of 20 key concepts around which a philosophy of beginning reading instruction can be built is provided. Gathered from research.

Discussion of the factors to which attention given in kindergarten and first grade would possibly eliminate many reading difficulties.

Discussion of the weaknesses apparent in the study designs and controls imposed upon various studies within the twenty-seven first grade studies sponsored by the U. S. Office of Education.

Discussion of a series of research studies
designed to isolate the factors which cause the reading achievement of boys to differ from that of girls.


Paper proposing that first grade children are capable of productive reading-thinking; description of one group of first grade children's interactions with their teachers' questions about their impressions and reading.


Presentation of a method of teaching beginning reading which utilizes the best of both the "phonic" and the "look-and-say" methods.


A comparison of the results of a study of children's oral language patterns in many daily life situations with earlier significant studies of children's language to provide a description of first-grade children's language patterns.


Empirical research study examining the effects of appropriate-differential treatment of the sexes at the primary level upon reading development, personality development and listening scores.


Examination of three classes of skills which beginning readers must master in order to perform the reading act successfully--task skills, oral language skills, and decoding skills.


Discussion of the relationship of speaking-listening activities to the initial and continuing program in reading and writing.
Review of the research on various aspects of word perception.

Report of two studies investigating the role played by the acoustic and associative characteristics of words and the retention of these words by second-grade and sixth-grade subjects.

Report of a follow-up study to Arthur S. Trace's "Vocabulary Control in Basal Reading Material" conducted in 1958 and included in this study guide. Discussion of the results; issue taken with Trace's conclusions.

Description of a study which was designed to identify the word recognition skills possessed by a random sample of fourth grade students in North Carolina, and to determine if there was a pattern of word recognition skills acquired by students on three reading achievement levels, and to further determine if there were certain word recognition skills taught in the basal reader program which did not contribute to reading achievement.

Report of a study which attempted to isolate factors that may be predictive of future retardation in acquiring reading skills; fast response time to visual matching problems and its accompanying high error scores were compared with long decision times and low error scores in the same subjects on both the first and second grade levels.


Report of a study which followed 96 school children's achievement in reading from grade one through grade six.


A study of the techniques used by kindergarten and first grade children in recognizing words.


A study of the degree of strength of association between word pairs and its facilitation of the learning to read these words.


A discussion of the direction and findings of research studies conducted during the early 1960's in the area of vocabulary development.


A study was made of a realistic list of vocabulary words for third grade children constructed from their original compositions and compared to five published studies—Edgar Dale's and Jeanne Chall's list of 3,000 familiar words, Arthur J. Gates' list of words suggested for the primary grades, the Gates' spelling list, Henry Rinstand's A Basic Vocabulary for Elementary School Children,
and Edward L. Thorndike and Irving Large's *The Teacher's Word Book of 30,000 Words*. Determined if words children used were included in these lists and the grade level placement.

**D-4a-3. Theoretical Discussions**


Discussion of the vocabulary development program in the primary grades—its purposes, the general setting for language instruction, evaluation of the children's development, the disadvantaged child as a special case, and personalizing vocabulary development.


Discussion of the increased need for an expanded sight vocabulary in the upper elementary grades, examination of both the values and limitations of sight vocabulary in the child's repertoire of word attack skills.


Discussion of the scope and content of the reading program.


Summary-discussion of select research related to the development of children's vocabulary in the school setting with a listing of principles to be considered by teachers when planning for vocabulary work.
Importance of wide reading to skill development and development of permanent interests in reading.

Identification and discussion of four major word recognition skills which are developed in a reading instructional program; critical examination of the instructional program developing these skills.

Discussion of the development of a word attack approach in the beginning reader.

Compilation of a basic word list based on words introduced in five basal reader series--Scott-Foresman, Ginn, Macmillan, Houghton-Mifflin, and Heath--and the Fry and Dolch Word Lists; entries are graded for the mean grade level on which they are introduced.

Discussion of selected research studies which attest to the need for vocabulary building, various programs for vocabulary building and sources of ideas for implementing such programs.

Discussion of the need for a program of word attack training which allows upper elementary level pupils to read effectively any materials of interest to them; description of the use of such skills in an actual reading setting.


D-4a-3-12. Wagner, Guy. "Building Vocabulary Power," Education, 87 (April, 1967), 503-508. Discussion of the basic guidelines and objectives for building the vocabulary power of students with an examination of general and specific activities for developing this ability; bibliography of sources of developmental activities for vocabulary study.

D-4b. Phonetic Skills

D-4b-1. Research Reviews, Summaries, Bibliographies


An annotated bibliography of selected research in phonics which followed the Emmett A. Betts (1956) and Nila B. Smith (1957) summaries and reviews of phonics research. Sixteen such studies including Betts' and Smith's are cited.


Annotated bibliography of sixteen controlled studies or summaries of research related to phonics as a word identification skill.


Critical examination of selected phonics studies listed as rigorously controlled research by the Gurren and Hughes analysis published in the April, 1965 issue of the Journal of Educational Research.
D-4b-2. Research Studies


Summary of a study which sought to determine the utility of phonic generalizations in reading instruction through application of recommended generalizations to a list of words representative of words encountered in reading in grades one through six.


Report of a research study which was designed to plot the growth pattern of phonic skills for children in grades two through six.


A study of the 17,310 words utilized in the Hanna, Hanna, Hodges and Rudolf study entitled Phoneme-Grapheme Correspondences as Cues to Spelling Improvement to determine the grapheme to phoneme relationships in order to classify the sounds of all "vowel-vowel" combinations.


A study of 5,000 highest frequency words on the Rinsland list to determine the validity of the "two-vowels-together rule." Exploration of other adjacent vowels such as ea, ai, ie, ee, y, w, and the diphthongs oy, ou, oi, ou, ew; suggestions for application of the findings to beginning reading.


Examination of the relationship between instruction in phonics and success in the beginning reading program.
Summary of a study of the utility of phonic generalizations when applied to words occurring beyond the primary reading level.

Identification of the number of words in the "Basic Word List from Basal Readers" developed by Stone and Tracy in 1963 which have a short vowel before two consonants; determination of the grade levels where this pattern would be of most help to the child.

Summary of the major positions regarding phonics instruction which are supported by research.

Report of an action-research project which assessed the effect of teaching vowel generalizations on first-grade reading achievement.

Description of the findings of a study designed to compare the effects of a gradual approach to phonics instruction with a program of early teaching of letter names and sounds in beginning reading instruction.

Report of research designed to determine the relationship of matched phonics instruction to overall reading achievement and desire to read and to determine the degree to which phonics instruction is matched to the specific abilities of individual children.

D-4b-3. Theoretical Discussions

Discussion of how phonics should be presented, what content should be included in the program, and when phonics should be emphasized in order to provide working guidelines for teachers planning instructional procedures.

D-4b-3-2. Betts, Emmett A. "How Well Are We Teaching Reading?" Elementary English, 38 (October, 1961), 377-381.
An evaluation of present-day reading instruction in terms of meeting individual differences and children's interests, phonics, and thinking.

Discussion of the linguistic contributions to word perception skills which are changing the patterns of phonics teaching--comparison of each new procedure with the older phonics method.

Discussion of the phonics controversy and presentation of a practical approach to the role which phonics should play in the reading instructional program.

An informal study of the usefulness of phonic generalizations presented in four widely used sets of basal readers.
   A paper proposing the idea that the method of teaching phonics perhaps would lead to the reading difficulty attributed to the look-say method; explanation of functional phonics through illustration.

   Discussion of the theoretical problems underlying the teaching of phonics in beginning reading.

   A history of the phonics method of teaching from Colonial days to the present.

   Discussion of the role assumed by phonics in the first grade program--how the knowledge of phonics helps improve children's efficiency in word recognition, when phonics instruction is most helpful for the child, and who receives the most help from instruction in phonics.

   Discussion of the proper place of phonics among the repertoire of word recognition skills.

   Discussion of three basic issues in phonics
instruction—the content of the program, the time instruction should begin, and who will profit most from such instruction—as seen in the findings of phonics-related research.

Discussion of the alternative explanations of why correlational studies have found letter-naming to be indicative of reading achievement in first grade when experimental projects training children in this task find no relation to later reading achievement.

A response to public criticism that children in America are not reading as well now as in former times, and that the reason for the lowered achievement is the exclusive use of the word method; contrast phonics vs. word method in historical perspective.

A summarization of the major points of agreement reached at the Policy Conference on Reading in September of 1961 in response to growing public concern that phonics instruction was being neglected in the teaching of reading; explored teaching methods employed at this time.

Discussion of the strengths and weaknesses of phonics instruction as seen by a linguist.

D-4c. Structural Analysis

D-4c-1. Research Studies

Report of a study designed to assess whether the commonly taught phonic generalizations apply more often for some individual single-vowel graphemes than for others and to study the role of accent or stress as a cue to phonemic behavior.

Report of a study designed to determine the extent to which pupils learn and apply certain generalizations concerning the placement of accent when unlocking unfamiliar words of more than one syllable.

D-4c-2. Theoretical Discussions

Discussion of vocabulary development through the teaching of prefixes, suffixes, and root derivatives; their operation as syllables open the possibility of the child's attaining a large working vocabulary provided he is capable of making a transfer of the training.

Discussion of the purposes of syllabication instruction in reading instructional programs with an examination of the weaknesses of such objectives caused by the true nature of syllabication.

Examination of the two theoretical positions taken by reading specialists and linguists toward teaching syllabication as a necessary word recognition skill; proposal of six essentials upon
which a new approach to syllabication may be based.


Discussion of the positions taken by recognized reading authorities regarding the need for teaching the placement of the accent mark; no empirical research was available in this area on which evaluations of these positions could be made.


General discussion of syllabication and its usefulness in unlocking the pronunciation of new words with special attention being given to three syllabication rules.


A paper exploring some of the problems which accompany the context of structural analysis as found in professional methods textbooks and basal reading series.


Critical examination of the manner in which syllabication is taught in the schools when viewed within the context of linguistic findings about the English syllable.

D-4d. Context Clues

D-4d-1. Research Studies


Report of research which analyzed the oral reading errors made by first grade children during one school year; errors were analyzed in terms of their contextual constraints or "making sense" in light of preceding context and graphic
constraints or graphic approximation of error response to printed word; three major phases of development were identified.

D-4d-2. Theoretical Discussions

Discussion of the use of context clues as an important aid for vocabulary growth in the elementary grades.

Discussion of the uses of context clues to enhance word recognition and comprehension; suggestions for instructing students in their use.

Discussion of the uses of context clues and how they work in word recognition with proposal of a simplified classification scheme of context skills which teachers can use as a guide for instructional planning.

Discussion of the values and underlying principles of beginning "content reading" or study-skill instruction in the primary grades.

D-4e. Dictionary Skills

A discussion of the various aspects of dictionary readiness—readiness for locating words, readiness for deriving the meaning, readiness for pronunciation—which are essential before instruction in the use of the dictionary.

D-4e-2. Butler, George E. "Using the Elementary School Library," Education, 84 (December, 1963), 213-216. Discussion of the role assumed by the library of an elementary school with specific attention given to reference skills which must receive systematic attention of the students are to use the library effectively.


D-4e-5. Mower, Morris L., and LeRoy Barney. "Which Are the Most Important Dictionary Skills?" Elementary English, 45 (April, 1968), 468-471. Presentation of a list of the most important dictionary skills for both teachers and students to know—as agreed upon by leading dictionary authorities.


Discussion of the values of dictionary study and the developmental sequencing of dictionary skills in the instructional program.

D-5. Comprehension Skills

D-5a. Research Reviews, Summaries, and Bibliographies

Review of research which was designed to determine the relationship between reading comprehension and reading speed.

Examination of the research investigating the specific abilities which comprise the skill of critical reading and the extent to which instruction can develop these abilities; implications are drawn for classroom procedures.

Discussion of the findings of research studies exploring the possibility of teaching students how to read critically.

Annotated bibliography of the literature pertaining to critical reading with entries classified according to the following types: theoretical articles, research reports, and methods and materials for teaching critical reading.

Discussion of the research designed to identify the role played by the frequency with which words appear in a passage in aiding comprehension or readability.

Annotated bibliography of selected references exploring critical and creative reading.

Description of studies designed to examine the relationship between the number of oral reading errors a second grade child is likely to make and the syntactic complexity of the sentences he is reading.

Examination of selected research studies which explored the relation of syntactical structures of written material to comprehension of the materials when they are read.

Discussion of the authors' research studies seeking to determine the relationship between dimensions of affect (feeling) and cognition (thinking) in reading comprehension; proposal of some preliminary hypotheses and suggested rough model to be used to help clarify the complex phenomena involved in the reading process.

D-5b. Research Studies

Description of a study which compared fourth grade children's scores on the Gates Level of Comprehension Test with their performances on the Bond, Clymer, Hoyt Silent Reading Diagnostic Tests to assess the effect of certain reading skills on comprehension at this level.


Examination of the relationship between the act of reading, reading comprehension, and creative thought; description of research carried out by the Berkeley Creativity Project and especially the General Problem Solving Program which consists of self-instructional lessons designed to help fifth grade students master a number of thinking strategies which will help them solve problems.

Davis, John E. "The Ability of Intermediate Grade Pupils to Distinguish between Fact and Opinion," The Reading Teacher, 22 (February, 1969), 419-422.

Description of a study designed to assess the ability of fourth, fifth, and sixth grade pupils to distinguish between statements of fact and statements of opinion.


A report of a research study designed to investigate the validity of providing directed reading to improve silent reading comprehension.


Report of research studying the ability of children, ages five to nine, to comprehend the meaning of sentences whose semantic content was varied.


Discussion of the relationship between speed of reading and comprehension in reading with
identification of a higher goal than faster reading—that of power of reading or reading to obtain a working knowledge of the ideas presented in print; theoretical discussion of power of reading and report of a Substrata-Factor Analysis of 56 tests to identify the substrata factors underlying power in reading; presentation and discussion of models of power in reading.


Report of a research study of the relationship existing between reading comprehension and concrete thinking—is there a difference in the abstract and concrete behavior exhibited between the advanced and retarded readers.


Report of a research study designed to investigate the relationship between critical listening, critical reading, and related variables at the elementary school level in addition to assessing whether growth in critical listening results from training; transfer from training in critical listening to reading and to critical reading was also investigated.


A pilot study of curiosity as a factor in reading comprehension.

Niles, Olive S. "Comprehension Skills," The Reading Teacher, 17 (September, 1963), 2-7.

An exploration of three basic abilities which discriminate between the reader who comprehends well and the reader who does not.

Report of the effects which sentences of varying structural complexity have on primary grade children's oral reading, silent reading, and listening comprehension.


A study designed to assess the relationship of identification and organization to comprehension for both good and poor readers.


Description of a study which sought to determine the effectiveness of specific instruction in listening skills for raising the levels of reading skills development and increasing the ability to read critically in fourth, fifth, and sixth grade pupils.


Report of a research study designed to determine if level of reading comprehension is a direct function of the amount of redundancy of syntactical elements used in written materials.


A study conducted to investigate the effect of the similarity of oral and written patterns of language structure on reading comprehension.

Report of a study investigating the relationship of reading interests to comprehension of what is read.


Report of research designed to determine whether syntactically more complex structures increase reading difficulty or whether all students, regardless of grade level, have the same syntactic skills and read with equal facility material written at different levels of syntactical maturity, provided the vocabulary and content are held constant.


An exploratory study of semantic sensitivity with full discussion and illustration of the test instrument designed to measure certain factors thought to be characteristic of semantic sensitivity.


A study of the effects on reading comprehension of having students of varying sex and grade level achievement read sentences using oral sentence patterns most common on their level with comprehension of sentences written with infrequent oral patterns. Implications are drawn for beginning reading instruction, the writing of classroom materials for children, and uses of tests measuring the relative difficulty of select oral language patterns as well as suggestions for further research.
   Study of the effect on reading achievement of encouragement of pupil judgment in the guided reading lesson in first grade classes.

   Report of a research project exploring the feasibility of teaching elementary school children how to read critically and to determine the relationship between critical reading ability and factors such as intelligence and sex.

   Description of a study exploring the relationship between the measured reading comprehension and basic sentence types and sentence structural patterns in the composition writing of second and third graders.

D-5c. Theoretical Discussions

   Discussion of the relationship of critical reading to creative reading and proposal of a set of guidelines to be used by teachers of primary children in the development of this higher level of reading.

   Explanation of a new approach to grammar through sector analysis which helps students understand sentence units and their relationship.

Discussion of the process of concept formation in children as documented by the research of others as well as that of the author; examination of the acquisition of word meanings and the role of verbalization in the acquisition of concepts.


Proposal of the idea that contradiction should be examined in the classroom and description of an instrument designed to measure the extent of this contradiction.


Discussion of four areas in which new findings have been added and thinking has been extended in relation to the interpretive process.


Discussion of the operation of comprehension skills during critical reading and in problem solving situations.


Discussion of the research advances made in measuring the difficulty children have in understanding materials, the measuring and describing of the linguistic features of the materials that are important in affecting comprehension, and expanding and refining readability formulas to use in appraising the usefulness of reading materials for particular levels of reading ability.

Discussion of the relevance of reading programs and reading materials for instruction to the realistic description of how speakers of English use the language today in various situations; suggestions are made for relating the common uses of language to the instructional program.

Exploration of divergent thinking as a means for increasing critical and creative reading ability.

A discussion exploring the teachability of higher levels of reading comprehension in the classroom. Suggestions are offered for developing higher level comprehension through guided reading.

Presentation of a construct or model of comprehension; description of the mental steps involved in the process of comprehending a passage.

Description of a procedure which could help students become aware of the patterns of their functioning while reading and aware of how others do it with suggestions helping those who have difficulty comprehending what they read become more proficient in the use of patterns which would help them understand better.

Discussion of the importance of purpose setting behavior to critical reading and the use of the directed reading lesson as a medium through which the student can be taught to read and think.
critically. Suggests the steps in a directed reading lesson which the teacher can utilize in developing these skills.


Explanation of the concept of reading comprehension and the skills involved with proposed guidelines for its teaching and evaluation in the classroom.


Discussion of the tendency of authors of theoretical papers discussing reading to equate the concepts of critical reading and critical thinking; identification of two different concepts involved in the critical reading discussions found in reading literature.


Identification of English sentence structures which limit the student's grasp of the meaning of a passage if he is not aware of the manner in which they signal meaning.


Examination of critical thinking as an entity for teaching; examination of its development within the context of critical reading and critical listening.


Explanation of the new definition of the concept of grammar as it is currently being used by linguists; discussion of its development in students and its effect on comprehension.
Presentation of a list of nine major aspects of critical thinking with accompanying criteria for judging statements; designed as a guide for classroom instructional use.

Discussion of what is meant by reading comprehension through an analysis of the tasks involved when a person reads a discourse (argument and exposition)--word perception, vocabulary, and rate are intentionally not discussed for the sake of clarity.

General discussion of dialect differences among speakers with specific attention given to those differences which can possibly cause difficulties in learning to read.

D- 5c-22. Guszak, Frank J. "Teacher Questioning and Reading," The Reading Teacher, 21 (December, 1967), 227-234
An examination of the question and answer interaction between the teacher and her students in the reading circle as to the manner in which the reading-thinking skills were developed. Identifies levels of thinking topped by the teacher's questions. Offers suggestions for a teacher to identify her specific tactics.

Discussion of the proposal that appreciation of literature can be enhanced by the children's reading it critically; identification of the skills necessary for reading literature critically.
Discussion of critical reading as a phase of comprehension; definition of critical reading with discussion of its development.

Discussion of the special skills involved in both critical and creative reading which children on the upper elementary level must develop in order to obtain the fullest meaning from their reading.

Discussion of the manner in which syntax provides clues to the meaning of English sentences.

Discussion of critical reading as a necessary and feasible component of the reading instructional program in the primary grades.

Discussion of critical reading as another form of critical thinking since reading cannot occur without thought.

Discussion of the skills and abilities which should be developed to permit students of all levels to react thoughtfully and critically to what they read.
An analysis of factors which cause difficulties in the teaching of comprehension.

Discussion of the role which concepts and meaning vocabulary play in the reading-thinking process or comprehension of what is read.

Discussion of set, attention, and purpose in their relationship to comprehension while reading with implications for their development during reading instruction.

A summary evaluation of the separate skills identified by writers as comprising reading comprehension. The fallacies of such classifications are examined and a remedy proposed.

D-5c-34. Light, Timothy. The Reading-Comprehension Passage and a Comprehensive Reading Program," English Language Teaching, 24 (January, 1970), 120-124.
Discussion of the weaknesses of the "reading comprehension passage" currently in use for teaching English as a second language to students. A suggested outline of materials to be developed ranging from primary through intensive reading levels should be used at appropriate times in students' instruction.

Discussion of the importance of critical thinking and suggestions for its development in the primary grades.
Quaintance, Brother William J. "Critical Reading--As If There's Any Other Kind," The Reading Teacher, 20 (October, 1966), 49-53.
Discussion of the general nature of critical reading and the characteristics of a critical reader.

Discussion of comprehension as the result of meaningful reading; exploration of the role which the other language arts play in achieving this comprehension.

Russell, David H. "The Prerequisite: Knowing How to Read Critically," Elementary English, 40 (October, 1963), 579-582, 597.
A discussion of critical reading placed within the larger context of critical thinking; nine principles relating to critical thinking and supported by research findings are offered as guides to action in developing critical thinking.

Discussion of the nature of semantics and its importance for education today.

Review of the seven major approaches used by researchers of the process of reading comprehension for the information they provide about the process; a new direction for the study of comprehension is suggested.

Identification and discussion of the hierarchy of comprehension skills; discussion of the increasingly complex selections to which a child
is exposed as he moves from grade level to grade level.

A look at the blanket term "comprehension" in a new light to stimulate fresh thinking and to delineate the true fundamentals of meaningful reading--(1) concepts, (2) linguistic ability, and (3) the use of the thinking process.

Exploration of the need for concentrated teaching of the comprehension skills; proposal of a four category grouping of comprehension skills ranked in ascending order to assist teachers in planning classroom instruction in this area.

Discussion of the term "critical reading" for the purpose of identifying its proper position as a skill in comprehension.

Discussion of reading as a thinking process with reading purposes stemming from the children's own thinking, not the teacher's questions.

Discussion of extending children's reading skills by allowing creative thinking to assume a role in reading activities.

Consideration of various views of the components of critical reading for the purpose of isolating common characteristics which specifically identify critical reading.

Discussion of the development of discriminant readers through the development of critical thinking as a basis for that discrimination; review of research and current theory relating to critical thinking.

D-6. Study Skills

D-6a. Research Reviews, Summaries, and Bibliographies


Summary of research studies which analyze specific study skills for their contributions to improving student efficiency; because no concise list of study skills has been drawn up and agreed upon by reading experts, David H. Russell's proposed list in Children Learn to Read guided the selection of the research to be included.


Discussion of the findings of research related to children's use of graphic materials; whether skill in the use of these aids can be taught, and the logical progression in teaching skills of reading charts, diagrams, and graphs are explored.

D-6b. Theoretical Discussions


Paper exploring the many facets of study--its nature, the reading-study purpose, the skills involved in study, and study skills programs.

Presentation and discussion of four models of the reading-study skills which group all subskills of study reading into four broad categories for ease of student and teacher evaluation.

   Proposal of a developmental sequence of teaching children to use books skillfully and efficiently.

   Descriptive Analysis of index entries contained in reading, mathematics, science, and social studies texts for grade two, four, and six.

   Discussion of the development of selected work-study skills in functional situations.

   Description of factors under an elementary school teacher's control which can be used to improve the child's use of the dictionary.

   Exploration of the dictionary as a source-book from which to teach children about the characteristics of the English language.

   Identification of four clusters of research study skills; detailed discussion of the knowledges and skills commonly employed in one of those clusters—locating information with suggestions for their development.

**D-6b-9.** Smith, Nila B. "Teaching Study Skills in Reading," *The Elementary School Journal*, 60 (December, 1959), 158-162.
Discussion of the concept of study skills in reading; identification of those skills common to all study situations and the specific study skills utilized only in each specialized content area: mathematics, science, and social studies.

D-6b-10. Townsend, Agatha. "A Developmental Program in Study Skills?" The Reading Teacher, 16 (January, 1963), 261-264. An exploration of the thinking on the place of study-type skills in the reading program from the elementary school through college.

D-7. Rate of Reading

D-7a. Research Reviews, Summaries, and Bibliographies


D-7a-3. "Research," The Reading Teacher, 21 (November, 1967), 169-173. An examination of research investigating pupil's understanding of the concept of flexibility in rate of reading for different purposes, whether they practiced flexibility, and if such ability could be taught to elementary pupils.

D-7b. Research Studies

D-7b-1. Amble, Bruce R. "Phrase Reading Training and Reading Achievement of School Children," The Reading Teacher, 20 (December, 1966), 210-218. Description of the findings of a study which was designed to compare the effectiveness of two
approaches of phrase training on subsequent reading achievement of intermediate grade subjects.

A study designed to determine if flexibility of rate of reading occurs after a reading improvement program; construction of an instrument which determined if this quality could be measured.

A study of the relations between speed of reading, the number of target items for which the subject was searching, and the number of target occurrences in the text--tasks similar to those occurring in normal reading.

A survey of research which proposes to measure the relationship of speed and comprehension in reading. Cites those studies abstracted in journals and notes they pertain mostly to elementary or college level subjects--junior high and high school subjects not reported on much.

Report of the findings of an expanded study of the rate with which good readers read varying types of materials. Sixth graders and skilled adult readers are compared for variation of rate. Rate of reading is separated into component aspects for a more adequate measure. An understanding of statistical t-tests and product moment correlations would be helpful. However, the findings are carefully explained.

Report of a study which compared the able adult readers with the sixth graders in their
ability to vary their rate of reading when reading for different purposes.

Report or a research study designed to isolate the factors which contribute to power and speed in reading; presentation of a model which shows the relationship of the various substrata factors which accompany the development of speed of reading in grades three to six.

D-7c. Theoretical Discussion

An attempt to provide sufficient background information on the factors involved in speed reading and the results of specialists' work in this area to help a teacher decide if a course in speed reading is what he needs--provides a background against which proposals for increasing speed in the elementary school can be evaluated.

Presentation of ten statements concerning improvement of rates of reading in the classroom based upon the theory that the amount of understanding dictated by the purpose of the reader is the major determiner of speed of reading.

Paper discussing the optometric basis of speed reading with description of a program of visual training using optometric type equipment to increase the speed of already adequate readers.

A paper elaborating upon what is meant by flexibility of rate in reading by examining both the internal and external controls applied by the reader as he reads.

Explanation of the nature and function of flexibility in reading based upon the findings of research.


Identification of those factors which are related to the ability to read and those factors that are actually reading itself, to aid the reader in understanding the reading process; discussion of speed as a concomitant of the interaction between the reader's purpose for reading and his experiential background.

Spache, George D. "Is This a Breakthrough in Reading?" The Reading Teacher, 15 (January, 1962), 258-263.

A scientific analysis of the claims made by news media about the success of the Reading Dynamics Institute of Washington, D. C., whose workshops are held throughout the country under the direction of Mrs. Evelyn Wood. The opinions expressed are based upon research in reading pertaining to this subject.


Discussion of the compatibility of the concept of speed of reading to the concept of flexibility of reading.


Discussion of the weaknesses inherent in proposing to teach flexibility in rates of reading; proposal of procedures to identify exactly the tasks to be performed which lead to increased flexibility.

Report of observations of 2,000 professional adults in the Washington, D.C. area whose purpose was to increase their speed of reading; discussion of those characteristics common to all of the fast readers.


Discussion of what is meant by speed of reading.

Tinker, Miles A. "Devices to Improve Speed of Reading," The Reading Teacher, 20 (April, 1967), 605-609.

Discussion of the usefulness of devices on the instructional supply market which are designed to improve the speed of reading by training eye movements.


Report of research examining the relationship between phoneme blending and silent reading achievement to determine if boys and girls differ in their ability to blend phonemes.


Report of a study of one child’s miscues while reading orally using Goodman’s Taxonomy of Cues and Miscues in Reading with discussion of data.


Comparison of the oral reading achievement of groups of Scottish and American children for
the purposes of obtaining evidence on differences in age of starting formal instruction and in the nature of instruction; the relationship between developmental and instructional factors in learning to read orally was also assessed.

    A study of the covert language responses—chin and lip activity, breathing rate change, and subvocalization—manifested by readers from grade one through college levels when reading silently.

    Discussion of the weaknesses in the research and textbook writings about the skimming process in silent reading with discussion of the author's observations on the findings of such research at the University of Illinois.

    A study of the effects of providing an echoic or oral response before silent reading on the improvement of achievement in the reading of first grade children and on the reduction of their vocalization.

    A study of the relations between perceptual and syntactic factors in reading as evidenced by third- and fifth-graders and college students using the eye-voice span technique.

    Description of an action research project for improving the oral reading skills of intermediate grade children.
Discussion of words which serve as signals for word groups and their relationship to reading with proposals for classroom procedures in making the children aware of these.

Examination of the value of oral reading in the reading instructional program in view of the current findings of linguists, reading experts, and college teachers.

Review of the traditional values of oral reading accompanied by descriptions of expanded uses developed by researchers and imaginative teachers.

Discussion of the real purpose of reading instruction with an evaluation of both oral and silent reading to determine the most appropriate means of achieving this purpose.

Identification and discussion of two major categories of oral reading skills--interpretation for effective reception of meaning and interpretation for effective conveyance of meaning.

An examination of the usefulness of oral reading within today's reading instructional program.
A discussion of oral reading in its relation to group reading--when it should be done, its usefulness, and prerequisites for success.

E. READING IN THE CONTENT AREAS

E-1. General Overview

Discussion of the new trends in the teaching of the content subjects, the resources for use in content teaching which are available now, and suggestions for future teaching and research in these areas.

Discussion of the purposes for assessing the reading needs of students in the content areas plus a discussion of the techniques available to the classroom teacher for this purpose.

Discussion of the importance of an intermediate-upper grade teacher's providing specific instruction to help pupils use subject matter textbooks efficiently.

Discussion of the nature of subject matter texts which necessitates a teaching approach similar to that of the basal reader, especially for the phase which sets purposes for the reading.
Annotated references to three studies on reading in the content areas.

A study of the relationship existing between intelligence scores and gain in reading, arithmetic reasoning, social studies, and science achievement in addition to determining whether a gain in reading achievement is related to a gain in arithmetic reasoning, social studies, and science achievement.

Discussion of the development of the language skills which are basic to further learning in the content areas as they are developed through actual use in the unit problem-solving approach.

Description of the construction of four basic word counts--one in each of these areas, arithmetic, health, science, and reading--and discussion of the findings in relation to teaching in the classroom.

A bibliography of 20 studies of a theoretical nature related to instruction in mathematics, social studies and the natural sciences where reading is "applied" or used as a tool for further learning.

Proposal of a list of criteria by which a teacher in any content-area subject can check to see if he is effectively teaching reading in his subject.

An examination of research documenting the problems students experience in reading textbooks in the areas of science and social studies.

Discussion of three major factors which govern sequence in developing reading abilities in the content areas--basic concepts and generalizations, the type of problems to be solved, and the research techniques required.

E-2. Social Studies

Discussion of ten specialized reading competencies necessary for effective reading in social studies and literature.

An analysis of several basal social studies texts for the elementary school to determine levels of readability within and between the books of a series.

Report of a research study designed to measure the effect which indefinite terms of time and space have on children's comprehension of social studies materials.

Discussion of a dilemma faced by social studies teachers—that of either helping students master the content of the subject or take time for teaching specified study skills; discussion of how this dilemma can be resolved.

Discussion of three major categories of skills—pronunciation, meaning, and application—whose development will allow social studies reading to become interesting and meaningful.

Discussion of the sequential development of map and globe skills with examination of the particular skills involved; suggestions of appropriate activities for developing these are given.

Discussion of three basic considerations in social studies teaching—the emphasis to be placed upon concepts and generalizations, the manner in which these concepts and generalizations are acquired by the young student, and how reading is related to their development and to the acquisition of effective methods of inquiry—set within the area of geography for amplification.

Discussion of the processes involved when a person reads critically with elaboration on the form these processes take on the primary, intermediate and upper-grade levels and in the social studies curriculum.


Discussion of professional interest in teaching content reading-study skills with two annotated references explaining the relation of reading to social studies and English.


An investigation of the reading skills which fourth grade pupils actually use as they attempt to solve problems—a pilot study utilizing the interview and introspective techniques as well as analysis of written reports.


Identification of four objectives based on the philosophy that mental growth is continuous and depends on both physical maturity and learning; discussion of ten map skills which need development in order to achieve these four objectives.


Discussion of the relation of all areas in the curriculum in producing children with permanent interests in reading; content subjects of mathematics, science, social studies, and literature are very suitable for this, yet each presents unique reading skills which the child must master in addition to basic reading skills; explores the area of social studies in detail.
E-3. Science


Success in the content area of science is closely correlated with a child's mastery of reading skills.


Discussion of the major cultural pressures which are creating changes in the vocabulary and the teaching of reading in the natural sciences; implications are drawn for research needed to determine the instructional procedures which would be most effective in line with the advanced knowledge of the physical sciences.


An analysis of a new science program called Intermediate Science Curriculum Study centered at Florida State University is made to determine the extent to which developmental reading skills coordinate with the program.


Discussion of the value of a science reading vocabulary in helping the student obtain information about science independently; examination of the techniques available for the development of such a vocabulary.


An exploration of the relationship of reading as a spur to scientific experimentation and of science experiences as a spur to further reading.

E-3-7. Williams, David L. "Rewritten Science Materials and Reading Comprehension," The Journal of Educational Research, 61 (January, 1968), 204-206. A study of the effects upon comprehension and rate of reading when sixth-grade science materials are rewritten on a third grade level and used by poor, average, and above average students.

E-4. Mathematics

E-4-1. Aaron, Ira. "Reading in Mathematics," Journal of Reading, 8 (May, 1965), 391-395, 401. Identification and discussion of five areas of responsibility which a mathematics teacher has in teaching the specialized reading skills and understandings of his subject.


Report of a research study designed to determine whether the ability of intermediate grade students to solve verbal problems could be increased by special instruction in selected arithmetic-reading skills; also studied were experimental teaching materials and an experimental test instrument.


Discussion of the prevailing thinking about the teaching of reading in mathematics; both surveys and experimental research are examined.


Analysis of the areas of math and science for the particular reading study skills peculiar to each which upper elementary students must master.


Discussion of the difficulties experienced by students when reading modern mathematical materials with implications for classroom instruction.


Report of a research study designed to assess children's knowledge of mathematical vocabulary while using the "New Mathematics" books with the vocabulary knowledge of children in 1930, since a mathematical vocabulary is necessary for understanding the reading materials of the subject.

Report of a study which investigated the achievement gain in arithmetic problem-solving when the specialized quantitative vocabulary was acquired by using direct-study techniques; the mean gain of children of various intellectual levels and sex was also investigated.


Report of a study which examined eight modern math books used in the primary grades for the new words or mathematical vocabulary presented; compilation of a list of new math terminology.

F. GROUPING FOR INSTRUCTION

F-1. Research Reviews, Summaries, and Bibliographies


Summary of the research which provides data on the degree to which various grouping practices within classes or between classes or grades increase achievement in reading.

F-2. Research Studies


Description of a study which was designed to determine the effectiveness of using the reading comprehension score as a means of reducing the range of differences in skills among relatively bright third grade children to form homogeneous classes.

Report of a longitudinal study designed to compare the reading achievement of children who had had two or more years of small group instruction with those who had had only one year or none.

Report of two controlled research projects designed to evaluate two major assumptions held by proponents of homogeneous grouping (1) once pupils have been placed into such groups individual differences in achievement have been severely limited, and (2) increased achievement is an automatic result of homogeneous classes.

Report of a study comparing the achievement of students in grades three, four, and five when taught in a homogeneous grouping situation with the achievement of others in their same grades taught in a heterogeneous situation.

A research study conducted to establish if certain common devices used for reading level group placement was better suited for the task than some of the others; instruments utilized included Gates Advanced Primary Reading Test for Grade 2 and Grade 2, Buck's County Reading Test, and the Kilgallen Informal Reading Inventory, Form I. Comparisons were made to a teacher grouping pattern utilizing 3 and 5 groups.

A survey of actual grouping practices employed by teachers using the basal reader approach. Sampled the degree to which teachers used the concept of flexible grouping proposed by reading authorities.
Report of a study which replicated Patrick J. Groff's 1962 survey of basal reading grouping practices to determine the extent to which pupils are mobile in their classroom reading groups.

Description of the findings of a survey of eight teachers' reasons for moving a child from one reading group to another; basal reader instruction employing three ability groups was the main mode of instruction.

An experiment employing varying grouping patterns to determine if the attitudes of three heterogeneous groups of ten-year olds could be changed.

Description of a study which sought to determine whether class growth (not individual pupil) in reading as measured by the Metropolitan Reading Test is associated with both the homogeneity of the class and its initial reading achievement level.

A study of the efficiency with which university students acquired concepts when working initially as individuals, in pairs, and in groups of four and the effect which this has on immediate and delayed problem solving.

A study of the degree to which group cohesiveness engenders a higher drive level in individual members and results in better performance on learning tasks.
F-2-13. Marita, Sister M. "Beginning Reading Achievement in Three Classroom Organizational Patterns," The Reading Teacher, 20 (October, 1966), 12-17. Description of a study conducted to compare reading achievement under three classroom organizational patterns for reading instruction: a modified individualized organizational pattern, a three-to-five group organizational pattern, and the whole-class "child-centered" pattern.

F-2-14. Myers, Kent E., Robert M. W. Travers, and Mary Eve Sanford. "Learning and Reinforcement in Student Pairs," Journal of Educational Psychology, 56 (April, 1965), 67-72. A study of the effects which pairing pupils for the learning of programmed material requiring rote memorization has on both members of the pair in their ability to learn.

F-2-15. Putt, Robert C., and Darrel D. Ray. "Putting Test Results to Work," The Elementary School Journal, 65 (May, 1965), 439-444. Identification of the two purposes of classroom testing in reading; report of a study which was designed to evaluate the contributions that reading measurements--standardized and informal--make to classroom grouping for instruction.

F-2-16. Rothrock, Dayton G. "Heterogeneous, Homogeneous, or Individualized Approach to Reading?" Elementary English, 38 (April, 1961), 233-235. A comparison of three patterns of grouping as a means of organizing the reading class for instruction in grades four and five. Cautions teachers and administrators of trying to find one magic way of rearranging teachers or pupils to find answers to all reading problems. The teacher makes the difference.

F-3. Theoretical Discussions

organization of reading activities must be based upon two principles: (1) the purposes of the instruction, and (2) present knowledge of group dynamics and individual learning.


F-3-5. Durrell, Donald D. "Balancing the Reading Program," Reading and Inquiry, ed. J. Allen Figurel. International Reading Association Conference Proceedings, Vol. 10, Part I. Newark, Delaware: International Reading Association, 1965, pp. 131-133. Discussion which explores the desirability of achieving balance in the reading program in the upper elementary grades--should one of the goals of organizing for reading instruction be "scheduling the proper proportion of basal reading, recreational reading, and content reading"?

F-3-6. Fay, Leo C. "Patterns of Grouping in the Content Areas," Reading Instruction in Various Patterns
Discussion of the issue of grouping in the content fields—present practices, special content related problems, the effects of new patterns of grouping in growth in reading in the content areas, and the type of organization which is most effective in the content areas.


Discussion of the purposes and procedures involved when large group instruction is used for reading instruction.


A history of the roles which both individualized and group instruction have played in meeting the needs of society through organizational plans for instruction.


Description of the operation of flexible grouping within an individualized reading setting.


Presentation of documented examples showing the rigidity of homogeneous grouping.

F-3-11. Lamming, Frank W. "Dyadic Reading," Elementary English, 39 (March, 1962), 244-245.

An examination of the usefulness of dyadic or paired grouping in the classroom with suggestions for developing such groups.
Discussion of the classroom organizational and instructional procedures which would help prevent reading disabilities.

Discussion of the values accruing from small group organization for learning in a classroom; description of the operation of a cycle plan for small group work in sixth grade classes for an entire year.

Discussion of two forms of grouping, one school-wide, the other within a particular classroom as a means of implementing meaningful learning experiences for groups of children.

Discussion of the effects, both positive and negative, which ability grouping has on the child's perception of his role in the group.

Identification of two major elements in schooling--training or skill-getting and education or skill-using; discussion of the organizational techniques available to the classroom teacher for developing both elements.

Discussion of the differences between individuals as posing a persistent and enduring problem to educators who have developed various organizational plans to meet the needs; the non-graded school is seen as a unique new development.


Discussion of the basis for all grouping techniques in grades four through six—evaluation—with descriptions of how the results of evaluation might influence the particular grouping choice.


Examination of the many values accruing from pupil interaction within a group situation.


Discussion of the patterns of classroom organization or grouping in the primary grades and their purpose.


Investigation of the role which group instruction fulfills in the classroom reading instruction.

F-3-22. Stonecipher, B. L. "Grouping in the Classroom," *Education*, 83 (October, 1962), 77-79.

Description of various types of homogeneous grouping with evaluation of the merits of each.

Discussion of the many classroom organizational patterns which provide for individual differences; a continuum ranging from the class as a whole to the individual member reading by himself receives attention.


Discussion of the bases for grouping children for instruction because of their varying competence levels.


Identification of two major types of grouping patterns with discussion of both the values of grouping and commonly held fallacies concerning it; presentation of a list of guidelines for use in determining grouping practices.


Presentation and discussion of a four dimensional structure for reading instruction in grades four, five, and six--design, diagnosis, direction, and destination.
G. TEACHING METHODOLOGY AND MATERIALS

G-1. Eclecticism in Reading Methodology

G-la. Research Studies

    Descriptions of the findings of a survey of Iowa schools in grades four, five, and six, who used individualized reading as part of an eclectic reading program.

    An examination of the strengths and weaknesses of Group Basal Reader Instruction and Individualized Reading as seen by leading reading researchers and carefully controlled research. Implications are made for classroom instruction.

    Description of the operation of a personalized reading program which allows the teacher to utilize as many methods as are necessary to help each child read successfully.

    Paper proposing that simply deciding to use either the basal reader or the individualized instructional program is not sufficient in reading instruction; what is needed is an integration of the best of all programs into one comprehensive program; factors to be considered in developing a total approach are discussed.

G-la-5. Bovee, Oliver H. "Which Method of Teaching Reading Is the Best?" Education, 92 (February-March, 1972), 1-3.
    Identification of two major categories of reading instruction with discussion of current approaches as they signify one or the other or combine the two categories.
Description of a study in which self-directive dramatization used as a basic reading instruction technique is compared with the basal reader approach in the first, second, third, and fourth grades.

Analysis of the teacher's role in achieving successful results with various approaches to teaching reading.

Discussion of the concept of true eclecticism and the consequences which acceptance of this concept implies.

An examination of alternate methods of helping children learn to read, basal, individualized, and language-experience methods have proven their worth in practice.

Identification of two grave danger points in a child's learning to read with possible explanations for this failure based on test results of reading failures screened at the George Peabody College Reading Center.

Discussion of six factors which contribute to a successful reading program--behaviorally
stated objectives, diagnosis of each individual, variety of materials, structured, organized teaching of reading skills, meaningful reinforced procedures, and continuous evaluation based on objectives.


Explanation of the concept of eclectic reading instruction with examination of the interaction among the various modes through which children learn--visual, auditory, tactile, the materials available for reading instruction, and the teacher.

G-2. Materials Used for Reading Instructional Purposes

G-2a. Commercial Reader Series

G-2a-1. Research Reviews, Summaries, and Bibliographies


Review of research relating the work of descriptive linguists to reading instruction with evaluation of studies which examined the influence of context on the word recognition of beginning readers; discussion of the contributions which linguistics can make to the understanding of the comprehension process.


Summary of the controlled research investigating the relationship of linguistics and reading; especially beginning reading, and identification of three significant areas of linguistic influence beyond beginning reading.
Examination of those studies which explored the features unique to "linguistic" basal readers, those which explain that a linguistic program is more than a reader, and research using principles of the language structure to determine if dialect training improves the reading scores of Black Dialect speaking children as well as the effects of oral language improvement programs.

Discussion of the findings of linguistic research and their implications for the teaching of reading.

G-2a-2. Research Studies

Summary and review of those research studies in the areas of linguistics and the psychology of language which would be of interest to language arts educators.

Report of a research study evaluating the effectiveness of using the basal reader approach with disadvantaged third grade children--basal using all enrichment exercises recommended by the publisher compared with basal using only skills development sections.

Discussion of the effectiveness of code-emphasis programs in beginning reading instruction.
as supported by data obtained from the Cooperative Research Program in First-Grade Instruction sponsored by the U.S. Office of Education.


Report of the findings of a research study in Detroit, Michigan, comparing the achievement of fourth grade children taught by a composite basal approach supplemented by a word recognition program that had a modified linguistic emphasis with matched fourth-grade children in Dubuque, Iowa, taught by a composite basal method alone.


Description of a study which sought to determine if the reading comprehension of pupils in grades four, five, and six was affected by the number and/or types of transformations in the language of the passages they were asked to read; implications of the findings are drawn for classroom instruction which helps pupils identify the various structures and understand the relationship of the various lexical items in such structures.


Description of a study designed to determine if programmed instructional materials used to supplement the basal reader program would raise the achievement levels of first grade boys and girls more than use of the basal approach used alone.


Comparison of the linguistic approach with traditional approach to teaching reading.

Description of the results of a study comparing phonetically regular approaches such as the Initial Teaching Alphabet and the Diacritical Marking System with the Basal text method using traditional orthography.


Summary of the final results of research comparing first grade reading instruction using Diacritical Marking System, Initial Teaching Alphabet and Basal Reader system carried over into second grade.


Report of a third-year evaluation of the effectiveness of teaching beginning reading through three different methods--Initial Teaching Alphabet, the traditional basal method, and the Diacritical Marking System.


Report and discussion of two research projects which compare the ability of pupils to work out the recognition and meaning of words previously introduced in a basal series with their ability to handle the "new" words introduced in later books in the same series. Findings cast doubt on the value of having controlled vocabulary for second graders two-thirds through second grade and for third and fourth graders. Did not assess the value of controlled vocabulary for pupils of low ability.


Summary of a descriptive study which catalogs children's oral reading in first, second, and the third grades in order to determine the linguistic cues used by the child to recognize the same words within the context of a story.

Description of the findings of a study whose purpose was to assess the relative effectiveness of three approaches for beginning reading instruction--two stressing the development of children's expression through discussion, dictation, and written compositions, the third using a basal reading series.


Final report of the research findings of an extended study comparing three approaches to beginning reading instruction--ITA, Language Experience and basic readers.


Final report of a study comparing the effectiveness of teaching disadvantaged children through a Skills-Centered Approach which employed a Basal Reader Method and a Phonovisual Method with their being taught through two variations of the Language Experience Approach--at end of third year evaluation.


Summary of the research findings at the end of second grade when a study of various approaches to teaching first grade reading are continued through the second year with disadvantaged students.


Report of research studying the effects of types of word list and cues provided to first graders on their first attempt in acquiring reading vocabulary.
Summary of the results of an extended project comparing four approaches to beginning reading instruction.

Final report of a three-year longitudinal study of teaching beginning reading by four different approaches.

A discussion of how the results of reading research might be used to upgrade classroom instruction; examination of overall trends shown by the research on the basal reader approach, classroom organization, and classroom and school practices.

A paper discussing the utilization of the findings of linguistic scholars in the construction of an English language curriculum for the elementary school; report of preliminary findings of a study conducted to determine the extent to which linguistic findings are incorporated into English language texts.

Report of an investigation of the effectiveness of three methods of reading instruction in first grade using the same basal readers for vocabulary study and story content; analysis was made of the instructional procedures of the classroom teachers.

Presentation of an annotated bibliography of selected summaries of "the First Grade Reading Studies" of 1866-1867 which will help reading personnel make better interpretations and draw more valid conclusions from these research reports.

   Report of an experimental study designed to determine the correlation of the pupil's knowledge of sentence structure to their comprehension of reading materials; its correlation with writing was assessed also.

   Report of a research study comparing three instructional programs for teaching reading to sixth grade pupils--individualized reading, in-class ability grouping using basal readers and cross-class grouping also using basal readers.

   Report of the findings of an investigation comparing the effectiveness of various methods of teaching beginning reading to the low group of children in first grade.

   Description of the findings of a study designed to assess the relation of varying emphases on the regularity of symbol-sound relationships and the relations of language structures to meaning upon reading achievement in first grade.

G-2a-2-28. _________. "Reading Instruction in First Grade with Varying Emphasis on the Regularity of Grapheme-Phoneme Correspondences and the Relation of Language Structure to Meaning--Extended into

Report of the findings of the second year of a three-year longitudinal study comparing the effects on first grade and second grade achievement in reading when varying emphases are placed on the regularity of grapheme-phoneme correspondences and the relation of language structure to meaning; second year program expanded form of first year program.


Report of a study which compared the effectiveness of reading programs taught by two differing basal reader programs and four differing linguistic programs.


Eight basal reading programs, grades 1 to 3, were analyzed to determine the amount of phonics instruction and also phonics principles provided for in the teacher's manuals. The discussion indicates which series provide the most instruction and reinforcement of Botel's phonic generalizations and includes eight tables of data on 3-squared level for analysis.


Description of a study comparing first grade children's reading achievement using Charles Fries' spelling-pattern approach using sound-symbol relations with their achievement while using a basal reader approach.


Summary of the research findings of a three-year continuing study at the end of the second year comparison of a linguistic approach with a basal reader approach to the teaching of reading.

A report of a comparison of children's reading and spelling achievement at three ability levels when taught by a linguistic approach and a basal reader approach--end of third grade evaluation.


Report of research comparing the effectiveness of three sets of materials--Ginn Basic Reading Series, L. W. Singer & Co.'s Structural Reading Series, and Let's Read, Bloomfield and Clarence L. Barnhart.


Final report of an extended study which compares the effectiveness of basal reading instruction, modified linguistic materials, and linguistic readers when used in first grade reading instruction which is continued through second grade.


Examination of the reading achievement of pupils participating in a two-year experiment program during the third year when they were absorbed into regular classrooms primarily using the basal reader approach; detailed examination of the disabled readers to determine the group and individual characteristics of these students; observation of what schools did for these disabled readers.

Examination of some of the factors which could lead to misinterpretation of the "First Grade Reading Studies" sponsored by the U.S. Office of Education; general discussion is made of the studies for the sake of example.

G-2a-2-38. Spencer, Doris U. "Individualized First Grade Reading Versus a Basal Reader Program in Rural Communities," The Reading Teacher, 19 (May, 1966), 595-600.

Description of the findings of a study which compared first grade reading taught by the basal reader approach with first grade reading taught by an individualized approach involving both intensive systematic phonetic instruction and motivated varied story reading.


From a word list common to five basal reading series which was constructed by the author and published in Elementary English in April, 1963, a frequency count of the sound-symbol relationship was undertaken to provide a more efficient approach to teaching those most used at the beginning level.


Description of a study designed to determine the effects of three different basal reading systems on the reading achievement of first grade children according to sex and different levels of intelligence.


Report of the San Diego County Reading Study Project which compared the basal reading approach, the individualized approach, and the language experience approach; discussion of the questions raised about current thinking in reading instruction by the results of this study.
Identification of five elements which provide structure or direction for the reading instructional program yet allow for individual differences among pupils.

An analysis of the spellings and pronunciations of the 20,000 most common English words for sets of orthographic patterns; two basic sets of patterns are discussed—the internal structure of the orthograph which includes classes of letters and the allowable sequences of these letters, and the second set containing those patterns which relate spelling to sound.

A study of the degree to which syntactic structure facilitates recall in good readers and whether this effect exists in children who are poor readers.

Description of the findings of a study designed to compare the reading achievement of boys and girls when taught separately, with the approach custom made for boys plus assessment of introducing boys to consistent sound-symbol relations when learning to read.

Description of a study which appraised two basal reader series on fifth and sixth grade levels to identify stories which presented developmental task situations and to survey children's interests in such developmental task situations.
Discussion of the true purpose of providing reading instruction.

G-2a-3. Theoretical Discussions

Differentiation between basal readers (materials) and the basal reader approach which strives for a balanced reading program; analysis of uses and misuses of the materials and the confusion shown in research projects comparing the basal reader approach with other methods of instruction.

Discussion of the ways in which linguistic knowledge can aid the classroom teacher in her choice of the most appropriate method of introducing certain words to her students.


Description of three phonic methods used in reading instruction to serve as a background against which the linguistic method of teaching the phoneme-grapheme relationship can be compared.

Discussion of the major contributions of linguistics and psychology to the study of teaching and word perception.

Description of the linguistic classifications of language with discussion of the relationship of linguistic research and the reading program.

A discussion of three factors in the structure of the English language which have important applications for the teaching of reading and spelling.

Discussion of selected issues concerning the relationship of linguistics and reading instruction on the phonological and higher levels; review of research dealing with these issues.

Discussion of the rationale and principles for effective use of a structured (basal) reading program; comparisons are made of the basal and individualized methods.

Examination of five linguistic principles proposed by linguistic scientists to overcome some of the difficulties in beginning reading for their practical application in the classroom.

Exploration of the basic linguistic principles which one language scholar, Leonard Bloomfield, advocates for beginning readers. Examination of the lesson materials of the Bloomfield system, published by Clarence L. Barnhart for the application of these principles.
Description of five code systems utilized in basal readers to aid comprehension.

An examination of various linguists' proposals for the application of the findings of language research to beginning reading; description of the University of Wisconsin research which established a programmatic definition for reading and testing basic facts which needed understanding for a successful phonemic interpretation of reading instruction, development of meaningful lessons for first-grade children, and research projects to determine if this approach hindered children as they went ahead with regular basal instruction.

Discussion of the findings of linguists about the structure of the English language and comparison of their proposals for upgrading reading instruction with present knowledge of the relation of language and reading and the teaching of reading.

Discussion of the nature and development of linguistic science and the findings of linguistic studies which have implications for the teaching of reading.

G-2a-3-16. "Linguistics and the Teaching of Reading," The Reading Teacher, 16 (March, 1963), 342-346.
A critical examination of the linguists' entrance into the field of reading instruction with suggestions for the best use of their findings.

Description of linguistic studies which discuss
the methods and materials for the teaching of reading beginning 400 years ago and continuing to the present; discussion of contributions which linguistics has to offer to instruction in reading.

Discussion of the types of information which linguistics can provide for reading instruction.

Discussion of the three types of input provided by linguistics for use in building elementary curricula in language; examination of the goals of the school language programs and contributions which linguistics can make to the content of the programs along with the input from other disciplines such as philosophy, child development, learning theory, sociology, and pedagogy.

An examination of five key concepts concerning language and their implications for the classroom teacher.

Discussion of the child's perception of language structures as a major means of his comprehending print.

Presentation of a theoretical base for reading instruction based upon the structure of the language.

Discussion of the role which linguistics can logically play in reading instruction; presentation of a list of linguistic generalizations which have value for the reading instructional program.

Discussion of the true nature of linguists' work for the purpose of helping the teacher understand what is meant by the term "linguistics."

A critique of Leonard Bloomfield's approach to teaching beginning reading playing his ideas against the framework of the accumulated findings of linguistic research.

Paper developing a structural linguistic view of reading and reading instruction.

Discussion of the relationships between intonation and reading comprehension and between intonation and punctuation.

Criticism of the word-perception theory of reading held by many reading researchers with a proposal of psycholinguistic alternative--the sentence.

A paper refuting the idea of there being one or the linguistic approach to the teaching of
reading; proposal of a comprehensive linguistic approach or a synthesis of many linguistic approaches in which reading instruction is based on the structures of the English language itself.

Development of a global theory or framework in which reading may be interpreted and the placing of linguistic findings about language within that framework.

Discussion of intonation as one aspect of linguistic research findings which may provide the teacher with a means to link the student's natural speech with his reading.

A glossary of linguistic terms which was constructed to serve as a guide for teachers in reading journal articles or teachers manuals written on linguistics.

Discussion of the contributions of linguistics to the teaching of reading as being applicable for only two phases of the reading process--word identification and comprehension.

Another way to look at the rigidly controlled vocabulary of basal pre-primers--in relation to the findings of linguistic research.

G-2a-3-35. O'Leary, Helen F. "Preserve the Basic Reading Program," Education, 84 (September, 1963), 12-16.
Discussion of the merits of the basal reading series as the foundation of a developmental reading program and comparison of the essential steps in the teaching procedure of a basic reading series with the essential steps in an effective lesson plan.


Description of the trends in teaching methods and attitudes toward children evidenced in basal readers from the earliest--Webster's "Blue Back Speller" to present day texts. Teachers are seen as the determiners of the future of basals.


Discussion of the various branches of study which contribute to the commonly used term "linguistics" and an examination of those contributions.


Discussion of the weaknesses of the whole-word and phonic methods and cites new linguistic findings which can remedy these weaknesses.


Examination of the characteristics of a linguistically based program in beginning reading which could ease the beginning reader's task; examination of the shortcomings of the sight and phonic approaches.


Examination of phonics instruction placed within the framework of linguistic research findings; discussion of nine misconceptions.

Criticism of the seeming inconsistencies inherent in the linguists' suggestions for improvement of English usage and reading as compared with their personal practices. Suggests linguists study language and recognize their theories as theories not prescriptions for actual teaching.


Discussion of the new study called psycholinguistics in order to define and describe its nature and to examine the implications of its theory for reading instruction.


Describes the contribution which the "intonational" method of linguistics can make in helping a child achieve natural expression in his reading.


Examination of instruction in reading, spelling, composition, and teaching the structure of sentences for possible application of the findings of linguistic research.


A paper clarifying Leonard Bloomfield's thinking about teaching beginners to read; analyzes Bloomfield's position on phonics and basal readers; proposed research experimenting with Bloomfield's ideas.

Discussion of a trend for linguists to propose a structure for teaching reading; analysis of two such proposals--the Bloomfield-Barnhart phonemic plan and Lefevre's meaning-bearing patterns.

   Description of the nature of linguistics and its relation to the reading process for elementary school teachers.

   Discussion of the sound patterns of stress, pitch, and juncture--which contribute to reading comprehension.

   A reply to John Dawkin's "Reading Theory--An Important Distinction"; discusses the three proposed principles of linguistic science in relation to actual classroom activity in the teaching of reading and the language arts.

   Discussion of the regularity and complexity of English orthography in light of the findings of studies of the English language.

   A paper attempting to focus in correct perspective the data accumulated by linguistic research in its relation to reading.

   Discussion of the role which the "word" as the unit of language plays in the teaching of reading and in analyses of the reading process; examination of the basic research in psychology
and linguistics which indicate that the word may operate within a different role when a person reads for understanding.


G-2b. Individualized Reading Using Library or Trade Materials

G-2b-1. Research Reviews, Summaries, and Bibliographies


G-2b-1-3. Lofthouse, Yvonne M. "Individualized Reading: Significant Research," The Reading Teacher, 16 (September, 1962), 35-37, 47. A review of ten research studies assessing the effectiveness of using the individualized approach of teaching reading in comparison with Basal Reader approach.

Summary of references which explain the general effectiveness of individualized instruction and procedures to be used for individualizing instruction in the classroom; a separate bibliography is included.

Review of the research, both informal and controlled studies, related to the use of individualized reading in beginning reading programs; recommendations are given for its use.

Summary of research exploring the effectiveness of the individualized reading approach; studies are categorized as either action or controlled formally designed research and major conclusions are listed.

Review of the research on individualized reading with a summation of the factual conclusions drawn from the overall evaluation of the studies.

Review of the research which evaluates efforts to provide a more individualized instructional program in reading; topics considered were organizational plans for differentiating study, the classroom instruction individualized by the classroom teachers, and auto-instructional or programmed procedures for individualizing instruction.
Description of seven research studies and their results in order to focus attention on the effectiveness of using both the individualized reading approach and the basal reading approach.

Review of the research and other evidences which indicate acceptance of individualized reading as an effective teaching approach.

G-2b-2. Research Studies

Report of action research conducted by the Bureau of Educational Research of the New York City public schools to determine if the children who had received individualized instruction in reading scored differently on standardized reading tests than those who received non-individualized instruction.

An exploratory study designed to assess the achievement and attitude change of children experiencing the one-to-one instructional relationship with the teacher while using the typical basal reading materials; compared with children using same materials in regular ability grouping setting.

A statistical study of the achievement gains made by elementary students over a three-year
period and who had been taught with individualized reading techniques; neither students nor teachers were aware that a study of their work would be made.

Report of a controlled experiment comparing the individualized self-selection method with the method of ability grouping using basal readers.

G-2b-2-5. Spencer, Doris U. "Individualized Versus a Basal Reader Program in Rural Communities--Grades One and Two," The Reading Teacher, 21 (October, 1967), 11-17.
Analysis of a study designed to determine the effectiveness of the individualized approach to teaching reading when used with the same group of children in grades one and two and to determine if this method produces capable readers in a different first grade or second year.

Description of a study designed to assess any difference in gain in reading achievement and attitude toward reading when classes taught by the basal reader approach were compared with classes taught by a combined basal and self-selection approach.

Description of a study designed to assess any differences in fifth and sixth grade children's performance on creativity and problem-solving tests as a result of being taught by the individualized reading approach and by the basal reader approach.

A study conducted to compare the changes produced in skill development when sixth graders are taught by a systematic basal instructional
method with similar students receiving instruction developed through individual conferences utilizing the individualized instructional approach.

G-2b-3. Theoretical Discussions


Report of a survey study of the effect of a successful individualized reading program on pupil's achievement in science, social studies, and math.


Discussion of the individualized instructional approach to reading and the comparison to personalized reading instruction.


Identification of three directives toward the sequences and climate in which reading values grow; discussion of the characteristics of individualized reading programs which facilitate lifetime reading.


Discussion of the individualized method of teaching reading--its definition, control of the room, size of class, and how it compares with group reading.


An examination of the factors involved when a teacher decides to individualize reading instruction--starting, how many books, selection by
children, what the teacher does during reading
time, teacher’s record keeping, child’s record
keeping, the sharing period, individualizing in
first grade, and cautions about tests to assess
the success of individualized instruction.

G-2b-3-6. Frazier, Alexander. "Individualized Reading: More
Than New Forms and Formulas," Elementary English,
Descriptions of seven behaviors in which a
teacher engages when striving to sponsor a more
important place for independent reading; ten
familiar forms or formulas proposed in litera-
ture dealing with individualized reading are
then explored for their relevance to the teach-
ing behaviors defined.

G-2b-3-7. "Needed: A New Vocabulary for Individual
Differences," The Elementary School Journal, 61
(February, 1961), 260-268.
Proposal that the terminology used in describ-
ing individual differences connotes teaching
practices of earlier years and actually stifles
educational efforts toward meeting individual needs;
identification of three liberating ideas which
Can serve to clarify the true character of what
is meant when one individualizes instructions.

G-2b-3-8. "The Individualized Reading Program,"
Controversial Issues in Reading and Promising
Solutions, ed. Helen M. Robinson. Supplementary
Educational Monographs, Vol. 91. Chicago:
Discussion of the major features of the
individualized reading program which could be
limiting factors in its achieving a broadened
program of reading instruction--its major goal;
critical examination of the basic principles under-
lying the traditional program; proposal of a
broadened base for thinking about individualized
reading instruction.

Challenge and Experiment in Reading, ed. J. Allen
Figurel. International Reading Association Con-
ference Proceedings, Vol. 7. New York: Scholastic
Magazines, 1962, pp. 70-72.
Description of individualized reading as it
actually operates with discussion of the diffi-
culties faced when implementing such a program.
   Exploration of the reasons why teachers continue to utilize individualized instruction in their classrooms even though research studies have found it no more effective than the basal program.

   Discussion of the guiding philosophy underlying individualized reading instruction in the primary grades.

   Overview of the individualized reading program--its scope, the teacher's role, materials, classroom organization, skills development, record keeping, and its relation to creative writing.

   Discussion of the development of reading skills necessary for independent reading within an individualized instructional program.

G-2b-3-14. ______. "Six Steps to the Individualized Reading Program (IRP)," Elementary English, 49 (January, 1971), 27-32.
   Paper presented to clarify the steps necessary for a teacher to effect an individualized reading program and the resultant values accruing from such a program.

Part III. Newark, Delaware: International Reading Association, 1968, pp. 32-44.

Identification of the two basic principles on which all guidelines for individualized reading instruction are based and interpretation of the principles through ten guidelines; description of a program in which one can sense the operation of these principles.


Paper tracing the development of the concept of individualized instruction from Rousseau's introduction to the present—comparison of its differing functions.


Discussion of the characteristics and operation of both individualized and group type directed reading instruction and how these correlate to produce a more effective reading program.


Identification and discussion of ten factors involved in individualized instruction which merit careful research.


Discussion of the trends toward use of individualized reading as a teaching approach in the primary grades.


Discussion of the rationale for Individualized Reading in light of stated principles of learning.


A paper whose purpose is to elaborate and clarify a survey and evaluation of individualized
reading written by Dr. Paul A. Witty; points under consideration were a more complete definition of individualized reading encompassing a detailed description of actual classroom practice, a discussion of the issues which are irreconcilable between basal reader systems and self-selection programs, and omitted research studies which are considered valuable for their data concerning individualized reading.


Theoretical discussion of some fundamental issues of building skills in an individualized reading program.


A discussion of the possible ways grouping may be done in the elementary classroom. Three basic types are identified as well as variations of these plus supplementary patterns—all pointing to the fact that there is no one right way, no pattern for individualized reading which must be followed.


Identification of ten principles of individualized instruction.


A paper presented to clarify Dr. Paul A. Witty's position on individualized instruction—eight statements indicate the similarity of his "developmental reading" to individualized instruction.


Theoretical discussion individualization of instruction in a classroom; descriptions of
possible roles which the author believes will encourage the individual development of the pupil are offered.

G-2c. Language Experience Activities Using Class or Teacher-Made Materials

G-2c-1. Research Reviews, Summaries, and Bibliographies

Annotated bibliography of nine references in book form on the language experience approach.

Review of the findings of those studies in the twenty-seven first grade studies which made comparisons of the language-experience approach with another method; discussion of the conflicting evidence.

G-2c-2. Research Studies

Report of the findings of a study which compared the experience approach with the traditional basal method to determine if the relative effectiveness of the two approaches would be sustained through a second year of specified instruction; also examined the effectiveness of the approaches when applied to second grade only.

Report of a two-year research study which explored the feasibility of using Ashton-Warner's method for teaching disadvantaged children.

G-2c-2-3. Stauffer, Russell G. "The Effectiveness of Language Arts and Basic Reader Approaches to First Grade Reading Instruction," The Reading Teacher, 20 (October, 1966), 18-24.
Description of the findings of a study which compared the language arts approach to teaching beginning readers with the basal reader approach.

Report of the findings of an extended study of the effectiveness of the language arts approach as opposed to the basal reader approach at the end of the second year; one of 27 first grade reading studies sponsored by the U.S. Office of Education.

G-2c-3. Theoretical Discussions

Description of the language experience approach in operation from kindergarten through third grade.

Description of the essential features of an experience-related approach for beginning readers, a summary of early experiments and evaluative studies, and steps for its use in the beginning stages of reading instruction.

An overview of the operation of a language-experience approach in the teaching of beginning reading.


An overview of the language-experience approach as it operates in beginning reading.

H. APPRAISAL OF READING DEVELOPMENT
H-1. Nature of Appraisal
H-1a. Research Reviews, Summaries, and Bibliographies


Critique of a study conducted by Robin Ford and Janos Kopleyay entitled "Children's Story Preferences"; the import of the findings has great significance for teachers of children in the 1970's--shift in preference from earlier findings, agreement in preferences between groups of children from divergent socioeconomic areas, and a new procedure for testing in classroom research.


Discussion of the role which psychological appraisal must play in the educational program for the disadvantaged; review of the research investigating the disadvantaged child's performance on intelligence tests and achievement tests, culture-fair testing, identification of culturally disadvantaged children in the schools and new approaches which have been developed for appraisal of disadvantaged children.

Review of those research studies whose contributions lend themselves to achieving the multiple objectives of testing and to removing some of the criticisms of testing; special attention was given to those developments that have important implications for teachers.

An examination of the research conducted with new tests or new uses for selected existing tests in reading.

An examination of the research and trends of test development in the late fifties and early sixties.

H-lb. Research Studies

Report of a study designed to determine if there is some range of difficulty which maximizes the amount of information students gain as a consequence of reading instructional materials.

Review of the research investigating tests and testing procedures used with children ages three to six; published during a three-year period from July, 1964, to June, 1967; three major divisions incorporate the reviews--intellectual structure of the child, testing related to socioemotional dimensions of personality, and testing related to educational achievement.

Report of an experimental study of the effect of test anxiety and pretest experience on the reading rate and comprehension of fourth-grade boys.


Review of the research literature exploring the cognitive and affective domains of preadolescent children's behavior; studies published between July, 1964, and June, 1967, were included.


Report of a first grade reading study which compared the reading achievement of children taught by three differing sets of materials designed for teaching beginning reading.


A study involving the identification of the comparative frequencies of underachievement in pupils' performances on a reading achievement test and a scholastic aptitude test; comparisons were made by (1) the traditional age-ratio procedure, and (2) by a technique which endeavored to control some of the errors which are present in age-to-age comparisons. Methods proposed require thorough knowledge of statistical procedures.

H-1c. Theoretical Discussions

Discussion of the control of readiness tests in light of three factors isolated by research which are indicative of future reading success; discussion of the predictive value of readiness tests.


Identification of four basic conditions necessary to prevent failure and promote success in school for each child; discussion of the role of continuous evaluation in achieving these four conditions.


Discussion of the diagnostic approaches most appropriate to the classroom and how their findings can be incorporated into the classroom teaching of reading as well as discussion of a combined analysis of the results of the U.S. Office of Education First Grade Studies.


Discussion of three techniques--informal teacher appraisal, check-out procedures, and the Informal Reading Inventory and placement tests which can be used to fit the book to the child or determine his instructional level.


Discussion of appraisal on the specialized content fields of math, science, social studies, and English.


Discussion of the factors which cause disabled reading with explanation of the techniques used to identify the children who are experiencing difficulties.

Proposal that daily evaluation of the child's mastery of the reading tasks is necessary in order that corrective teaching may remedy the weakness before it becomes a real deficiency.

Discussion of the amount of trust which test scores merit and the role of testing in the instructional program.

Investigation of the three major roles which testing plays in reading instruction.

An exploration of the purposes of reading instruction as determiners of the evaluation of the outcomes of reading instruction.

Identification of two major types of reading instruction which a teacher of reading in the upper elementary grades will develop for her students--learning-to-read skills instruction and reading-to-learn instruction; discussion of evaluative procedures which will help the teacher determine which skills the children already have and those they need in order that she might plan more efficiently.
Paper presented to clarify what appears to be discrepant findings regarding the measurement of reading rate and comprehension in research studies; exploration of the differences between the procedures utilized by two instruments used for data collection in a research study which account for discrepancies in the results of the study.

A study of teachers' capability of assessing student's weaknesses for the purpose of individualizing instruction.

Discussion of the use of evaluation as an aid to decision-making in planning the instructional program in the classroom; model provided.

Discussion of the need for evaluative measures of readiness for reading which provide insight into the specific weaknesses of each child; description of the development and validation of an instrument which meets these criteria.

Discussion of the impact of reading tests on the improvement of instruction in reading.


Discussion of the innovations evident in reading instruction and the operation of evaluation within these various schemes.


Paper discussing the values and purposes of diagnostic teaching involving diagnostic evaluation at the classroom level; identification of the requirements for reading diagnosis by the teacher--knowledge of the learner and the reading process--with discussion.


Discussion of four major purposes of evaluation which information may be used as the basis for a plan of instruction.


Discussion of the factors characteristic of a child's levels of reading achievement which the classroom teacher must be aware of in order to plan effective instruction for the child.


Discussion of six supplements to the informal reading inventory which make interpretation of the results more meaningful for classroom instruction.

Discussion of the proposals that reading disability can be prevented many times by early diagnosis and teaching which strengthens specific weaknesses.


Discussion of the manner in which a disabled reader is identified, his specific weaknesses are located, and a program of instruction is planned according to his individual needs.


Discussion of the various procedures for observing and recording development and changes in pupils' reading capacity.


Discussion of several criticisms leveled against testing in the educational program.


Discussion of the weaknesses inherent in one reading level score with suggestions for obtaining additional information which would help the teacher custom-make the child's reading instruction.

Report of a study comparing the instructional reading level as determined by the corrective reading teachers' use of informal tests, standardized reading scores, and reading-ability levels of assigned texts used in the classroom; the results of a survey of elementary and secondary teachers and elementary and secondary office personnel's opinion concerning achievement levels in reading.


Identification and discussion of six specific principles of diagnosis.


Detailed discussion of the purposes, uses, and construction of informal reading inventories.


Identification and discussion of seven principles of reading diagnosis applicable at all levels of instruction from first grade through college.


Clinical diagnosis in the classroom is described as intensive teacher evaluation and teaching of severely retarded readers; tests and procedures for use by the classroom teacher are discussed.
Discussion of the various procedures and instruments used in determining pupils' estimated reading capacity.

Discussion of what is meant by evaluation in education, the new emphasis and new purposes in evaluation, and evaluation of learning experiences outside the classroom.

Discussion of what is meant by evaluation--educational objectives, educational tests and measurements, the appraisal of the learner's characteristics, and the assessment of the conditions of learning.

Discussion of the purposes, procedures, and materials used in the diagnosis of reading problems in an individualized instructional program.

Discussion of the necessity of pinpointing specific skill needs before diagnostic teaching can take place; detailed analysis of children's use of phonic skills in the act of reading as isolated by research and the author's observations to provide a model of the behaviors which teachers should observe in pinpointing the depth of children's applying phonic skills.
H-2. Tools Used for the Appraisal of Reading Development

H-2a. Informal Measures

H-2a-1. Research Reviews, Summaries, and Bibliographies


Discussion of selected research suggesting that the criteria used for determining the instructional level of children in reading through the use of an informal reading inventory can be lower for grades 1 to 3.


Annotated bibliography of selected articles exploring the real use of diagnosis in the classroom.

H-2a-2. Research Studies


Report of a study utilizing the informal reading inventory advocated by Emmett A. Betts to determine if there were differences in the types and percentages of errors made by intermediate students while reading unfamiliar material aloud.


Report of a study which sought to describe what happens when teachers ask students questions about reading--a commonly used technique employed in classroom instruction to increase comprehension.
Report of a study which compares a first grade teacher's ability to predict reading readiness to an objective measure of readiness using the Metropolitan Readiness Test Battery.

Report of a project which sought to determine whether informal reading inventories could be used successfully as a basis for grouping pupils for instructional purposes.

H-2a-3. Theoretical Discussions

Description of the nature and use of an informal reading inventory for evaluation of reading ability; presentation of a different procedure in the administration of an informal inventory which more closely resembles the actual reading instruction conducted in the classroom.

An explanation of the purpose, use, and construction of informal reading inventories as evaluative measures in the classroom and reading clinic.

Discussion of the informal techniques which can be used by the teacher to evaluate the reading status and needs of pupils throughout the year.

Discussion of the limitations inherent in applying predetermined statistical criteria to informal reading performance; close examination of motivational factors which this procedure completely overlooks.

   Discussion of the values of teacher-made tests as instruments which allow the teacher to evaluate the effectiveness of instruction and in determining individual needs.

   Discussion of the steps necessary for identifying and solving the needs of disadvantaged children.

   Identification of nine potential signals of reading difficulty and discussion of informal checks the teacher may apply to detect these.

   Discussion of the weaknesses inherent in the use of informal reading inventories to determine the independent, instructional, and frustrational reading levels.

   Discussion of the dangers inherent in the practice of establishing reading levels with suggestions for strengthening classroom instruction on the individual level.

   Discussion of the uses for informal reading inventories in the classroom--their nature,
purposes for their use, procedures in using the inventories in both group and individual situations, and the most appropriate materials for use in their construction.


Discussion of the usefulness of informal reading tests; proposal of a set of guidelines which is derived from a review of research on the use of informal reading tests.


Examination of the usefulness of informal reading inventories and discussion of the research designed to establish the standard for reading at the instructional level and research validating informal instruments.


Extended the Fry graphs to first grade level in order to determine approximate readability level of a passage taken from a basal reader for construction of an informal reading inventory.


Discussion of the many traits which can be assessed by means of informal inventories with cautions as to the use of the information gathered.


Exploration of the use of the individual conference as a tool for discovering specific pupil weaknesses and planning the instructional program according to individual needs within the framework of the regular program.
H-2a-3-16. Schell, Leo M. "Informal Reading Skills Inventories," 
Education, 89 (November-December, 1968), 117-120. 
Discussion of the values of teacher-made skills inventories for determining the skills needs of the pupils plus a suggested procedure for constructing such an instrument.

H-2a-3-17. Smith, Philip G. "The Art of Asking Questions," 
The Reading Teacher, 15 (September, 1961), 3-7, 37. 
Traces the development of the art of questioning from the ancient Greeks to present-day teachers. Points out pitfalls to avoid. Explores art of asking questions and suggests the role of the teacher in preparing for and follow-up experiences to supplement programmed instruction.

Explanation of how individualized reading can be used as an informal diagnostic technique.

H-2b. Standardized Measures
H-2b-1. Research Reviews, Summaries, and Bibliographies
Examination of the literature dealing with newer or different attempts to measure readiness factors; brief discussion of the value of previously developed measures used by classroom teachers.

H-2b-2. Research Studies
Description of a study designed to compare the level of instruction and the type of oral reading errors obtained on the Gray Oral Reading
Test with those obtained on a subjective reading inventory, by disabled reading subjects.

   A study conducted to determine the need for using alternate forms of selected standardized reading tests.

   A study of the relationship between reading skills and performance on group and individual intelligence tests; exploration of the degree to which the easily administered Peabody Picture Vocabulary Test neutralizes the influence of poor reading ability to approximately the same degree as the longer more difficult to administer Wechsler Intelligence Scale for Children (WISC).

   Report of a study which sought to determine which of three diagnostic measures of phonic analysis skills best pinpointed a student's weaknesses in phonic analysis.

   Description of a study which sought to identify instruments which would measure the variables identified by the author in 1965 as being related to success in beginning reading; variables--visual efficiency, auditory acuity, visual discrimination, auditory discrimination, visuo-motor ability, intelligence, and reading readiness; measured fit for each of three socioeconomic groups at three grade levels--1, 2, and 3.
H-2b-3. Theoretical Discussions


Discussion of the merits and uses of both informal reading inventories and standardized tests of reading achievement.


A discussion of nine functional uses of standardized test scores in classroom diagnosis of reading ability.


Discussion of the many factors of which teachers must be aware when using standardized reading tests for classroom diagnosis.


Discussion of diagnostic reading tests for the purpose of identifying the various types and their purpose plus factors to consider when selecting one for use with an individual in the classroom.


Exploration of techniques through which it is possible to gain additional information from the administration of standardized reading tests, some to be applied to test scores, others require additions to the prescribed testing procedures.
Discussion of the values and limitations of standardized reading tests.

Discussion of factors related to the child, the test, and the teacher which have important influences upon the interpretation of standardized test scores.

Analysis of the disparities and causes of standardized reading test scores placing many children on instructional reading levels far above the children's actual reading level.

Discussion of the factors related to a child's psycholinguistic abilities which the Illinois Test of Psycholinguistic Abilities isolates thereby providing the teacher with knowledge of what areas in a child's language development need improvement to help provide readiness for reading instruction.

Discussion of the limitations and values of standardized reading tests and their role in the total evaluative program.
I. READERS WITH SPECIAL NEEDS

I-1. Gifted Children

I-la. Research Reviews, Summaries, and Bibliographies

Review of three years of research which explored giftedness; the studies are categorized as follows: characteristics and identification of the gifted, curriculum development and adaptations, and general developments.

Review of research exploring the following areas in relation to the gifted student: family background, interests and attitudes, social characteristics, achievement, and educational provisions.

Review of the research published during the three year period from 1965 to 1968, which studied giftedness; a new trend in giftedness research was identified and explored as were studies designed for identifying the gifted, teaching them, and developing creativity among them.

Review of the research published between February, 1963, and June, 1965, which explored the concept of giftedness; the factors which were examined were identification and definition, characteristics such as learning, attitude and personality, sex differences, program adjustments, grouping, acceleration, independent study and honors, curriculum and others.

Annotated bibliography of the publications related to the gifted and creative child since 1950.
I-la-6. Nemeth, Joseph S. "Reading and the Gifted," The Reading Teacher, 22 (May, 1969), 767-771. Annotated bibliography of references from other journals which study the gifted child and reading.


I-lb. Theoretical Discussions

I-lb-1. Barbe, Walter B. "Developing Creative Thinking in Gifted Children Through the Reading Program," The Reading Teacher, 15 (December, 1961), 198-201. An exploration of the process of critical thinking in relation to the characteristics of gifted children.


   Exploration of the reader's role as an active participant in the reading act; identification of creative actions of gifted major children and identification of five tasks of creative thinking—(1) creative inquiry, (2) creative interpretation, (3) creative integration, (4) creative application, and (5) creative criticism.

   A study conducted to assess any differences in personality which might exist between gifted children who are reading in line with their potential as compared with their underachieving counterparts.

   Discussion of recent studies of the characteristics of gifted children.

   Examination of the available techniques used for identifying gifted students—Intelligence Tests and Lists of Characteristics—with discussions of the weaknesses inherent in these methods.

   Discussion of the characteristics of gifted students and the reading program for them.

   Definition and description of gifted and creative students with discussion of some of their most insistent needs for reading instruction and related experiences.
I-2. Slow Learners

I-2a. Research Reviews, Summaries, and Bibliographies

Summary of a search of the literature exploring the identification of slow learners, planning a program of instruction and actual teaching of these children.

I-2b. Research Studies

Report of a study which compared the learning ability of normal and retarded elementary school children from high- and low-socioeconomic backgrounds on a series of learning tasks.

Final report of an extended study of teaching reading to the low group in first grade.

Report of an action research project in which retarded readers were given opportunities to improve both reading and speaking skills.

A study of the learning abilities in a group of educationally retarded readers; the two areas of investigation discrimination learning and perceptual learning.
I-2c. Theoretical Discussions

   Discussion of several ideas related to the slow learning child--Attitudes, Interests, Ambition of the Slow Learner, Special Classes for him, the Subject-Matter Fields, Parents of Slow Learners, and Multiple Handicaps.

   Discussion of the slow learner and the instructional program of the schools.

   Description of the many prevailing attitudes and practices existing regarding the learning capacities of and programs for slow learners; Presentation of a list of the known learning characteristics of slow learners and description of learning situations which were meaningful to this class of learners.

   Discussion of the educational efforts taking place to raise the reading level of educationally disadvantaged children.

   Discussion of the various problems in reading that arise from psychological and physiological conditions and from organic eye disorders.

   Discussion of the various means for grouping slow learners for instruction and their effectiveness as seen from the results of experimentation in the schools of Dade County, Florida.

I-3. Disadvantaged Children
I-3a. Research Reviews, Summaries, and Bibliographies


I-3a-4. Edington, Everett D. "Disadvantaged Rural Youth," Review of Educational Research, 40 (February, 1970), 69-85. Review of the research studying the characteristics of rural youth which tend to cause them to become disadvantaged.

I-3a-5. Gordon, Edmund W. "Characteristics of Socially Disadvantaged Children," Review of Educational Research, 35 (December, 1965), 377-388. Review of the research that was designed to determine the characteristics which identify the disadvantaged child from his more advantaged
peer; the investigations centered on home environment and family status, on language, cognition, and intellectual function, and on motivation and aspiration.

Discussion of the major trends evidenced in research relating to the education of the disadvantaged; presentation of a list of the conceptual and methodological problems characteristic of such research.

Review of the research which sought to isolate the factors associated with learning disabilities and remediation among disadvantaged children; the factors explored include intelligence, school achievement, reading retardation, linguistics and language patterns, perception, conception, cognition, and vocabulary, and the cumulative effects of social and cultural background.

Annotated bibliography of research describing efforts to improve the school's instructional program for the culturally different.

A summary of the findings of research studies which proved the causes of educational failure among culturally deprived children; six major categories are identified; in addition the research exploring the evaluation of the needs of the culturally deprived children and the programs of action developed to meet these needs are explained.

Review of the research studying the variation of measured intellectual performance when sampled at different times and to examine the knowledge about these variations as they bear on the distribution of mental retardation; the epidemiology of mild mental retardation is seriously explored.

Identification of three phases of research examining the effects of desegregation on minority group performance; critical review of the research studies which may be categorized in each of these phases with a summary of the overall findings of these studies.

Summary-review and evaluation of research which explores the topic Teaching Reading to Disadvantaged Learners; their problems related to reading are discussed and research on programs of instruction for disadvantaged learners is discussed from the preschool and readiness to the elementary school and adolescent or young adult levels.

Summary of selected research studies which examined the reading achievement of culturally deprived children.

Review of the literature which provides evidence of social class differences in general attitudes and behavior and to the theoretically important studies dealing with social class
differences in child rearing as well as the studies which propose various interpretations of intra-societal differences.

I-3a-15. Zirkel, Perry A. "Self-Concept and the 'Disadvantage' of Ethnic Group Membership and Mixture," Review of Educational Research, 41 (June, 1971), 211-225. Review of the research assessing the effect which ethnic group membership has on self-concept and the effect which ethnic group mixture has on self-concept; interpretation of the conflicting viewpoints and findings.

I-3b. Research Studies

I-3b-1. Aliotti, Nicholas. "Ability to 'Read a Picture' in Disadvantaged First Grade Children," The Reading Teacher, 24 (October, 1970), 3-6, 57. Description of a study designed to compare the relative ability of disadvantaged boys and girls with middle class boys' and girls' ability to recognize objects and situations depicted in pictures.


I-3b-3. Baldwin, Thelma L., Paul T. McFarlane, and Catherine J. Garvey. "Children's Communication Accuracy Related to Race and Socioeconomic Status," Child Development, 42 (June, 1971), 345-357. Report of research investigating the possibility of differences between socially disadvantaged children and middle-class children in the use of language to exchange task-relevant information, and if there were differences, to begin to identify characteristics of communications which account for the differences in accuracy and efficiency.
Report of a study which investigated children's beliefs about their ability to control their environment when they first enter school and periodically thereafter; also investigated was the relationship between locus of control (control over one's destiny) and school achievement in young children of the middle and lower classes.

Report of a study designed to assess the relationship between certain school entrance variables and later achievement and personality for culturally-deprived school children.

Report of research designed to determine the academic and linguistic characteristics of disadvantaged children as well as the magnitude of correlations between a number of tests and various aspects of achievement.

Description of a study designed to assess whether urban ghetto children have sufficient conceptual vocabulary (oral) to handle the reading materials used for beginning instruction.

Report of a longitudinal research project which was designed to study the psychoeducational
correlates of academic success or failure as evidenced in mentally handicapped and average disadvantaged children.


Report of a study which sought to investigate the attitudes of children from a severely deprived environment toward a number of concepts presumed to be important for school learning and to determine whether there were variations in attitudes associated with differences in school achievement and with sex.


Report of a study of the basic learning ability and intelligence in low-socioeconomic status children--white and black.


Report of a research study which sought to explore the question "What is cultural deprivation and how does it act to shape and depress the resources of the human mind?"


Report of research designed to investigate qualitative and quantitative differences in preschool Negro children's knowledge of action and object words as a function of social class.


Report of research designed to determine if
there are differential responses for children from different socioeconomic classes when the child is given an entire set of instructions said with different tones and then allowed to work on a task at his own rate.


Report of a research study designed to obtain information regarding the variables which may affect the relation between discrimination and reading performance and to compare the auditory and visual discrimination performance of normal and retarded readers of different ages.


Report of a study which analyzed the drawings of fourth grade lower-class Negro children for characteristics that might provide insights into differences in school achievement.


Report of a comparative study of advantaged and disadvantaged four year olds in relation to their general intellectual functioning, learning performance, impulsivity-reflectivity characteristics, ability to inhibit motor behavior upon request, and their manifestation of exploratory behavior.


Report of research designed to discover whether differences in the control of certain syntactic structures exist between children of two distinct subcultures.

Report of research designed to assess the performance of lower-class children and middle-class white children on multiplicative classification at several age levels; in multiplicative classification the categories of classification are given and the child is required to make inferences about class relationships, determine the class intersection; both actual objects and pictorial forms are utilized.


Report of research designed to evaluate the influence of motivation and communication on the intellectual performance of Negro preschool children.


Report of a study of the visual abilities of disadvantaged children and its implications for the instructional program to be used with these children.


Report of a study designed to evaluate the facilitory effects of sentence verbalization and action depiction on the learning of paired associates by first-, third-, and sixth-grade children from high- and low-socioeconomic schools.


A study designed to isolate hypothesized learning differences of middle- and lower-class children.

Description of a four-year pilot study in Milwaukee in which teachers worked with children new to the city and transient children; constant interaction between evaluation and teaching can be seen as the children engage in experience writing, vocabulary expansion activities, and in direct experiences for concept building.


Description of a study designed to determine if the speech patterns of low socioeconomic Negro and Spanish surnamed children differ structurally from that of the Anglo children and to assess whether ethnic or economic factors have more influence on their language development.


Report of an investigation of the influence of dialect differences in communication between adults and children from different dialect communities.


Report of a study comparing beginning reader's interests in basal reader material depicting multi-ethnic characters with a series depicting only white characters; discussion of the classroom as a social lever.

Description of an investigation which sought to determine the degree to which entering first-grade children of low socioeconomic status differ in language facility from entering first-grade children of high socioeconomic status groups.

I-3c. Theoretical Discussions


   Exploration of the language differences of the Negro ghetto child as probable causes of the high incidence of reading failure evidenced in this group.


   Identification of three major classifications of children who experience difficulty in the regular instructional program of the schools.


   Paper exploring the characteristics of disadvantaged children and the effect which the teacher's attitude has upon the educational program for these children; ideas for the improvement of the instructional program for disadvantaged children are offered.


   Discussion of the adequacy of various language tests for measuring or identifying the characteristics of linguistically different learners, evaluation of their helpfulness in planning instructional strategies, and discussion of how the learning potentialities of linguistically different learners can be measured and what are the most urgent needs in test construction.
Discussion of the inherent danger underlying the identification and labeling of children with cultural differences--losing sight of the individual.

Examination of the relationship between dialect and initial reading ability; examination of four distinct teaching alternatives.

Discussion of the factors in an underprivileged child's background which may retard language development and exploration of possible remediation measures available to the teacher.

Discussion of several factors which should characterize a reading program for the Afro-American.

Discussion of the many aspects of cultural deprivation, its characteristics and attempts being made to remove it as a block to further learning.

Discussion of the problems faced by the culturally deprived learner with exploration of language-experience activities as possible sources of remediation.
Discussion of the specific socialization practices that are associated with reading achievement and some of the experiments and remedial programs now in progress; an overview of research needs is made.

Proposal of the term "denied" to describe the kinds of factors which are instrumental in a child's relative failure in school; annotated bibliography of references suggesting possible sources of overcoming this denial.

Identification of the major goal of reading for disadvantaged children and speculation on the adjustments of present programs to meet their needs; investigation of reading retardation in the large cities, the teacher's role in their education, and the capacity of these children and their language acquisition and reading.

Discussion of the different language patterns possessed by disadvantaged children and examination of research projects aimed at reducing the distance between the children's background and the required proficiency demanded of them in the first grade instructional program.

Discussion of the findings of writers who have worked with children whose spoken dialect is different than the one normally used in school with a summary of the general principles which these writers seem to agree are the best for a teacher to follow in the classroom.


Paper presenting an expanded view of interests; exploration of human behavior which seeks stimulation as well as seeks to reduce stimulation (frustration) and the implications this has for reaching educationally deprived children in the schools.


Discussion of the varied terminology used by educators when describing deprived children; identification of four propositions which underlie the overall concern with deprivation; deprivation is identified as an individual characteristic and guidelines for assessing the growth needs of individuals are given; description of four individual cases of deprivation.


A description of the differences in reading readiness and achievement in reading found among a small number of advantaged, average, and disadvantaged kindergarteners, first, second, and third graders; measures used--The Goodenough Draw-A-Man Scale, Metropolitan Readiness Tests, and Metropolitan Achievement Tests.


Discussion of the characteristics of culturally disadvantaged children which preclude...
success in the academic work of the schools; description of a program of diagnosis and early training to strengthen those skills the children must possess in order to learn to read.

Identification of those children who are socially disadvantaged in terms of social origin, and of racial and ethnic backgrounds.

Discussion of the basic components of the self-concept, how it may be related to behavior, how it may serve as an impelling or impeding influence on learning, and how it may be maintained or strengthened; examination of the self-concepts of disadvantaged children and suggestions of ways in which they can be changed.

Discussion of the assumptions about instructing the disadvantaged child in reading with examples of activities which implement this thinking in the instructional program.

Discussion of the dialect differences and their status in the elementary classroom.

Discussion of the many problems faced by children from disadvantaged environments especially those related to mastering the language arts of the school's instructional program.


Description of the characteristics which the routine series of standardized tests gives for the disadvantaged child, discussion of eight major facts which teachers must take into consideration when evaluating these children in the primary grades and of the most important needs of these children.


Identification of five types of underachievers, description of their characteristics, the problems inherent in identifying them, and suggested ways in which the known characteristics may be used effectively by the schools.


Discussion of the varying approaches of research and instruction to remediate the reading difficulties of disadvantaged children.


Description of the characteristics of the disadvantaged child's language skills and the nature of an instructional program for developing these.


Discussion of the relevance of language variation to the reading development program.

Discussion of the difficulties experienced by teachers in the reading instructional program when the children's dialect differs from their own dialect or that used in the instructional materials.


Paper exploring the relationship between non-standard English and the reading process with discussion of research studying the differing means of teaching beginning reading to these speakers.


Discussion of the many ways in which schools and communities are meeting the needs of children with disadvantaged backgrounds.


Discussion of two views taken toward the dialect used by Negro children in communication with others--an evaluation of ERIC documents treating the subject.

I-4. Bilingual Children


Discussion of nine basic principles of the reading program provided to develop the reading skills of the Mexican-American child.

I-4-2. Braun, Carl. "Reading Achievement of Monolingual and Bilingual Children in Relation to Selected Linguistic Variables," Language, Reading, and the

Report of a research study designed to compare the reading achievement of bilingual and native speakers and to investigate the relationship between reading achievement and certain oral and written language abilities.


Report of research designed to investigate the extent to which ethnolinguistic background affects speech patterns and syntactic flexibility of first-, fourth-, and sixth-grade children from monolingual, bilingual-French, and bilingual-German rural communities.


Review of the research comparing the educational success of various immigrant groups coming into the United States with elaboration on the causes of the differences in their educational attainments.


Discussion of the historical and recent approaches of teaching non-English speaking first graders to read.


A study of the differences between children from a bilingual environment and those from a unilingual environment in their performance on the language and non-language portions of an intelligence test when measured at third and fifth grade levels; reading achievement, parents' occupational level, sex, and chronological ages of the two groups were also compared on these two grade levels.
Abstracts of selected papers which represent the various points of view about bi-dialectalism.

Review of research exploring the bases of teaching English as a second language; studies are classified as scientific or non-scientific.

Report of a study designed to investigate the relationship between the language that Mexican-American parents of lower socioeconomic status speak to their children and the children's performance on a battery of standardized tests.

Paper proposing that the problems experienced by bilingual children when learning to speak and read English may be the result of major cultural differences and values.
HOW TO USE THE AUTHOR INDEX

Biographies in the Author Index are arranged alphabetically by name and contain four different categories of information: educational background, position at the time of the study, work experience in educational fields, and other publications by the author. In some cases educational background is not included since the vita or reference journal did not note this. In other cases the only information given is the position held by the author when the article was written. In a very few cases the location of the author is not given since none was found.

Abbreviations used in the biographies may be found in the Abbreviations List beginning on page 356.
# ABBREVIATIONS LIST

## A

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Full Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>A &amp; M</td>
<td>Agricultural and Mechanical</td>
</tr>
<tr>
<td>abil</td>
<td>ability</td>
</tr>
<tr>
<td>abnorm</td>
<td>abnormal</td>
</tr>
<tr>
<td>abstr</td>
<td>abstract</td>
</tr>
<tr>
<td>acad</td>
<td>academy</td>
</tr>
<tr>
<td>accel</td>
<td>accelerate, accelerated</td>
</tr>
<tr>
<td>accomp</td>
<td>accompany, accompanied</td>
</tr>
<tr>
<td>achmt</td>
<td>achievement</td>
</tr>
<tr>
<td>act</td>
<td>acting, action, activity</td>
</tr>
<tr>
<td>add</td>
<td>addition, additional</td>
</tr>
<tr>
<td>addic</td>
<td>addiction</td>
</tr>
<tr>
<td>adjunct</td>
<td>adjunct</td>
</tr>
<tr>
<td>adjstmt</td>
<td>adjustment</td>
</tr>
<tr>
<td>adm</td>
<td>administration, admission</td>
</tr>
<tr>
<td>adolsnt</td>
<td>adolescent</td>
</tr>
<tr>
<td>advncd</td>
<td>advanced</td>
</tr>
<tr>
<td>advntr</td>
<td>adventure</td>
</tr>
<tr>
<td>advs</td>
<td>advisor, advising</td>
</tr>
<tr>
<td>AFB</td>
<td>air force base</td>
</tr>
<tr>
<td>aff</td>
<td>affecting</td>
</tr>
<tr>
<td>Afr</td>
<td>Africa</td>
</tr>
<tr>
<td>agri</td>
<td>agriculture, agricultural</td>
</tr>
<tr>
<td>Ala</td>
<td>Alabama</td>
</tr>
<tr>
<td>Alas</td>
<td>Alaska</td>
</tr>
<tr>
<td>Albrta</td>
<td>Alberta</td>
</tr>
<tr>
<td>Alt</td>
<td>Altoona</td>
</tr>
<tr>
<td>Abbreviation</td>
<td>Full Form</td>
</tr>
<tr>
<td>--------------</td>
<td>-----------</td>
</tr>
<tr>
<td>Am</td>
<td>America</td>
</tr>
<tr>
<td>anal</td>
<td>analysis</td>
</tr>
<tr>
<td>apprec</td>
<td>appreciate</td>
</tr>
<tr>
<td>apprent</td>
<td>apprentice</td>
</tr>
<tr>
<td>approx</td>
<td>approximately</td>
</tr>
<tr>
<td>Ariz</td>
<td>Arizona</td>
</tr>
<tr>
<td>Ark</td>
<td>Arkansas</td>
</tr>
<tr>
<td>arts</td>
<td>articles</td>
</tr>
<tr>
<td>assm</td>
<td>assessment</td>
</tr>
<tr>
<td>assn</td>
<td>association</td>
</tr>
<tr>
<td>assng</td>
<td>assessing</td>
</tr>
<tr>
<td>assoc</td>
<td>associate, association</td>
</tr>
<tr>
<td>asst</td>
<td>assistant</td>
</tr>
<tr>
<td>asstshp</td>
<td>assistantship</td>
</tr>
<tr>
<td>audiol</td>
<td>audiology</td>
</tr>
<tr>
<td>auth</td>
<td>author</td>
</tr>
<tr>
<td>A-V</td>
<td>Audio-Visual</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Full Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA</td>
<td>Bachelor of Arts</td>
</tr>
<tr>
<td>BC</td>
<td>British Columbia</td>
</tr>
<tr>
<td>bd</td>
<td>board</td>
</tr>
<tr>
<td>B Ed</td>
<td>Bachelor of Education</td>
</tr>
<tr>
<td>beh</td>
<td>behavior</td>
</tr>
<tr>
<td>bet</td>
<td>between</td>
</tr>
<tr>
<td>bibliogr</td>
<td>bibliography</td>
</tr>
<tr>
<td>bks</td>
<td>books</td>
</tr>
<tr>
<td>B ME</td>
<td>Bachelor of Music Education</td>
</tr>
<tr>
<td>br</td>
<td>branch</td>
</tr>
<tr>
<td>Br</td>
<td>Britain</td>
</tr>
<tr>
<td>Brit</td>
<td>Britannica</td>
</tr>
<tr>
<td>bur</td>
<td>bureau</td>
</tr>
<tr>
<td>bus</td>
<td>business</td>
</tr>
<tr>
<td>Term</td>
<td>Definition</td>
</tr>
<tr>
<td>--------</td>
<td>-----------------------------</td>
</tr>
<tr>
<td>Calif</td>
<td>California</td>
</tr>
<tr>
<td>Cal St Coll</td>
<td>California State College</td>
</tr>
<tr>
<td>Cambrg</td>
<td>Cambridge</td>
</tr>
<tr>
<td>Can</td>
<td>Canada</td>
</tr>
<tr>
<td>cand</td>
<td>candidate</td>
</tr>
<tr>
<td>Cath</td>
<td>Catholic</td>
</tr>
<tr>
<td>centr</td>
<td>center</td>
</tr>
<tr>
<td>centrl</td>
<td>central</td>
</tr>
<tr>
<td>ch</td>
<td>child, children</td>
</tr>
<tr>
<td>chem</td>
<td>chemistry</td>
</tr>
<tr>
<td>chf</td>
<td>chief</td>
</tr>
<tr>
<td>chhd</td>
<td>childhood</td>
</tr>
<tr>
<td>chptr</td>
<td>chapter</td>
</tr>
<tr>
<td>chrnn</td>
<td>chairman</td>
</tr>
<tr>
<td>clin</td>
<td>clinic, clinician, clinical</td>
</tr>
<tr>
<td>clsrm</td>
<td>classroom</td>
</tr>
<tr>
<td>co</td>
<td>county</td>
</tr>
<tr>
<td>co-auth</td>
<td>co-author</td>
</tr>
<tr>
<td>co-dir</td>
<td>co-director</td>
</tr>
<tr>
<td>co-ed</td>
<td>co-editor</td>
</tr>
<tr>
<td>cogn</td>
<td>cognition</td>
</tr>
<tr>
<td>cogntv</td>
<td>cognitive</td>
</tr>
<tr>
<td>coll</td>
<td>college</td>
</tr>
<tr>
<td>collabr</td>
<td>collaborator</td>
</tr>
<tr>
<td>Coll Wm &amp; Mary</td>
<td>College of William and Mary</td>
</tr>
<tr>
<td>colo</td>
<td>Colorado</td>
</tr>
<tr>
<td>Columb</td>
<td>Columbia</td>
</tr>
<tr>
<td>com</td>
<td>company</td>
</tr>
<tr>
<td>commsn</td>
<td>commission</td>
</tr>
<tr>
<td>commsnr</td>
<td>commissioner</td>
</tr>
<tr>
<td>commun</td>
<td>communication</td>
</tr>
<tr>
<td>compreh</td>
<td>comprehension</td>
</tr>
</tbody>
</table>
conf  conference
Conn  Connecticut
constctr  constructor
consult  consultant, consulting
contri  contributor, contributing
contrl  control
controv  controversial
coop  cooperative
coord  coordinator
cor  correction, correctional
corp  corporation
counc  council
couns  counselor, counseling
creat  creative
crippled  crippled
crit  critical
cur  curriculum, curricular
curnt  current
CUNY  City University of New York

damgd  damaged
DC  District of Columbia
dec  deceased
def  defective, deficient
Del  Delaware
dem  democracy
demstr  demonstration
depends  dependents
dep  department
descr  describing
desng  designed, designer
detent  
devlmt  
devlmtl  
diagnost  
dict  
difs  
dipl  
dir  
dirs  
disabils  
disadv  
disord  
dist  
distng  
distrb  
div  
doct  
dram  
dysfunct  

E

econ  
ed  
Ed D  
EDL  
educ  
eff  
effn  
efn  
Einst  
electr  
elem  

East

economics

editor, editorial, edition
Doctor of Education
Educational Developmental Laboratories
education, educational
effective
effectiveness
Einstein
electrical
elementary
emot  emotionally
employt  employment
encyclop  encyclopedia
engnr  engineer, engineering
Eng  England
Engl  English
enrchnt  enrichment
entr  entrance
ERIC / CRIER  Educational Resources Information Center
ETS  Educational Testing Service
eval  evaluation, evaluator
ex  example
exam  examination, examiner
except  exceptional
exch  exchange
exec  executive
explor  exploring, exploration
exprmntl  experimental
extn  extensive

fac  faculty
fed  federal
fel  fellow
fict  fiction
Fla  Florida
Fol  Follow
for  foreign
found  foundation
Fr  French
G

Ga  Georgia
gen  general
Geo  George
geogr  geography, geographer
GI  Government Personnel
govt  government
g  group
grad  graduate
GRE  Graduate Record Examination
grs  grades
guid  guidance, guiding

H

H  high
handbk  handbook
handicap  handicapped
heal  health
HEW  Health, Education, and Welfare
hist  history
hosp  hospital
hum  human
hyg  hygiene

I

Ia  Iowa
Ill  Illinois
impl  implications
imprvm  improvement
incl  including
Ind  Indiana
<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Full Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>indep</td>
<td>independent</td>
</tr>
<tr>
<td>indiv</td>
<td>individualized</td>
</tr>
<tr>
<td>Indn</td>
<td>Indian</td>
</tr>
<tr>
<td>Indnpls</td>
<td>Indianapolis</td>
</tr>
<tr>
<td>industr</td>
<td>industrial, industry</td>
</tr>
<tr>
<td>inexpnsv</td>
<td>inexpensive</td>
</tr>
<tr>
<td>inform</td>
<td>informal</td>
</tr>
<tr>
<td>init</td>
<td>initial</td>
</tr>
<tr>
<td>inserv</td>
<td>inservice</td>
</tr>
<tr>
<td>inst</td>
<td>institute</td>
</tr>
<tr>
<td>instructr</td>
<td>instructor</td>
</tr>
<tr>
<td>instrctn</td>
<td>instruction</td>
</tr>
<tr>
<td>instrctnl</td>
<td>instructional</td>
</tr>
<tr>
<td>intelctl</td>
<td>intellectual</td>
</tr>
<tr>
<td>intellig</td>
<td>intelligence</td>
</tr>
<tr>
<td>intermed</td>
<td>intermediate</td>
</tr>
<tr>
<td>internatnl</td>
<td>international</td>
</tr>
<tr>
<td>interprrns</td>
<td>interpretations</td>
</tr>
<tr>
<td>intervr</td>
<td>interviewer</td>
</tr>
<tr>
<td>invstgtr</td>
<td>investigator</td>
</tr>
<tr>
<td>IRA</td>
<td>International Reading Association</td>
</tr>
<tr>
<td>Is</td>
<td>island</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Full Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>J</td>
<td>Junior</td>
</tr>
<tr>
<td>jrnls</td>
<td>Journals</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Full Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>Kindergarten, Grades 1, 2, 3</td>
</tr>
<tr>
<td>Kans</td>
<td>Kansas</td>
</tr>
<tr>
<td>knowl</td>
<td>Knowledge</td>
</tr>
<tr>
<td>Ky</td>
<td>Kentucky</td>
</tr>
</tbody>
</table>
L

La Louisiana
lab laboratory
Laf Lafayette
lang language
lectr lecturer
Lex Lexington
LI Long Island
libr library, librarian
lic license
lings linguistics
lit literature
loc located
lrng learning
lrnr learner
ltd limited

M

MA Master of Arts
mag magazine
maj major
manl manual
Mass Massachusetts
mats materials
Md Maryland
Me Maine
meas measuring
med medical
MEd Master of Education
mem memorial
memb member
mentl mental
Meth
methd
metro
mgmt
Mich
Mid W
milit
Minn
Miss
MIT
Mo
mod
monogr
Mont
motiv
msmt
mtn
mus

Methodist
method
metropolitan
management
Michigan
Mid West
military
Minnesota
Mississippi
Massachusetts Institute of Technology
Missouri
modern
monograph
Montana
motivation
measurement
mountain
music

N
North
Northern
narc	narcotic
matnl
national
NC
North Carolina
N Dak
North Dakota
NDEA
National Defense Education Act
Nebr
Nebraska
neighborhd
neighborhood
netwk
network
neurol
neurology
neurolog
neurological
neuropsy
neuropsychology
Nev
Nevada
<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Full Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>Newfoundland</td>
<td>Newfoundland</td>
</tr>
<tr>
<td>NIMH</td>
<td>National Institute of Mental Health</td>
</tr>
<tr>
<td>NJ</td>
<td>New Jersey</td>
</tr>
<tr>
<td>N Mex</td>
<td>New Mexico</td>
</tr>
<tr>
<td>no</td>
<td>number</td>
</tr>
<tr>
<td>nos</td>
<td>numbers</td>
</tr>
<tr>
<td>num</td>
<td>numerous</td>
</tr>
<tr>
<td>nurs</td>
<td>nursery</td>
</tr>
<tr>
<td>NW</td>
<td>Northwest</td>
</tr>
<tr>
<td>NY</td>
<td>New York</td>
</tr>
<tr>
<td>NYC</td>
<td>New York City</td>
</tr>
<tr>
<td>NYU</td>
<td>New York University</td>
</tr>
<tr>
<td>OD</td>
<td>Doctor of Optometry</td>
</tr>
<tr>
<td>CEO</td>
<td>Office of Economic Opportunity</td>
</tr>
<tr>
<td>off</td>
<td>office, officer</td>
</tr>
<tr>
<td>Okla</td>
<td>Oklahoma</td>
</tr>
<tr>
<td>Ont</td>
<td>Ontario</td>
</tr>
<tr>
<td>opin</td>
<td>opinion</td>
</tr>
<tr>
<td>oppor</td>
<td>opportunity</td>
</tr>
<tr>
<td>Ore</td>
<td>Oregon</td>
</tr>
<tr>
<td>org</td>
<td>organization</td>
</tr>
<tr>
<td>Pa</td>
<td>Pennsylvania</td>
</tr>
<tr>
<td>Pac</td>
<td>Pacific</td>
</tr>
<tr>
<td>paroch</td>
<td>parochial</td>
</tr>
<tr>
<td>pathol</td>
<td>pathology</td>
</tr>
<tr>
<td>pediatr</td>
<td>pediatrics</td>
</tr>
<tr>
<td>percept</td>
<td>perception, perceptual</td>
</tr>
<tr>
<td>perform</td>
<td>performance</td>
</tr>
<tr>
<td>Abbreviation</td>
<td>Full Form</td>
</tr>
<tr>
<td>-------------</td>
<td>-----------</td>
</tr>
<tr>
<td>personl</td>
<td>personnel</td>
</tr>
<tr>
<td>personality</td>
<td>personality</td>
</tr>
<tr>
<td>PhD</td>
<td>Doctor of Philosophy</td>
</tr>
<tr>
<td>Phila</td>
<td>Philadelphia</td>
</tr>
<tr>
<td>philo</td>
<td>philosophy</td>
</tr>
<tr>
<td>philosophcl</td>
<td>philosophical</td>
</tr>
<tr>
<td>photogr</td>
<td>photographer</td>
</tr>
<tr>
<td>physiol</td>
<td>physiology</td>
</tr>
<tr>
<td>physn</td>
<td>physician</td>
</tr>
<tr>
<td>pict</td>
<td>picture</td>
</tr>
<tr>
<td>pkwy</td>
<td>parkway</td>
</tr>
<tr>
<td>plan</td>
<td>planning</td>
</tr>
<tr>
<td>polit</td>
<td>political</td>
</tr>
<tr>
<td>populr</td>
<td>popular</td>
</tr>
<tr>
<td>postdoct</td>
<td>postdoctoral</td>
</tr>
<tr>
<td>pract</td>
<td>practice</td>
</tr>
<tr>
<td>pres</td>
<td>president</td>
</tr>
<tr>
<td>Presbyt</td>
<td>Presbyterian</td>
</tr>
<tr>
<td>presch</td>
<td>preschool</td>
</tr>
<tr>
<td>prim</td>
<td>primary</td>
</tr>
<tr>
<td>princpl</td>
<td>principal, principle</td>
</tr>
<tr>
<td>priv</td>
<td>private</td>
</tr>
<tr>
<td>prob</td>
<td>problem</td>
</tr>
<tr>
<td>probs</td>
<td>problems</td>
</tr>
<tr>
<td>procedings</td>
<td>proceedings</td>
</tr>
<tr>
<td>prods</td>
<td>products</td>
</tr>
<tr>
<td>prof</td>
<td>professor</td>
</tr>
<tr>
<td>profnl</td>
<td>professional</td>
</tr>
<tr>
<td>progr</td>
<td>program</td>
</tr>
<tr>
<td>progrmd</td>
<td>programmed</td>
</tr>
<tr>
<td>progrmr</td>
<td>programmer</td>
</tr>
<tr>
<td>proj</td>
<td>project</td>
</tr>
<tr>
<td>prov</td>
<td>province</td>
</tr>
<tr>
<td>psy</td>
<td>psychology, psychologist, psychological</td>
</tr>
</tbody>
</table>
psychoeduc  psychoeducation
psychom  psychometry, psychometrist
psych't  psychiatrist
psychtr  psychiatry, psychiatric
pub  public
publ  publication, publishing, published
PUBL  publication
publs  publications

Q
quart  quarterly

R
rd  read
rdng  reading
readabil  readability
recogn  recognition
recpnt  recipient
recreatnl  recreational
ref  reference
regnl  regional
rehab  rehabilitation
rel  relations, related
relig  religion
remed  remedial, remediation
reportr  reporter
resrch  research, researcher
ret  retardation
revs  reviews
rhet  rhetoric
rm  room
S

S  South
San Ferndo Val  San Fernando Valley
San Fran  San Francisco
Sat Rev  Saturday Review
SC  South Carolina
scan  scanning
schl  school
sci  science, scientist
S Dak  South Dakota
sec  secondary
sen  senate
serv  service
servs  services
sev  several
skim  skimming
So  southern
Soc  society
sociogr  sociogram
sociol  sociology
Soc Stud  Social Studies
spec  special, specialist
spch  speech
spell  spelling
sq  square
Sr  senior
SRA  Science Research Associates
st  state
stat  statistics
stim  stimulate, stimulation
stdizd  standardized
struc  structural, structure
stud  study
studs studies
subsys subsystem
suc success, successfully
sum summer
SUNY State University of New York
supervn supervision, supervising
supervsr supervisor
suppl supplementary
suprahum suprahuman
supt superintendent
surg surgery
Switz Switzerland
sympos symposium
sys system

t

tchng teaching
tchr teacher
techns techniques
telphn telephone
Tenn Tennessee
Tex Texas
textbk textbook
ThB Bachelor of Theology
thnkg thinking
trad traditional
trnee trainee
trng training

U

UCLA University of California, Los Angeles
UNC University of North Carolina
<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Full Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>UNESCO</td>
<td>United Nations Educational Scientific and Cultural Organization</td>
</tr>
<tr>
<td>undergrad</td>
<td>undergraduate</td>
</tr>
<tr>
<td>unif</td>
<td>unified</td>
</tr>
<tr>
<td>univ</td>
<td>university</td>
</tr>
<tr>
<td>unpopulr</td>
<td>unpopular</td>
</tr>
<tr>
<td>upr</td>
<td>upper</td>
</tr>
<tr>
<td>US/USA</td>
<td>United States of America</td>
</tr>
<tr>
<td>USAF</td>
<td>United States Air Force</td>
</tr>
<tr>
<td>USAR</td>
<td>United States Army Reserve</td>
</tr>
<tr>
<td>USC</td>
<td>University of South Carolina</td>
</tr>
<tr>
<td>USN</td>
<td>United States Navy</td>
</tr>
<tr>
<td>USOE</td>
<td>United States Office of Education</td>
</tr>
<tr>
<td>VA</td>
<td>Veterans Administration</td>
</tr>
<tr>
<td>VA</td>
<td>Virginia</td>
</tr>
<tr>
<td>var</td>
<td>various</td>
</tr>
<tr>
<td>verb</td>
<td>Verbal</td>
</tr>
<tr>
<td>Vict</td>
<td>Victoria</td>
</tr>
<tr>
<td>vis</td>
<td>visiting</td>
</tr>
<tr>
<td>voc</td>
<td>vocational, vocation</td>
</tr>
<tr>
<td>vocab</td>
<td>vocabulary</td>
</tr>
<tr>
<td>V-pres</td>
<td>vice president</td>
</tr>
<tr>
<td>Vt</td>
<td>Vermont</td>
</tr>
<tr>
<td>W</td>
<td>West</td>
</tr>
<tr>
<td>wd</td>
<td>word</td>
</tr>
<tr>
<td>Wisc</td>
<td>Wisconsin</td>
</tr>
<tr>
<td>Wm</td>
<td>William</td>
</tr>
<tr>
<td>WPA</td>
<td>Workers Progress Association</td>
</tr>
<tr>
<td>writ</td>
<td>writing</td>
</tr>
<tr>
<td>Wrkbk</td>
<td>Workbook</td>
</tr>
<tr>
<td>-------</td>
<td>----------</td>
</tr>
<tr>
<td>Wrkng</td>
<td>Working</td>
</tr>
<tr>
<td>Wrkr</td>
<td>Worker</td>
</tr>
<tr>
<td>Wrkshp</td>
<td>Workshop</td>
</tr>
<tr>
<td>W Va</td>
<td>West Virginia</td>
</tr>
<tr>
<td>Wyo</td>
<td>Wyoming</td>
</tr>
</tbody>
</table>

YMCA  Young Men's Christian Association
Yrbk  Yearbook
Yrs   Years
AUTHOR INDEX

A

Aaron, Ira A. ABJ, MEd, PhD

Abraham, Willard BS, MEd, PhD

Abrams, Jules C. BA, MA, PhD

Adams, Phyllis O. BS, MA, EdD

Adams, R. Buchanan
Membr of Staff Natnl Rdng Resrch Found at time of publ, 1963.

Adelman, Howard S. BA, MA, PhD
Aliotte, Nicholas C. BA Psy, MA, PhD
Asst Prof Dept Educ Psy & Stat, SUNY, Albany.
EXPR: Psy in Spec Educ, Dade Co Fla Schls; Instrctr Dept Educ Psy, Univ Ga; Consult & Resrch Asst; Instrctr Dept Psy, Univ of Portland. PUBL: Co-auth of nos arts reporting resrch on preschl & prim ch's lrng beh, Author of var papers for profnl jrnls.

Allen, K. Eileen BS, MEd Spec Educ
Coord Early Chhd Educ & Resrch Ch Devlmt, Mentl Ret Centr, Univ Wash: EXPR: Head Tchr Broadview Coop Nurs Schl; Instrctr Dept Adult Educ, Univ Wash; Head Tchr Devlmtl Psy Lab Presch, Univ Wash. PUBL: Assoc Ed Except Ch; Rev Ed Jrln of Appl Beh Anal; Author of nos papers & arts on except ch.

Allen, Robert L.
Assoc Prof Engl, Tchrs Coll, Columb Univ at time of publ, 1964.

Alshan, Leonard
Memb of Staff CUNY at time of publ, 1965.

Amble, Bruce R. BA, MA, PhD
Dir Schl Psy, Assoc Prof, So Ill Univ. EXPR: Tchr Jr H Schl, Ia; Psy, Woodward St Hosp, Ia (Intern), Des Moines Ch Guid Centr (Staff), Clin Centr, So Ill Univ; Psy Consult, Div Voc Rehab; Al Bowen Ch's Centr, So Ill Med Centr, Career Dev Centr, Ill; PUBL: Auth of nos or resrch & jrnl arts as well as bks in area of rdng achmt.

Ames, Wilbur
Memb of Staff of Ga St Coll át time of publ, 1970.

Amster, Harriett AB, MA, PhD

Anapolles, Louis
Memb of Staff of Rdng Resrch Inst Fryeburg Acad, Me at time of publ, 1967.

Anastasiow, Nicholas J. AB, PhD
Dir Resrch, Palo Alto Unif Schl Dist, Calif, Resrch Assoc Lab of Hum Dev, Stanford Univ: EXPR: Resrch Asst, Resrch Assoc, Coord of Resrch, Palo Alto Schls. PUBL: Contrib of arts on educ resrch & educ & devlmtl psy to var jrnls.
Anthony, Sally BA, EdM, EdD  
Assoc Prof Educ, San Diego St Coll, Calif.  
EXPR: Tchr Elem Schl, NJ; H Schl Hist & Am Dem, NJ; Tchr Univ Level, Rutgers Univ; Educ Resrch Spec Sr, Kilmer Job Corps Trng Centr.  
PUBL: Auth of Ghettos & Barrios & arts & monogs explor controversial issues.

Arbuthnot, May Hill  
Memb of Staff of Western Reserve Univ at time of publ, 1966.

Arnold, Richard D. BS, MA, PhD  
Assoc Prof Remed Rdng, Purdue Univ.  
EXPR: Elem Tchr, Calif; Instrctr & Clin Psy Psy-Educ Clin, Univ Minn; Asst Prof Cur & Instructn, Univ Tex; Consult, San Antonio Lang Resrch Proj; Assoc, Lrng Disabils Centr, Univ Tex.  
PUBL: Co-auth Bilingual Rdng, Southwest EDL Expr Educ & arts for Early Chhd Educ & Elem Schl Jrnl.

Aronow, Miriam  
Resrch Assoc Bur Educ Resrch, Bd Educ, NYC.  
EXPR: Tchr Elem, Jr H, H Schls, NYC; Guid Couns, H Schl.  
PUBL: Auth of profnl educ arts for jrnls.

Arnsdorf, Val E.  
Asst Prof Educ, Univ Calif, Berkeley at time of publ, 1963.

Artley, A. Sterl AL, MED, PhD  
Prof Lang Arts, Univ Mo, Columb.  
EXPR: Tchr Pub Schls, Pa, Stephens Coll Psy Dept, Univ Mo; Lectr, Couns; Past Pres, IRA.  
PUBL: Co-auth New Basic Rdng-Progr, Scott Foresman Rdng Sys & auth of nos arts on rdng & lang arts in add to bks on rdng.

Athey, Irene J. BA, MA, PhD  
Prof Educ & Psy, Chrmn Dept Educ Found, Univ Rochester.  
EXPR: Tchr, Principl Pub Schls, Eng, Afr, Malaysia.  
PUBL: Auth of bk of rdngs Educ Impl of Piaget's Theory, monogs & nos of arts.

Austin, Mary C.  

Ausubel, David P. BA, MA, MD, PhD  
Prof, Doct Progr Educ Psy, CUNY, Psy for NY St Narc Addic Control Commsn, Psy Gracie Sq Hosp.  
EXPR: Sr Asst. Surg, US Pub Heal Serv, Resrch in Psy, Sr Psy, Buffalo St Hosp; Lectr Psy, LI Univ; Staff Psy, Yeshiva Univ; Fulbright Prof Psy, Vict
Univ, New Zealand; Prof Educ Psy, Univ Ill, Educ Theory Univ Toronto. PUBL: Auth of num arts for profnl jrnls.

B

Bach, Mary Jean
Memb Staff at Northwestern Univ at time of publ, 1970.

Bagford, Jack
Prof Educ, Univ Ia. EXPR: Elem Tchr, Ohio; Elem Princpl, Ohio; Grad Asst, Instrcr, Div Elem Student Tchng, Ind Univ.

Bagford, Jack
BS, MA, EdD
Prof Educ, Univ Ia. EXPR: Elem Tchr, Ohio; Elem Princpl, Ohio; Grad Asst, Instrcr, Div Elem Student Tchng, Ind Univ.

Bailey, Anne V.
BS, MA, EdD
Prof, Newark St Coll, NJ. EXPR: Tchr Elem & Sec Schls, NJ; Consult on Lings & Lang Arts, NJ Bd Educ. PUBL: Contribu of educ arts to var jrnls.

Bailey, Mildred H.
BS, ME, EdD
Prof & Dir Rdng Centr, Northwestern St Univ, La. EXPR: Elem Tchr, Prim Grs, La; Supervsn Tchr, Northwestern St Univ; Grad Asst, Univ Miss. PUBL: Auth of Phonics Studs for IRA & Rdng Tchr.

Baker, John W.
BA, MA, PhD
Asst Prof US Milit Acad, West Point, NY. EXPR: Psy Trnee, W Va Univ; Psy Intern, Pa St Cor Inst; Clin Psy, DC Dept Pub Heal, Natnl Trng Schl; Psy, Embreeville St Hosp; Chf Psy, Student Couns Serv, W Va Univ; Intern Walter Reed Gen Hosp; Chf Psy, Fitzsimons Gen Hosp. PUBL: Auth of psy arts for var jrnls.

Baldwin, Thelma L.
BS, MS, PhD
Resrch Assoc, Johns Hopkins Univ Off Ch Dev. EXPR: Grad Asst Dept Educ, Univ Del, Resrch Asst, Pub Schs, Univ Wisc; Tchng Asst Dept Educ Psy, Univ Wisc; Asst Proj Dir Centrl Mid W Regnl Educ Lab, Mo; Postdoct Fel, ETS. PUBL: Contribu of arts & monogrns on var phases of educ.

Baldridge, Kenneth P.
Memb of Staff of Baldridge Rdng Servs, NY at time of publ, 1963.

Balmuth, Miriam
Memb of Staff of Hunter Coll at time of publ, 1972.
Balow, Bruce BS, MA, PhD
PUBL: Auth of nos of arts, revs, & resrch papers for psy & educ jrnls.

Balow, Irging H. BS, MA, PhD
Dean Schl Educ, Univ Calif, Riverside. EXPR: Elem Tchr (Grs 1-8), Minn; Asst Prof, Assoc Prof, Dept Chrmn, Prof & Assoc Dean Schl Educ, Univ Calif, Riverside. PUBL: Contrbu of profn1 educ arts to var jrnls.

Bamman, Henry A. BS, MA EdD
Prof Educ, Dir Rdng Centr, Sacramento St Coll, Calif. EXPR: Thirty-four yrs of tchng grs 1-grad schl; Chrmn, Internatnl Dev Committee of IRA. PUBL: Co-auth of four profnl bks for tchrs of rdng & How-To-Stud-Suc manl; Sr Auth of sev series of h irtrst-low vocab bks, ex Checkered Flag, World of Advntr in add to arts for profnl jrnls.

Baratz, Joan C.

Barbe, Walter B. BS, MA, PhD
Adjunct Prof Univ of Pittsburgh. EXPR: Bd Pub Instrctn, Dade Co, Fla; Dir Read Clin, Baylor Univ; Asst Prof Elem Educ, Kent St Univ; Dir Rdng Centr, Univ Chattannoga; Prof & Head Dept Spec Educ, Kent St Univ. PUBL: Ed of Highlights for Ch; Auth or nos of arts for profnl jrnls, of the bk on Indiv Rdng Instrectn.

Barney, LeRoy BS, MS EdD
Assoc Prof Educ, No Ill Univ. EXPR: Tchr Upr Elem Grs, Miss, Ore, Utah; USAF Tchr; A-V Dir, Logan Utah; Ford Fel Resrch Asst, Colo St Coll; NDEA Rdng Inst Guest Prof. PUBL: Auth of extrn no of profnl educ bks, films & jrnl publs.

Barrett, Thomas C. BS, MA, PhD
Asst Prof Educ, Univ Wisc. EXPR: Instrctr, Univ Minn; Asst Prof, Ball St Univ; Asst Prof Rdng & Elem Educ, Univ Wisc. PUBL: Contrbu of prof educ arts to var jrnls.

Bartel, Nettie R.
Memb of Staff of Temple Univ at time of publ, 1971.

Bateman, Barbara BS, MA, PhD
Prof Educ Dept Spec Educ, Univ Ore, staff of Englemann-Becker Follow Through Progr. EXPR: Tchr Mentl Ret & Emot Distrib Blind Ch; Educ Intern Calif St Hosp Mentl Def; Resrch Asst, Univ
Ill; Spec Educ Tchr, Ore; Resrch Assoc & Asst Prof, Univ Ill; Assoc Prof, De Paul Univ; Staff Consult Lang Disords, Michael Reese Hosp, Chicago; Assoc Prof, Univ Ore. PUBL: Auth of nos bk revs, bks, monogr., chaptrs for var bks & arts.

Baumrind, Diana AB Psy, MA psy, PhD Psy
Resrch Psy, Princpl Invstgtr Parental Authority Resrch Proj, Inst Hum Dev, Univ Calif, Berkeley. EXPR: Proj Dir Methds of Assng Effn of Psychotherapy Dept Psy, Univ Calif, Berkeley; Psy, Cowell Hosp; Proj Dir--Resrch on Ch Trng, Inst Hum Dev; Psy in priv pract, Berkeley. PUBL: Auth of monogr., revs, resrch reports for psy jrnls.

Bear, David E. AB, AM, EdD
Prof Elem Educ, So Ill Univ. EXPR: Tchr Elem Schs, Mo; Princpl Elem Schl, Mo; Prof Educ, So Ill Univ. PUBL: Auth of chptrs for two bks & educ arts.

Becker, Wesley C. AB, MA, PhD
Prof Psy Dept, Univ Ill. EXPR: US Army Instrctr; Asst Prof, Asso Prof, Univ Ill. PUBL: Contribu to sev profnl jrnls.

Beery, Althea BS, MA, PhD
Retired Supervsr of Lang Arts, Supervsr Prim Grs & Dir Elem Educ for Cincinnati Ohio Pub Schs. EXPR: Clsrn Tchr Grs K-4, Pa; Univ Tchr (Sum) St Tchrs Coll, Pa St Coll, Tchrs Coll, Columb Univ. PUBL: Auth of arts on lang arts & rdng for var profnl jrnls.

Beller, E. Kuno
Prof Psy, Dir Grad Trng in Devlmtl Psy, Dir Devlmtl Resrch Lab; Temple Univ; Consult Ed to Merrill-Palmer Quart. EXPR: Instrctr, Asst Prof Psy, Ind Univ, Act Dir Univ Psy Clin & Resrch Assoc, Columb Univ; Dir Resrch, Chf Psy at Ch Devlmt Centr, NYC. PUBL: Auth of extn resrch reports & arts.

Benz, Donald A.
Assoc Prof, Wisc St Univ at time of publ, 1968.

Berg, Paul C. BA, MS, PhD
Prof Educ, Univ SC. EXPR: Assoc Dir Rdng Lab & Clin, Univ Fla; Assoc Prof Educ, Univ St. of NY, Fredonia. PUBL: Co-auth of Art of Eff Rdng, Skim & Scan, EDL in add to arts for var educ jrnls.

Berger, Allen BA, MA, EdD
Assoc Prof Educ, Univ Alt. EXPR: News Reportr, Photogr, NY, VA; Tchr H Sch: Engl & Rdng; Asst in Rdng, Syracuse Univ. PUBL: Contribu Ed to Jrnrl of Rdng; Co-auth of The Rdng Mats Handbk; Auth of many arts on var phases of educ.
Berkum, Mitchell  BA, PhD
Prof, Dept Chrmn Dept Psy, Quinnipiac Coll, Conn.  EXPR:
Resrch Assoc, Sr. Sci, Hum CRO, Monterey; Assoc Prof, Univ
Alas.  PUBL: Contrb to var prof jrnls.

Betts, Emmett A.  BS, MA, PhD
Resrch Prof Univ-Miami, Fla.  EXPR: Supt Schls Ia; Schl
Psy & Elem Princip, Ohio; Dir Tchng Educ & Sum Session, St Tchrs
Coll, Oswego NY; Resrch Prof, Dir Rdng Clin, Pa St. Coll; Prof
Psy, Dir Rdng Clin, Univ Miami, Fla.  PUBL: Most widely publ
auth of rdng bks & arts.

Biemiller, Andrew
Memb of Staff, Univ Toronto, Can at time of publ, 1970.

Bigaj, James J.  BA, MST, MA Cur & Instrctn
Rdng Consult K-12 Div Cur & Instrctn, Milwaukee Pub Schls.
EXPR: Clsrm Tchr, Tchr Progr Superior Abil Students, Clin, Centr
for Rdng Servs, Marquette Univ; Cardinal Stritch Coll, Grad
Div, Instrctr, Marquette Univ, Continuing Educ Centr; Consult.
PUBL: Contrb of prof educ arts to var jrnls.

Bing, Elizabeth Lic in Law, Switz, PhD Polit Sci, MA Psy,
PhD Clin Psy
PUBL: Auth of arts for Med Aspects of Hum Sex, Family Process,
& Ch Devlmt.

Binkley, Edward M.  BA, MA, EdD
Dir Resrch & Eval, Metro Pub Schls, Nashville, Tenn.
EXPR: Tchr & Guid Couns in Sec Sch, Schl Psy, Nashville.  PUBL:
Auth of First Grade Entr Vars Rel to Achmt & Personlty plus
arts on drug users & drug abuse.

Birch, Jack W.  BS, MED, PhD
Assoc Dean, Prof Spec Educ & Rehab, Prof Educ & Devlmtl
Psy, Schl Educ, Univ of Pittsburgh.  EXPR: Tchr Elem & Sec Classes
for Edubl MntlRet, Pa; Psy for Schl & Courts, Pa; Psy Consult,
Pa Bur Voc Rehab; Aviation Psy, Clin Psy, US Army; Dir Spec Educ,
profnl jrnls & of Retrieving Mntl Ret.

Bixel, Gordon  AB, BS Optometric Sci, OD
Retired Optometrist, Bluffton, Ohio.  EXPR: Stud Gr
Chrmn local IRA Chptr.  PUBL: Contrb of arts on vision & rdng
to var jrnls.

Blakely, William P.  BS, MA, PhD
Prof Educ, Coll Educ, Drake Univ.  EXPR: Tchr Elem, Jr H
Rdng, Engl, Soc Stud; Part-time Instrctr Educ & Psy, Cornell Univ;
Asst Prof Educ, Chrmn Dept Educ, Westmar Coll; Asst Prof, Assoc Prof, Chrmn, Sec Educ, Drake Univ. PUBL: Auth of nos of arts on rdng & Engl for var jrnls.

Blank, Marion S.  BA, MS Psy, PhD
Assoc Prof Dept Psy, Albert Einst Coll Med, NY. EXPR:  Fel, Dept Educ, City Coll NY; Tchg Asst; Univ Calif, Berkeley; Remed Rdn Clin, Brooklyn Coll; Psy Voc Adv Serv, NY; Clin Psy, Ch Psy Clin, Cambry Eng; Instrctr, Grad Fac-Psy Dept, Yeshiva Univ. PUBL: Ed Bd Early Ch Devlmt & Care, Ch Devlmt; Auth of chptrs for bks, revs, twenty-six arts or reports of resrch & bk on tutorial progr for presch ch.

Bloom, Sophie
Tchr in Ind Pub Schs at time of publ, 1968.

Bobroff, Allen.  BS., MEd, PhD
Assoc Prof Educ Psy, Univ Mich. EXPR: Spec Educ Tchr, Detroit; Prof Spec Educ, SUNY, Buffalo; Asst Prof, Univ Mich. PUBL: Contribu to var profnl educ jrnls.

Boehm, Charles
Supt Pub Instrctn, Pa at time of publ, 1963.

Boetto, Laurel B.
Memb of Staff of Ariz St Univ at time of publ, 1967.

Bollenbacher, Joan  BS, MS, Grad Work

Bond, Guy L.  AB, AM, PhD
Prof Educ, Univ Minn. EXPR: Profnl Educ, NY St Normal Schl, Fredonia; Asst Prof, Assoc Prof, Univ Minn. PUBL: Auth/ co-auth of many bks on rdng such as Tchnq the Ch to Rd in add to resrch, test devlmt & num arts for var jrnls.

Bonney, Merl  AB, MA, PhD
Prof Psy N Tex St Univ. EXPR: Assoc Prof Psy, Ore Coll Educ; Vis Prof, Univ Colo, Portland St Coll. PUBL: Auth of Populr & Unpopulr Ch, A Soc Stud, Bonney-Essenden Sociogr with manl, Techns of Personal & Soc Eval in add to nos of reports of resrch & arts for profnl jrnls.

Bonsall, Douglass
Memb of Staff at Douglass Coll, Rutgers Univ at time of publ, 1969.
Boos, Robert W.  
Memb of Staff of Univ of Ottawa, Can at time of publ, 1970.

Booth, Wayne C.  AB, MA, PhD  
Geo M Pullman Prof Engl, Univ Chicago.  EXPR:  Instrctr, Univ Chicago; Asst Prof, Haverford Coll; Prof Engl, Chrmn Dept, Earlham Coll.  PUBL:  Auth of The Rhet of Fict; Ed of The Knowl Most Worth Having; Ed Bd of Novel in add to arts for var profnl jrnls.

Bordie, John G.  BS, PhD  
Assoc Prof Lings & Cur.& Instrctn, Assoc Dir for Lang Educ Centr, Univ of Tex.  EXPR:  Asst Prof Lings & Engl, Georgetown Univ, Dir Georgetown Engl Lang Schl, Ankara, Turkey; Dir Tchng Resrch & Technical Div, Electr Tchng Labs, Wash, DC; Assoc Dir Spec Projs-Internatnl Off, Univ Tex.  PUBL:  Ed, Struc Lang Series; Auth Engl Texts, tapes, Lang courses for Peace Corps in add to other tchng aids.

Bormuth, John R.  BA, MA, EdD  
Assoc Prof, Univ Chicago.  EXPR:  Elem Sch Tchr, Elem Schl Principl; Asst Prof, Univ Calif, Los Angeles; Assoc Prof, Univ Minn.  PUBL:  Advs Ed of Rdnq Resrch Quart, Elem Eng; Auth of extn resrch publs in areas of cloze techn, compreh in rdng & readabil of print.

Botel, Morton BS, MS, EdD  
Prof Educ Grad Schl Educ, Rdng Clin.  Univ Pa.  EXPR:  Tchr, Math, Soc Stus, & Engl, Del; Grad Asst, Rdng Clin, Univ Pa; Rdng Consult, Asst Supt, Pa; Instrctr, Kutztown St Coll; Instrctr, Pa St.Extn Centr; Instrctr, Trenton St Coll; Instructr, Assoc Prof, Univ Pa.  PUBL:  Auth of textbks for ch on elem & sec schl levels, tests, profnl bks for tchrs, & nos of arts, monogr & resrch reports.

Bougere, Marguerite B.  BA, MA, PhD  
Assoc Prof, Centr Tchr Educ, Tulane Univ; Dir Undergrad Students Educ; Coord for Progrs for MEd in Elem Educ & Rdng.  EXPR:  Tchr in pub & priv elem schls & sec schls of La; Exec Dir & Educ Consult for Assn for Devlmt Blind Ch; Univ Tchng, Dominican Coll; Spec Consult in Educ to La Eval Centr for Except Ch.  PUBL:  Auth of "La in Ch's Lit" in add to arts for var profnl jrnls.

Bovee, Oliver H.  BS, MA, EdD  
Asst Supt for Cvr, Creighton Schl Distr, Phoenix.  EXPR:  Tchr Grs 1-8, Asst Principl Grs 1-8, Phoenix.  PUBL:  Auth of arts conc var phases of educ for Clearinghouse & Educ.
Boyd, Robert D. MS, PhD
    Prof Educ, Univ Wisc, Madison. EXPR: Diagnost, Clin Lab Schl, Univ Chicago; Instructr, Resrch Asst, Asst Prof Instructr, Assoc Dir Adult Educ, Antioch Coll; Asst Prof, Assoc Prof, Univ Wisc. PUBL: Consult Ed, Jrnl Educ Resrch; Reader for fed govt; Auth & Ed of Beyond Four Walls in add to other bks & arts.

Braam, Leonard
    Dir, Sum Rdng Progr, Syracuse Univ at time of publ, 1963.

Bracken, Dorothy L. AB, MA, Doct Work Columb, Univ Chicago
    Dir of Rdng Clin, So Meth Univ. EXPR: Tchr of all grade levels--K-Grad; Dir Read Clin, So Meth Univ since its establishment in 1947; Vis Prof, Tchrs Coll, Columb Univ, Univ Chicago, Univ Alberta. PUBL: Auth of num bks for ch; ed of var jrnls such as the ch's lit section of The Rdng Tchr; Conductor of world tours; Past President of IRA.

Braum, Carl BA, BEd, MED, PhD
    Assoc Prof Rdng, Educ Psy, Univ Manitoba, Can. EXPR: Elem & Sec Tchr, Winnipeg, Manitoba; USOE Resrch Assn Rdng, Instructr, Univ Minn; Univ Sen Appointee to Adv Bd, Manitoba Dept Educ. PUBL: Auth of arts for Rdng Resrch Quart, IRA, & Manitoba Dept Educ.

Braun, Jean S. BA Engl, MA Engl, MA Psy, PhD Clin Psy

Breedlove, W. Gale BS, MED, PhD
    Asst Prof Educ Servs Centr, Lex, SC. EXPR: Tchr H Schl Engl & Spch, Ariz; Remed Rdng Tchr Grs 1-7, Ga; Rdng Coord, SC. PUBL: Contribu of arts to IRA & other jrnls.

Breen, L. C.
    Memb of Staff, Santa Barbara Coll at time of publ, 1960.

Brett, Sue M. BA, MA, EdD
    Staff Memb of Natnl Centr of Educ Resrch & Devlmt, USOE. EXPR: Jr H Schl Engl Tchr, SC; Sr H Schl Engl Tchr, DC Schls; Dir Engl Progr, Jr-Sr H, DC; Supervr Sec Educ, Md. PUBL: Contribu to var educ jrnls.
Brittain, Mary M.  AB, MA, PhD
  Lectr, Univ Wisc, Madison.  EXPR:  Elem Schl Tchr, Ga, NY; Clin Rdng Clin, Emory Univ, Univ Miami, Fla; Vis Instrctr, Emory Univ & Agnes Scott Coll; Asst Prof, Univ Wisc.  PUBL:  Auth of papers for profnl confs & arts for jrnls.

Bronson, Wanda C.  PhD
  Assoc Resrch Psy, Princpl Invstgtr Ch Devlmt, Univ Calif, Berkeley.  EXPR:  Assoc Resrch Psych't, Univ Calif.  PUBL:  Auth of arts for Jrnl of Soc & Abnorm Psy, Jrnl of Personlty, Ch Devlmt, Contemporary Psy.

Brown, H. Douglas  BA, MA, PhD

Brown, James J.  BA, MA, PhD
  Prof, Univ Minn.  EXPR:  Instrctr Engl, Act Chf of Rhet, Univ of Minn; Staff Memb Eff Communc in Industr; Readers Digest Educ Ed; Consult or Instrctr for C W Wright Assocs, Caterpillar Tractor, IBM, 3M, Remington Rand.  PUBL:  Auth/co-auth of nos of bks, tests, & over 50 arts incl a series for Look Mag.

Brown, Roger W.  BA, MA, PhD Psy
  Prof Psy, Grad Schl Educ, Harvard Univ.  EXPR:  Instrctr, Psy, Asst Prof, Head Tutor, Harvard Univ; Assoc Prof Soc Psy, MIT, Prof; Prof Chmn Dept Soc Reis, Harvard Unit.  PUBL:  Auth Wds & Things, Soc Psy, A First Lang, in add to nos of resrch reports on Ch's Acquisition of lang.

Bruininks, Robert H.  BS, MA, PhD
  Assoc Prof Educ, Univ Minn.  EXPR:  Tchr Educ Mentl Ret Pupils, Jr h Schl, Tchr Sum Demstr Schl, Peabody Coll; Resrch Assoc Inst Mentl Ret & Intelctl Devlmt, Resrch & Devlmt Centr Educ Handicap.  PUBL:  Consult Ed of Am Jrln Mentl Def.

Bryant, N. Dale
  Memb Staff of Albany Stud Centr for Lrng Disabils at time of publ, 1963.

Buck, Mildred R.  BS, MA, PhD
  Schl Clin Psy, Ed Educ, Mo, Prof Lectr, St Louis Univ.  EXPR:  Tchr St. Louis Pub Schl, Psy Exam Pupil Personl Servs; Instrctr (part time) Harris Tchrs Coll; Clin Psy Internee VA Hosps, Cochran Hosps.  PUBL:  Auth of arts for Ch Devlmt & final resrch report "Factors Aff the Soc-Foon Disadv Ch in an Educ Setting."
Budoff, Milton  MA, PhD
Resrch Dir, Cambrg Guid Centr, Resrch Assoc, Mass Counc
for Pub Schls of Boston. EXPR: Asst Psy, Boston Ch's Hosp;
Asst Prof, Univ Mass; Dir Resrch Belchertown St Schl. PUBL:
Auth of resrch reports for var profnl jrnls.

Burke, Carolyn L.  AB, MEd, EdD
Asst Prof, Assoc Dir Rdng Miscue Resrch Centr, Wayne
St Univ. EXPR: Elem Schl Tchr, Mich; Instrctr, Wayne St Univ,
NDEA Rdng Inst, Jackson St Coll, Miss. PUBL: Co-auth of arts
for profnl jrnls, reports resrch & constrctr of manls to be
used by schl tchrs.

Burmeister, Lou Ella  BS, MS, PhD
Prof Cur & Instrctrn, Univ Tex. EXPR: Tchr Rdng H Schl,
Wisc; Instrctr Engl, Univ Wisc, Lectr Educ; Asst Prof Educ, Univ
Wisc; Chrmn SW Regnl Conf IRA, 1971. PUBL: Ed, Goodby, Mr Chips;
Auth of both jrnl arts & resrch reports in rdng.

Burnett, Richard W.  BA, MS, EdD
Dir Rdng Clin, Univ Mo, St Louis. EXPR: Tchr Upr Elem
& Jr H Schl levels, Ind; Grad Asst Rdng & Stud Clin, Ind Univ;
Resrch Assoc Inst Educ Resrch, Act Schl Psy, Univ Schls, Ind
Univ; Asst, Assoc Prof Rdng Clin, No Ill Univ. PUBL: Auth of
series of tests in rdng desng for students from prim to coll
level & var arts for jrnls.

Burnette, Richard R.  AB, BD, MS, EdD
Coord Inst Resrch, Fla So Coll. EXPR: Psy Instrctr, Emory Univ. PUBL: Auth of arts for var profnl jrnls.

Burns, Paul C.  AB, MA, PhD
Prof Educ, Univ Tenn & Dir Educ Resrch & Field Studs.
EXPR: Elem Schl Tchr & Principl; Prof Educ, Univ Kans. PUBL: Auth
of six maj texts in lang arts, rdng & elem math in add to
nos of arts for mags & jrnls.

Burrows, Alvina T.  BS, MA, EdD
Prof Educ, NY Univ, NYC. EXPR: Elem Schl Tchr, Md;
Critic Tchr, Supervsr Student Tchng, St Tchrs Coll, Md; Vis
Prof (Sums) Wash St Coll, Tahlequah Indn Schl, Okla, Univ Calif,
Univ Hawaii. PUBL: Auth, Co-auth & contribu to maj profnl texts
in lang arts, ch's series such as Engl Bk I-VI & Winston Commun-
ity Progr in add to profnl jrnl arts.

Burton, William H.  AB, MA, PhD
(Dec) Former Prof Educ, Univ Calif, Univ Chicago, Grad
Schl Educ Harvard Univ. PUBL: Auth of texts such as Supervn &
Imprvm of Tchng, Rdng & Ch Devlmt, & other bks in add to arts
on profnl educ.
Butler, George E. BS, MA Libr Sci
Dept Chrmn Libr Sci Dept, Chicago St. Univ. EXPR:
Spec Libr Consult, Crerar Libr; Ref Libr, Newberry Libr; Head Mats Centr, Chicago St Univ. PUBL: Auth of twenty-five arts in curr ed of World Bk Encyclop in add to arts for Educ & Ill Librs.

Byers, Joe L. BS Agri, BS Educ, MS, PhD Educ Psy
Assoc Prof Educ Psy, Mich St Univ. EXPR: Tchr H Schl Soc Studs; Asst Prof Educ Psy, Univ Calif; Asst Resrch Psy, Inst Hum Lrng, Univ Calif. PUBL: Auth of nos of resrch & jrnl arts on lrng theory.

Byers, Loretta BS, MA, EdD
Asst Dean, Prof Educ, Univ Calif, Santa Barbara. EXPR: Tchr all grs Elem Schls, Idaho; Supervsr Student Tchng, Asst Prof Educ, Univ Idaho. PUBL: Co-auth of Suc in Student Tchng & auth of twenty-five publs in profnl jrnls.

Caffrey, John
Memb of Staff of Off of Los Angeles Co, Supt Schls at time of publ, 1955.

Caltee, Robert C. BA, MA, PhD

Calhoun, Newton R. BA, AM

Calitri, Charles J. BS, MA Grad Studs
Prof Dept Sec Educ, Hofstra Univ. EXPR: Tchr H Schl Engl; Part time Tchr, Dept Engl, Schl Educ, NY Univ; Tchr, Dept Engl, C W Post, Brookville NY; Joint Vis Prof, Univ Kans City. PUBL: Auth of many arts on educ for profnl jrnls & Sat Rev; Auth/co-auth of sev bks of fict.
Callaway, A. Byron  AB, BS, MEd, EdD  
Prof Educ, Dir Rdng Clin, Univ Ga.  EXPR:  H Schl Tchr Math, Mo; Asst Prof Math, Westminster Coll; Grad Student, Asst Dir Adm, Univ Mo; Asst Prof, Univ Ga; Assoc Prof, Ill St Normal Univ; Prof, Auburn Univ.  PUBL:  Auth of monogr & arts for profnl jrnls.

Cameron, Jack R.  BA, MA, Ph.D  

Cammarota, Gloria  
(Dec) Former Asst Supt Cur at Ossining, NY.

Carlson, Ruth K.  AB, MA, EdD  
Prof Educ, Cal St Coll, Calif.  EXPR:  Prof Cal St since its inception; Chrmn Committee, Natnl Counc Tchrs Engl & IRA; Tchr Creat Writ, Nova Scotia Schl, Halifax.  PUBL:  Auth of over fifty-five arts for profnl jrnls & many bks on lang arts.

Carlton, Lessie  BS, MS, EdD  
Vis Prof, Cumberland Coll, Ky; Prof Emeritus Educ, Ill St. Univ.  EXPR:  C1srn Tchr of all grs in pub & lab elem schls; Elem Schl Princli; H Schl hist & Engl tchr; Coll Tchr Rdng, Stephen F Austin Univ, Nebr St Coll, Ill St Univ.  PUBL:  Co-auth of Rdng, Self-Dir Dram & Self-Concept; Contrbu to Elem Rdng Today & US Dept HEW reports of resrch.

Carrillo, Lawrence W., Jr.  BS, MS, EdD  
Prof Elem Educ & Lang Arts Educ, San Fran St Coll.  EXPR:  Couns, Voc Guid, Ore St Univ; Instrctr Rdng, Suracuse Unit; Head Tchr Rdng Clin, Long Beach Pub Schls; Supervsr Rdng, Sonoma Co Supt's Off; Asst Prof, Assoc Prof, Prof, San Fran St Coll.  PUBL:  Sr Ed, Chandler Rdng Progr; Auth of Inform Rdng Readiness Exprs in add to other tchnq mats & arts for jrnls.

Carroll, John B.  BA, AM, PhD  
Sr Resrch Psy, ETS.  EXPR:  Instrctr, Mt Holyoke Coll, Ind Univ; Lectr, Univ Chicago; Resrch Psy, Dept Army; Asst Prof, Assoc Prof, Prof Grad Schl Educ, Harvard Univ.  PUBL:  Auth of over 265 maj pubs either in text form such as The Stud of Lang or art form for maj jrnls.
Carter, Homer  BS, MA  
Dir Psycho-Educ Clin, Prof Western Mich Univ.  
EXPR:  
Dir Resrch, Royal Oak Pub Schls; Assoc Dir Resrch, Resrch Assoc, Stanford Univ.  
PUBL:  Auth of many educ arts for jrnls.

Carton, Aaron S.  B.A., MA, PhD  
Memb of Staff, SUNY, Stony Brook.  
PUBL:  Writ incl monogr, papers, & arts for profnl jrnls in areas of rdng, lang educ.

Caskey, Helen J.  AB, MA, PhD  
Retired Prof Educ, Univ of Cincinnati, Ohio.  
EXPR:  Tchr, Elem & Sec students; Tchr of grad students in educ on coll level.  
PUBL:  Co-auth of 1951 ed of ch's rdng texts, Macmillan Rdng Series, the text Guid Gr in Rdng, arts for IRA publs.

Cazden, Courtney B.  AB, MEd, EdD  
Prof Educ, Harvard Univ.  
EXPR:  Asst Prof Educ & Resrch Assoc Soc Rel, Harvard Univ.  
PUBL:  Auth of Ch Lang & Educ, Holt (in press); Co-auth of Functions of Lang in Clsrms (in press), & auth of nos of reports of resrch, chptrs in bks, revs & arts.

Chall, Jeanne S.  BBA, AM, PhD, AM (Hon)  
Dir Rdng Lab & Prof Educ, Harvard Univ Grad Schl Educ.  
EXPR:  Asst, Inst Educ Resrch, Tchrs Coll, Columb Univ; Resrch Asst, Assoc, Instrctr Bur Educ Resrch, Ohio St Univ; Lectr, Instrctr, Asst Prof, Assoc Prof, City Coll, CUNY; Lectr, Tchrs Coll, Columb Univ.  
PUBL:  Auth of maj text Lrnq to Rd: The Great Debate & arts for var profnl jrnls.

Chambers, Dewey W.  AB, MA, EdD  
Prof Educ, Univ Pac, Calif.  
EXPR:  Elem Tchr, Calif; Demstr-Lab Tchr, San Fran St Coll; Instrctr Educ, Wayne St Univ; Asst Prof, Assoc Prof, Univ of Pac.  
PUBL:  Writs incl arts on ch's lit, indiv rdng & creat tchng for profnl jrnls.

Chambers, J. Richard  BEd, EdM, EdD  
Assoc Prof, Dir Educ Clin, Boston Univ.  
EXPR:  Tchr Lab Schl, Keene St Coll; Grad Asst, Tchng Fel, Asst Prof, Boston Univ; Asst Prof, Assoc Prof, Univ Miami, Fla; Dir/co-dir NDEA Sum Insts in var phases educ; Dir ERIC/CRIER Rdng Resources Netwk Centr for Mass.  
PUBL:  Co-auth of profnl texts in rdng & arts for jrnls.

Chandler, Theodore A.  BS, MA  
Dir Guid & Spec Educ, Ramey Base Schls, NY.  
EXPR:  Voc Guid Couns, Cook Co Rehab Div; Tchr, Ill, Calif; Instrctr, Univ Chicago; Resrch Asst Inst Lrng, Univ Calif; Schl Psych't Army Depends Schl, Europe.  
PUBL:  Auth of arts on ch beh & devlmt.
Christenson, A. Adolph  BA, ME, EdD
    Instrcr Educ (Night Schl) Whitworth Coll.  EXPR:  Pub
    Schl Tchr, Remed Rdng Tchr, Mont, Wash; Lectr Educ, Gonzaga
    Univ; Grad Asst, Colo St Coll; Consult in Rdng, Spokane Pub
    Schls.  PUBL:  Auth of var handbk for inserv educ & arts for
    Educ & Wash Org for Rdng Devlmt.

Christine, Dorothy W.  BS, MEd
    Former Elem Tchr (now housewife).  EXPR:  Tchr Elem
    Schls, Pa, Ohio, NY; Read Clin, Chio Univ; Grad Asst Hum Dev,
    Ohio Univ; Tchr, Remed Rdng, Centrl Jr H, Ohio.  PUBL:  Co-auth
    with Charles T.  Christine of sev arts for jrnls & the text A Pract
    Handbk of Cur & Instruc.

Cleland, Donald L.  BS, MEd, PhD
    Prof Educ, Chrmn Emeritus Dept Rdng & Lang Arts, Univ
    Pittsburgh.  EXPR:  Tchr, Elem Princpl; Dir Rdng Lab (21 yrs)
    Univ Pittsburgh & Chrmn Dept Rdng & Lang Arts.  PUBL:  Writer
    of extn no of prof educ works.

Clymer, Theodore  BS, MA, PhD
    Prof Educ, Coll Educ Univ Minn.  EXPR:  Techn & Resrch
    Asst, Univ Minn; Demstr Tchr, River Falls Tchrs Coll; Instrcr,
    Asst, Assoc, & Prof, Univ Minn; Educ Resrch.  PUBL:  Writer of
    nos resrch arts & reports on readabl of print, constrctr of
    rdng tests.

Cohen, David K.
    Memb Staff Harvard Univ at time of publ, 1970.

Cohen, S. Alan  BS, EdM, EdD
    Assoc Prof Dept Cur & Instrctn, Dir Rdng & Lang Arts
    Centr, Yeshiva Univ's Grad Schl, NYC, Consult Educ Dir, Random
    House Educ Sys Div, Consult Right to Rd, USOE.  EXPR:  Clsrnm
    Tchr; Asst Prof Educ Rdng Lab, Jersey City St Coll; Consult Psy
    Crotched Mtn Found for Handicap; Lectr, Bentley Coll; Lectr,
    Tchng Fel, Boston Univ; PUBL:  Auth of Tchng Them All to Rd, nos
    of chptrs for bks, arts, monogr, & resrch reports.

Cohn, Marvin  BS, MA, PhD
    Asst Prof Adelphi Univ.  EXPR:  Seventeen Yrs Tchng in
    Elem & Sec Schls, all yrs, remed rdng; Twelve Yrs as part-time
    remed rdng tchr in three univ clns, NYC.  PUBL:  Writer of nos
    arts in local conf procdngs & profnl jrnls.

Conklin, Norma K.  BS, MA, Grad Wk
    Asst Prof, Ferris St Coll.  EXPR:  Tchr Elem & Sec Schls,
    Mich, Calif; Co-dir Annual Tchrs Wrkshp in Rdng Instructn.
    PUBL:  Writer of arts for var profnl jrnls.
Cooper, Bernice  BS, MS, EdD  Prof Educ, Univ Ga.  EXPR: Tchr all levels pub schls, Ga, Fla; Lab Schl of Women's Coll Ga; Dir & Tchr of wrkshps.  PUBL: Co-auth of var Reader's Digest Rdng Skill Builders & auth of resrch summaries & arts.

Cooper, J. Louis  BA, MEd, EdD  Former Dir Rdng Centr, Univ Conn.  EXPR: Tchr, Principl pub schls, Ark; Demstr Tchr, principl Campus Lab Schl, Ark St Tchers Coll, Dir Rdng Clin, Chrmn Dept Elem Educ.  PUBL: Consult for Harper & Row, Reader's Digest, Am Educ Fubs, Coronet Films in add to rdng text series for ch & arts.

Cordts, Anna D  Memb Staff, Schl Educ Rutgers Univ at time of publ, 1963.

Coulter, Myron L.  BS, MS, EdD  V-Pres Inst Servs, Prof Educ, Western Mich Univ.  EXPR: Elem Tchr, Ind; H Schl Engl Tchr & Athletics Coach, Mich; Instrctr Educ, Ind Univ; Dir Latin Am Educ Proj, Pa St Univ, Asst, Assoc Prof; Adv Bd ERIC/CRIER, Ind Univ; Assoc Dean, Prof Educ, Western Mich Univ.  PUBL: Co-auth Rdng Skills in Prob Soly, stdizd test, & A Wrkbk in Prob Rdng Grs 4-6 in add to arts & resrch reports.

Councill, Grace McN.  BS, MA, Grad Work  Prof Emeritus, Appalachian St Tchers Coll.  EXPR: Tchr, H Schls of NC; Tchr Demstr Schl, Boone, NC; Educ Consult, Birmingham, Ala Paper Com; Prof Educ, Appalachian St Univ.  PUBL: Writer for var educ jrnls.

Covington, Martin V.  PhD  Prof Psy, Univ Calif, Berkeley.  PUBL: "Some Exprmntl Evidence on Tchng for Creat Understanding," Rdng Tchr.

Craig, Isabel S.  AM, MS  Assoc Prof Educ & Neurol, Ind Univ Med Centr, Staff Memb Pediatr Neurol, Rdng Diagnost & Spec.  EXPR: Elem Tchr, Ind; Instrctr Schl Educ, Ind Univ; Dir Rdng Progr Centr Ch Stud, Assoc Prof, Ind Univ.  PUBL: Guest Ed of Educ; Co-auth of Devlmtl Rdng, Text Wrkbk Series; Asst to Sr Auth, Lyons, Carnahan's Devlmtl Rdng Series & arts for IRA.

Cramer, Ronald L.  ThB, MS, PhD  Assoc Prof Educ, Oakland Univ.  EXPR: Instrctr & Grad Student Rdng Stud Cent, Univ Del; Rdng Supervs K-12 NY, Elem Tchr, NY; Instrctr, Extn Div, Univ Del.  PUBL: Co-auth of Crit Rdng in Prim Grs: Rdng Aids Monogr; Auth of The Rdng Versatility Test--Form A, B in add to revs, arts & other publs.
Crandall, Vaughn J.
(Dec) Sr. Resrch Assoc, Fels Resrch Inst, Prof Psy, Antioch Coll. EXPR: Design of Series of Investigati-ons into Achmt Motiv. PUBL: Co-auth/auth of twenty-nine resrch reports explor achmt motiv.

Crescimbeni, Joseph PhD
Dean Fac, Edward Waters Coll. EXPR: Tchr Elem & Sec Schls; Univ Prof & Educ Consult. PUBL: Auth of six bks incl Guid the Gifted Ch, Indiv Instructn in Elem Schl & many arts on educ & mentl heal.

Criscuolo, Nicholas P.

Creswell, Thomas J.
Member Dept Engl, Chicago Tchrs Coll So, Spec Rdng at time of publ, 1963.

Crosby, Muriel E. BS, MA, EdD
Act Supt, Wilmington Del Pub Schls. EXPR: Tchr & Super-vsr Wash, DC Pub Schls; Asst Dir Resrch & Cur Dev, Silver-Burdette Publ Com; Assoc Prof Educ, Adelphi Coll; Asst Supt, Wilmington Del Pub Schls. PUBL: Auth of Supervn as Coop Act, other bks & jrnl arts.

Cushenbery, Donald C. BS, MS, EdD
Dir Rdng Clin, Regents Prof Educ, Univ Nebr. EXPR: Elem & H Sch Tchr, Kan; Principl H Schl, Kan; Lab Schl Supervsr, Dir Rdng Clin, Kans St Coll. PUBL: Auth of Rdng Improvm in Elem Schl, other bks & arts for educ jrnls.

Dale, Edgar BA, MA, PhD
Prof Educ, Ohio St Univ since 1939. PUBL: Auth of A-V Methds in Tchng & many other bks in add to arts for var jrnls.

Daley, William C.
Memb of Staff of Orient St Coll at time of publ, 1959.

Dandes, Herbert M.
Member of Staff Univ Miami at time of publ, 1969.
D'Angelo, Edward PhD

Daniel, John E.

Davies, William C.
Memb of Staff, Shippensburg St Coll at time of publ, 1972.

Davino, Antoinette.
Memb of Staff of Compton City Schls at time of publ, 1971.

Davis, David C. PhD
Prof Educ Univ Wisc, Madison. PUBL: Auth of Patterns of Prim Educ, Lit for the Young, other bks plus arts for var profnl jrnls.

Davis, Frank P. BS, PhD
Psyc'h & Lectr, Rutgers Univ. EXPR: Instrctr, Stephens Coll; Chf Clin Psych't, Vineland Trng Schl. PUBL: Auth of arts for var profnl jrnls.

Davis, Frank R. AB, MA, PhD
Sr Psy, Long Beae. Unif Schl Distr. EXPR: Tchr, Pub Schl, Calif; Consult Schl Psy, Santa Ana; Schl Psy, Oakland City Schls; Grad Resrch Psych't, Carnegie Rdng Proj; Asst Prof, Univ Calif, Riverside. PUBL: Writer of arts for var profnl jrnls.

Davis, Frederick B. BS, EdM, EdD
Prof Psy, Univ Pa; Resrch Consult, Gefulio Vargas Found, Brazil. EXPR: Schl Psy, Conn; Ed Coop Test Serv; Prof & Head Dept, Geo Pears Cy Coll Tchr's; Dir Educ Clin; Prof Hunter Coll; Resrch Consult, Phillipines Centr for Lang Stud. PUBL: Writer of nos profnl educ arts.

Davis, John E. BS, MED, EdD
Assoc Prof Educ, Purdue Univ. EXPR: Clsrm Tchr, Ore; NDEA Grad Fel, Univ Ore; Instrctr, St Ore (Ann Extn Div; Asst, Assoc Prof Educ Centr, Wash St. Coll. PUBL: Contrib of sev arts to profnl jrnls.
Davis, William Q.  AB, MS, PhD
  Prof Educ, Rdnng & Lrnng Disabils Centr, St. Univ Coll, 
Potsdam NY.  EXPR: Tchr Jr H Ist Hist & Eng, NY; Resrch Intern 
Rdnng, Rdnng Consult, Ill; Instrctr, Diagnost Rdnng Centr, So Ill 
Univ; Consult to Elem & Sec Schls, Ill.  PUBL: Developer of cur 
mats & games in add to arts on var phases rdnng instrctn.

Dawson, Mildred A.  BA, MA, EdD
  Prof Emeritus, Sacramento St Coll.  EXPR: Tchr Upr Elem 
Grs, H Schl.Engl & Soc Stus, Ia; Critc Tchr, Grs 3-9, Pa, Ia; 
Head Dept Elem Educ, Univ Wyo, Ga, Tenn; Prof Educ, Univs of NY, 
NC, Calif.  PUBL:  Auth of texts & nos of arts on rdnng & lang 
arts.

Deal, Therry N.  BS, HE, MS, PhD
  Asst Prof Ch Devlmt, Univ Ga.  EXPR: Tchr Home Econ, 
NC; Resrch Asst, UNC, Greensboro; Head Tchr, Nurs Schl, NC. 
PUBL:  Auth of reports of resrch & arts on Tchr educ, young ch 
& lrng for Chhd Educ, Rev Educ Resrch, & Jrnl of Resrch & 
Devlmt in Educ.

DeBoer, Dorothy L.  BA, MA, PhD
  Dir Ch's Spec Servs Centr, Mercy Hosp & Med Centr, 
Chicago; Dept Ch Psy, Neuropsy Inst, Univ Ill Med Schl.  EXPR: 
Tchr Pub Schls, Chicago; Lectr Educ, De Paul Univ; Instrctr, 
Assoc Prof, Dir Lrnng Disabils Progr, Univ Ill; Assoc Prof Rdnng, 
Clarion (Pa) St Coll; Asst Prof Engl, Chicago Tchrs Coll; 
Assoc Prof, SUNY, Albany; Asst to Dir Northwestern Univ Psycho-
Educ Clin; Dir De Paul Acad Rdnng Clin.  PUBL:  Auth of arts 
for Educ.

DeBoer, John J.  PhD
  Prof Educ, Univ Ill.  EXPR: Tchr, H Schl Engl; Dir 
Student Tchng, Chicago Tchrs Coll; Tchr Engl, Jr Coll Chicago; 
Prof Educ, Dept Head, Roosevelt Coll.  PUBL:  Auth of texts 
on tchng rdnng in add to arts for profnl jrnls.

Dechant, Emerald V.  BS, MS, PhD
  Pres of Marymount Coll, Kans.  EXPR: Prof Educ, Univ 
Wichita; Prof Educ & Dir Couns Centr; Field Reader & Analyst Cur 
Resrch, USOE: Consult to two maj bk cms.  PUBL:  Ed-rdng text 
series for ch; Auth of maj texts such as Improvt Tchnq of Rdnng, 
Diagnost & Remed of Rdnng Disabils; Co-auth of other bks; auth 
of arts for profnl jrnls.

De Hirsch, Katrina.  FCST, Hon Doct Roads Coll Med 
Memb of Staff Pediachr Lang Disord, Columb Med Centr, 
Columb Univ.  PUBL: Auth of over 30 chptrs in var texts & text 
in print.
Deighton, Lee C.  BS  
Chmn Bd, Macmillan Co, NYC.  EXPR: Head Educ Dept;  
Exec V-Pres, Pres, Macmillan Co.  PUBL: Auth of Engl, rdng,  
lang & lit publs.

Denny, Terry P.  BA, MA, EdD  
Eval Spec, Prof Educ, Univ Ill.  EXPR: Elem Tchr, Mich;  
Tchr & Resrch Asst Educ Psy, Elem Educ, Univ Ill; Instrctr,  
Asst, Assoc Prof Psy, Purdue Univ; Resrch & Eval Dir, Educ  
Prods Information Exch Inst, NY.  PUBL: Auth of nos of arts  
on var phases of educ.

Deutsch, Cynthia P.  AB, PhD  
Resrch Prof Schl Educ, NY Univ.  EXPR: Psychom, Univ  
Chicago; Instrctr, Asst Prof Psy, Hofstra Coll & Dir Student  
Clin Couns; Chief Psy, NY Univ Bellevue Med Centr, Goldwater  
Mem Hosp; Proj Dir Resrch Centr Lrng Disablts Med Centr, SUNY,  
Brooklyn; Assoc Prof, Sr. Resrch Assoc, Inst Devlmtl Studs, NY  
Med Coll.  PUBL: Co-auth of Brain-Damaged Ch: A Modality Oriented  
Explor of Perform plus arts on guid & couns.

Devine, Thomas G.  AB, AM, EdD  
Assoc Prof Educ Engl, Boston Univ.  EXPR: Assoc Prof  
Engl, Rhode Is Coll.  PUBL: Co-auth of Discovery Through Rdng,  
Explor Through Rdng in add to other bks & arts on educ.

Dickenson, Donald J.  
Memb of Staff of Okla St. Univ at time of publ, 1963.

Dinkmeyer, Don  PhD  
Prof Educ, De Paul Univ.  EXPR: Tchr Elem & Sec Grs.  
PUBL: Contribu to var profnl educ jrnls.

Di Vesta, Francis J.  BS, PhD  
Prof Educ Psy, Pa St Univ.  EXPR: Asst Prof Educ Psy,  
Bucknell Univ; Asst Progr Dir Educ Resrch Hum Resources Resrch  
Inst, 'ISAF; Assoc Prof Educ Resrch Syracuse Univ; Field Reader  
& Consult, USOE.  PUBL: Consult Ed Jrnl Educ Resrch; Co-auth  
of Educ Psy: Instrctn & Beh Ch, Soc Devlmt & Personlty in add  
ton arts on lrgng beh.

Dixon, Norman R.  BS, AM, EdD  
Prof Educ Coll Educ, So Univ, La.  EXPR: H Schl Tchr;  
Princpl, Fla; Tchr & Act Princpl, NC; Coll prof in colls of  
Fla, Ala, Tex, & La.  PUBL: Auth of over thirty-five arts in  
prof educ jrnls & chptr to Controversy in Am Educ.

Dodds, William J.  BS, MED, EdD  
Asst Supt Elem Educ, Ohio:  PUBL: Auth of resrch  
reports & arts on var phases of educ.
Dolch, Edward W.  AB, AM, PhD  
Assoc Prof Educ, Univ Ill.  EXPR: Asst Prof Educ, Iowa Coll, Wisc, Wash, St Louis; Assoc Prof; Assoc Prof, Ill.  PUBL: Auth of *Psy & the Tchnq of Rdnq* in add to arts for profnl educ jrnls.

Downing, John A.  BA, PhD  
Prof Educ, Univ Vict, BC.  EXPR: Tchr St Schls, Eng; Communc Resrch Off, Unilever Ltd, London; Dir Rdnq Resrch, Univ London, Sr Lectr Educ Psy; Vis Prof, Univ Calif; Consult for Lintas Ltd, Finland; Dept Educ, Govt of Bermuda, Educ Dept, Prov of Nova Scotia, Rdnq Resrch, Nigeria.  PUBL: Auth of the bks *The Init Tchnq Alphabet Explanation & Illustration*, *The Init Tchnq Alphabet Rng Expr*, other texts & arts.

Dressel, Paul L.  AB, AM, PhD  
Dir Inst Resrch, Asst Provost, Prof of Univ Resrch, Mich St. Univ.  EXPR: Instrctr, Asst Prof Math, Mich St. Univ; Dir Couns, Chrmn Bd Exams, Mich St Coll; Dir Coop Stud of Eval in Gen Educ, Am Coun on Educ; Prof, Dir Off of Eval Servs, Mich St Univ.  PUBL: Auth of nine texts in area of higher educ & cur dev, resrch, & eval.

Dubin, Robert  
Memb of Staff of Univ Ore at time of publ, 1965.

Duffy, Gerald C.  BS, MS, EdD  
Assoc Prof Dept Elem & Spec Educ, Mich St. Univ.  EXPR: Elem Tchr, NY; Tchr, Lab Schl St Univ Coll, Fredonia; Grad & Undergrad Rdnq Prof, Fredonia, Mich St, Wisc St Coll, N Ariz Univ.  PUBL: Auth of booklet on Lings publ by *The Instructor*; Co-auth of *Systematic Rdnq Instrctn* in add to profnl educ arts.

Duffey, Thomas F.  

Duggins, Lydia A.  AB, MA, PhD  
Prof, Chrmn Counc on Exprmtl Resrch Rdnq, Univ Bridgeport.  EXPR: Coll Prof, Drake Univ, Memphis St Coll, South-eastern La Coll; Consult to Conn St. Dept Educ, Dir Rdnq Centr, Tchrs Coll Colunmb Univ.  PUBL: Auth of text *Dev Ch's Perceptual Skills in Rdnq, One for the Little Boy* & arts on profnl educ.

Duker, Sam  AB 'ibr, MS, PhD  
Prof Educ, Brooklyn Coll.  EMPR: Asst Prof Psy, Okla A&M Coll; Lectr, Asst Prof, Assoc Prof Educ, Brooklyn Coll.  PUBL: Auth of two texts in add to *Listening Bibliogr, Listening Rdngs*, other bks & contribs to var jrnls.
Dulin, Kenneth L. BA Mus, BEd, MEd, EdD
Prof Rdnng, Univ Wisc. EXPR: Tchr, Couns & Rdnng Consult
for all levels Grs 5-H Schl, adult, Seattle Wash area; Prof Rdnng,
Univ Wash, Eastern Ore Coll. PUBL: Contribu to profnl educ jrnls.

Duncanson, James P. BA Psy, MA, PhD Psy
Memb Technical Staff of Bell Telphn Labs, Inc, Holmdel
NJ. EXPR: Psy Trnee, VA Hosp, Md. PUBL: Contribu to Jrnl
Educ Psy, Jrnl Acoustical Soc of Am, Pub Opin Quart & to Fourth
& Fifth Internatnl Sympos on Hum Factors.

Durkin, Delores BS, MA, PhD
Assoc Prof Cur & Tchng; Resrch Assoc Horace Mann Lincoln
Inst, Tchers Coll Columb Univ. EXPR: Elem Tchr, Chicago;
Asst Prof, Univ Calif; Assoc Prof, Tchers Coll Columb Univ.
PUBL: Writer of extn no publs for profnl jrnls in add to profnl
rdng texts such as Tchnq Them to Rd.

Durr, William K. PhD
Prof Educ Coll Educ, Mich St. Univ. EXPR: Tchr Elem
Schls, Supt Elem Schls; Consult to schls in thirty-six sts, six
for countries; Current Pres of IRA. PUBL: Auth of many texts
incl The Gifted Student, & Rdnng Instructn: Dimensions & Issues;
Sr. Auth of Houghton Mifflin Readers; Ed of other bks & als.

Durrell, Donald D. AB, AM, EdM, EdD
Auth, Consult, Lectr, Retired Dean Schl Educ, Boston
Univ. EXPR: Tchr of Math, Sci in H Schl; Educ Clns--Iowa,
Harvard, Boston Univs; Asst, Assoc, Prof Educ, Boston Univ.
PUBL: Auth of over 100 arts, monogr, yrbks on rdng & profnl
educ in add to rdng texts such as Imprvm of Rdnng Instructn;
Constr of nos of commercial instructnl aids for rdng tchrs.

Dvorine, Israel
Optometrist, Baltimore, Md at time of publ, 1961.

Dyer, Dorothy
Member of Staff of Coll of Wm & Mary at time of
publ, 1961.

Dyk, Ruth B.
Member of Staff of SUNY, Brooklyn at time of publ, 1965.

Dykstra, Robert BS, MA, PhD
Prof Educ, Univ Minn. EXPR: Elem Tchr of all gr levels;
Coll tchr of Rdnng & Engl--Elem level; Assoc Dir Coord Centr for
Coop Resrch Progr First Grade Rdnng (USOE), Dir for Continuation
of Coop Resrch Progr; Past Chrmn of Eval of Instructn Co.mmittee
of IRA. PUBL: Auth/co-auth of num resrch & jrnl arts.
Eames, Thomas H. MD, EdM
Ed of Jrnl of Educ, Asst Prof, Boston Univ Schl Educ.

Early, Margaret J. EdD
Prof Educ, Assoc Dir Rdnng & Lang Arts Centr, Syracuse Univ. EXPR: Tchr Engl Grs 9-12, Conn, Mass; Resrch Asst, Boston Univ; PUBL: Co-Ed Jrnl of Rdnng (1967-1971); Sr Auth of Bookmark Rdnng Progr & contribu to lit series grs 7-12 in add to arts, monogrns, & tests on rdnng.

Earp, Wesley N. BS, MEd, EdD
Prof Elem Educ, N Tex St Univ. EXPR: Elem Tchr Grs 5-6, N Mex; A-V Instrctr, Tex; Elem Educ Tchr, Wisc St Univ. PUBL: Co-auth of Imprvm of Elem Tchnq & Circus Fun a ch's bk. Auth of approx thirty arts and revs for profnl jrnls.

Edington, Everett D. BS, MEd, EdD
Dept Head Educ Adm, Dir ERIC Clearinghouse on Rural Educ, N Mex St. Univ. EXPR: Tchr Voc Agri, Ariz; Resrch & Tchnq Asst, Pa St Univ; Assoc Prof Agri Educ, Okla St. Univ; Dir Voc-Technical Educ, Solano Co, Calif; Dir Calif Resrch Coord Unit for Calif St Dept Educ. PUBL: Auth/co-auth of many arts on rural & agri educ & Indn students.

Edward, Sister Mary MEd, PhD
Assoc Prof Educ & Psy, Clarke Coll, Ia. EXPR: Clsrnm Tchr, Elem & Sec levels, Coll Tchr of Educ; Natnl Consult Elem Educ. PUBL: Auth of arts on educ for Rdnng Tchr, Rdnng Resrch Quart, & IRA Conf Procdngs.

Edwards, Beverly S. BS, MS

Edwards, Thomas J. BA, MA, PhD
Prof Educ, Dir Lrng Centr, St Univ NY, Buffalo. EXPR: Supervsr Coll Adult Rdnng Servs, Temple Univ; Head Rdnng Imprvm, Flint Pub Schls; Dir Resrch & Spec Servs, Flint Jr Coll; Lit Adv to Iranian Ministry Educ, Tehran, Iran; Sr Lang Arts Consult, SRA, Inc. PUBL: Co-auth many bks & revs of arts on profnl educ.
Efron, Marvin
   Memb of Staff USC at time of publ, 1965.

Elder, Richard A.  BS, PhD
   Assoc Prof Educ, Assoc Dir Ch Stud Centr, Kent St Univ.
   EXPR:  Intern Rdg Clin, Dept Psy, Oakland Co Intermed Schol
          Dist, Mich; Asst Prof Educ, Eastern Mich Univ.  PUBL:  Contribu
          of arts on percept & cogntv devlmt for var profnl jrnls.

Elkind, David  BA, PhD
   Prof, Dir Grad Trng in Devlmtl Psy.  EXPR:  Resrch
   Asst, Austin Riggs Centr; Staff Psych't, Beth Israel Hosp, Boston;
   Asst Prof, Wheaton Coll, Univ Calif Med Schl; Assoc Prof, Dir
   Ch Stud Centr, Univ Denver; Assoc Prof, Univ Rochester.  PUBL:  Contribu
   of num arts to profnl educ jrnls.

Eller, William  BS, MA, PhD
   Chrmn Dept Lang Arts & Elem Educ, Fac Educ Studs, SUNY, Buffalo.  EXPR:
   H Schl Math Instrctr, Wisc; Asst Prof, Eastern Ill St. Coll; Dir Rdg Lab,
   Univ Okla; Dir Educ Clin, Univ Ia; Former:Dir Rdg Clin, Dir Tchr Educ,
   SUNY.  PUBL:  Auth of eight texts on rdg & lit, of arts for profnl jrnls.

Emans, Robert  BS, MA, PhD
   Chrmn Dept Early & Mid Chhd Educ, Ohio St Univ.  EMPR:
   Assoc Prof Educ, Temple Univ.  PUBL:  Auth of var profnl educ
   arts.

Emmerich, Walter.  PhB, PhD
   Sr Resrch Psych't, Chrmn Hum Dev Resrch Gr ETS.  EXPR:
   Resrch & Tchng Asst, VA trnee Univ Chicago; Asst Prof, Univ
   Colo; Asst Prof, Purdue Univ.  PUBL:  Auth of var profnl educ
   publs.

Emig, Janet A.
   Member of Staff Schl Educ, Univ of Chicago at time of
   publ, 1965.

Ennis, Robert H.
   Assoc Prof Educ, Cornell Univ at time of publ, 1964.

Entwisle, Doris R.  BS, MS, PhD
   Assoc Prof Soc Rels Engnr Sci, Johns Hopkins Univ.
   EXPR:  Vcc Advn, VA Hosp, Mass; Math Asst, Lab Soc Rels, Harvard
   Univ; Jr. Instrctr, Asst Prof, Johns Hopkins Univ.  PUBL:  Auth
   of var arts on profnl educ.
Eron, Leonard D.  BS, MA, PhD
    Prof Psy, Univ Ill.  EXPR:  Instrctr, Asst Prof, Asst Clin Prof, Resrch Assoc, Yale Univ; Dir Resrch Rip Van Winkle Found; Fac Smith Coll Schl Soc Wrk; Prof, St. Univ Ia.  PUBL:  Contrbu to var profnl jrnls.

Ervin-Tripp, Susan M.  AB, MA, PhD

Estes, Betsy W.  AB, MA, PhD
    Prof Dept Psy, Univ Ky.  EXPR:  Tchr, Lex City Schl; Instrctr, Asst Prof, Assoc Prof, Univ Ky.  PUBL:  Auth of var educ publs.

Evans, James R.  BS, MA, PhD
    Psy, Polk St. Schl, Pa.  EXPR:  Tchr, Cleveland Bd Educ; Intern, Kent, Tallmadge, Ohio Bds Educ; Clin Psy, Vernango Co Mentl Heal Centr; Instrctr, Pa St Univ Extn.  PUBL:  Contrbu to var profnl jrnls.

Eustace, Barbara W.
    Asst Prof Educ, Univ Hartford at time of publ, 1969.

F

Fagan, W. T.  BAE, MEd, PhD
    Assoc Prof Educ Dept Elem Educ, Dir Rdnr Lang Arts Centr, Univ Albrta.  EXPR:  Clsrn Tchr, princpl, Newfoundl; Assoc Prof, Mem Univ of Newfoundl.  PUBL:  Contrbu of reports resrch to var profnl jrnls.

Fantini, Mario D.
    Memb of Staff Temple Univ at time of publ, 1960.

Farnham-Diggory, Sylvia  PhB, MA, PhD
    Asst Prof Carnegie-Melton Univ.  EMFR:  Tchr & Resrch Asst, Univ Pa; Resrch psych't, Eastern Pa Psychiatr Inst; Post-doct Fel, UCLA; Resrch Psych't Phila Ch Guid Clin.  PUBL:  Auth of resrch reports & educ arts for profnl jrnls.
Farr, Roger C.  BS, MS, EdD

Fay, Leo C.  BS, MA, PhD
  Prof Educ & Rdng, Ind Univ.  EXPR:  Elem Tchr in pub schls; Asst Prof Elem Educ, SUNY Coll, Cortland; Assoc Prof, Ind Univ.  PUBL:  Co-auth Devlmtl Rdng Series (3 bks), Cur Enrchmt Series (8 bks), Cur Motiv Series (6 bks) in add to arts for profnl jrnls.

Fearn, Leif  BS, MA, EdD
  Assoc Prof Depts Spec Educ, Couns Educ, Coord Clin Trng Centr, San Diego St Coll.  EXPR:  Tchr pub schls, Pa; Supervsr Neighbhd Youth Corps, Ariz St Univ; Dir Lang Arts, Navajo Demstr Schl, Ariz; Dir Educ Trng, Indn Community Act Proj, Ariz St Univ.  PUBL:  Contrbu to num profnl jrnls.

Feeley, Joan T.  BA, MS, PhD
  Asst Prof Lang Arts & Rdng, Wm Paterson Coll.  EXPR:  Elem Tchr Grs 4-7, NYC, NJ; Sec Tchr Engl, Fr, NYC; Tchr Rdng, Lang Arts, Seton Hall Univ; Tchng Fel Rdng, Lang Arts, NYU.  PUBL:  Auth of "Devlpmtl Lang Power in Negro Prim Ch," NYU & other arts for Rdng Tchr & Elem Engl.

Feldhusen, Hazel J.  BS, MS, Grad Stud
  First Grade Tchr, West Laf Ind.  EMPR:  Elem Tchr, Wisc.  PUBL:  Auth of "Prediction of Rdng Achmt Under Programd & Trad Instrctn," Rdng Tchr & other arts.

Feldhusen, John J.  BA, MS, PhD
  Prof Educ & Psy, Purdue Univ.  EXPR:  Instrctr, Univ Wisc; Asst Prof Wisc St Coll; Assoc Prof, Purdue Univ.  PUBL:  Contrbu to var educ & psy jrnls.

Feldman, Shirley C.  BA, MA, PhD
  Assoc Prof Educ, Head Rdng Progr City Coll, CUNY.  EXPR:  Instrctr, Tchers Coll, Columb Univ; Asst Prof Educ, SUNY, Fredonia; Asst Prof Psy, NY Med Coll.  PUBL:  Auth of var publs for educ jrnls.

Ferguson, Donald G.  BS, MEd, EdD
  Asst Dean, Prof Coll Educ, N Mex St Univ.  EXPR:  Tchr Sixth Grade, Colo, Ill; H Schl Hist Tchr, Tex; Asst to Supt,
Princpl Elem Schl, Ill; Act Asst Prof Elem Educ, Act Dir Bur Educ Resrch, Univ Denver; Assoc Prof Dept Elem, Sec Educ, N Mex St. Univ. PUBL: Co-auth of seven cur guides for tchrs of the deaf (USOE); Auth of chptrs in bks such as Needs of Adolsnt Youth & arts for jrnls on tchng of the deaf.

Figurel, J. Allen AB, EdM, PhD
Prof Educ, Ind Univ NW. EMFR: Tchr Engl, Couns, Adm Asst, Pittsburgh Pa Schls; Dir Falk Lab Schl, Assoc Prof, Univ of Pittsburgh; Chrnn, Div Cur & Instructn, East Mich Univ. PUBL: Ed of Rdng Tchr (1954-1957), LaA Conf Procdngs (1954-1969); Auth of num bks & arts on rdng.

Fillmer, Henry T. BS, MEd, PhD
Assoc Prof Rdng & Lang Arts, Univ Fla. EXPR: Tchr Elem & Jr H Schl; Grad Tchng Fel Elem Cur, Ohio Univ; Asst Prof Educ, Miram Coll; Asst Prof Rdng, Lang Arts, Emory Univ, Agnes Scott Coll. -PUBL: Co-auth/auth of series of bks on Lang & Lit in add to nos of arts & revs.

Finder, Morris MA, PhD

FitzGerald, Agnes D.

Fitzgerald, James A. AB, AM, PhD
Prof Educ, Univ Scranton. EXPR: Princpl & Supt pub schls, S Dak; Assoc Prof S St Tchrs Coll; Asst Prof, Assoc Dean, Loyola Univ; Assoc Prof, Prof, Fordham Univ. PUBL: Contrib to var profnl jrnls.

Flaherty, Rose I. BS, MS, Profnl Pipl Rdng
Head Rdng Consult, Manhasset NY Elem Schls. EXPR: Supervsr Tchr, Congdon Campus Schl, St Univ Tchrs Coll, Potsdam; Tchr Grs 3-6, NY; Rdng Clin, Hofstra Univ Rdng Clin, Grad Asst; Rdng Consult, NY. PUBL: Co-auth of "Boys Difs in Lrrg to Rd," Elem Engl.

Fleming, James T. BS, EdM, EdD
Assoc Prof Rdng Dept Schl Educ, SUNY, Albany. EXPR: Tchr, Upr Elem Grs, Conn; Tchng Fel, Elem Educ, Harvard Grad Schl Educ; Tutor/Therapist, Newton-Baker Guid, Mass; Asst Prof


Frazier, Alexander EdD Prof Educ, Dept Early & Mid Chhd Educ, Ohio St Univ; EXPR: Cur wrkr Asst Supt Instructn in pub schls sys, Ariz, Calif, Tex. PUBL: Ed of New Dirs in Elem Enql; auth of more than 100 arts for profnl jrnls.

Freeburg, Norman E. BA, MA, PhD Resrch Psychiat, ETS. EXPR: Aviation Exprmntl Psychiat, USN; Resrch Psychiat, Consult, Airborne Instruments Lab; Sr Psychiat, Grumman Corp; Lectr, Adelphi Univ, Queens Coll, CUNY PUBL: Contrbu of arts on msmt for var jrnls.

Freeland, Alma Memb of Staff Dept Cur & Instructn, Univ Tex at time of publ, 1964.

Freshour, Frank W. BS, MEd, EdD Prof Educ Univ Fla, Rndng Textbk Reviewer for Allyn Bacon, Holt, Rinehart & Winston Publs. EXPR: Elem Tchr, Ohio, Fla; Sports Dir, Dallas Tex, YMCA; Rndng Clin, Univ Fla; Cons-ult &/or Eval for Pub Schls & Assns in Fla. PUBL: Contrbu of arts to var prof jrnls.


Fries, Charles C. Prof Emeritus Engl & Lings, Univ Mich; Vis Prof Univ Pa at time of publ, 1964.

Frinsko, William BS, MS, EdD Prof Educ, Ill St Univ. EMPR: Elem & Sec Tchr, Wyo; Tchr, Supervsr Grs 4-9, Laramie Wyo Lab Schl, Honolulu Hawaii Lab Schl; Instrctr, Elem & Tchr Educ, Detroit. PUBL: Auth of profnl educ arts for var jrnls.
Frostig, Marianne  Degr Ch Soc Wrkr, Vienna Austria, BS, MA, PhD  Founder, Dir Marianne Frostig Centr of Educ Therapy,  Prof Mount St Mary's Coll & Frostig Centr. EMFR: Schl Psy, Spec  Schls Los Angeles Co; Dir Rehab Progr, Psy Hosp, Zofioewka,  Poland; Lectr, Los Angeles St Coll, Univ Calif Extn Div; Inst  Educ, Oxford Eng; Prof Educ, San Ferndo Val St Coll; Clin Prof  Schl Educ, Univ So Calif. PUBL: Auth of num bks & arts for tchrs  & on eval of ch with lrng disabils.

Fry, Edward B.  BA, MS, PhD  Dir Rndg Centr, Prof Educ, Rutgers. EXPR: Tchr Calif  pub schls as Sec Rndg Tchr, Six Grade Tchr, Tchr of Mentl Ret;  Fulbright Lectr, Univ E Afr, Kampala; Dir Rndg Centr, Loyola  Univ; Prgr Consult, Calif Test Bur's Lessons for Self Instructn. PUBL: Constrcgr of Tests of Rndg Skills, A-V Rndg Aids; Auth  of nos of bks, arts & revs.

Frymier, Jack R.  BS, MA, EdD  Prof Ohio St Univ Coll Educ, Chrmn Fac of Cur & Founds,  Co-Dir of Centr for Stud of Motiv & Hum Abils. EXPR: Instrctr,  Univ Miami Fla; Tchr, Univ Fla Lab Schl; Asst Prof, Temple Univ;  Assoc Prof, Auburn Univ; Dir Instructn, Orlando, Fla; Pres Natnl  Assn for Supervsn & Cur Devlmt. PUBL: Auth of three bks;  Ed of "Theory into Prac" & contribu of var arts on profnl educ.

Fuld, Paula A.  BA, MA, PhD  Asst Prof, Rndg Spec, NYU. EXPR: Tchr, Macombs Jr H,  Ed Asst, Tchrs Coll Press; Resrch Asst Beg Rndg Proj; Supervsr  Rndg Centr, Columb Univ. PUBL: Contrib to var profnl jrnls.

Fullmer, Daniel W.  BS, MS, PhD  Prof Educ, Univ Hawaii. EMFR: Asst, Assoc Prof Educ,  Univ Ore; Prof Psy, Ore Sys Higher Educ. PUBL: Co-auth of  Couns: Content & Process, Principle of Guid: a basic text  in add to other bks & arts for profnl jrnls.

Furness, Edna L.  BA, ME, MA, EdD  Prof of Lang & Lit, Kearney St Coll, Nebr. EXPR:  Tchr Engl, Latin, Spanish in H Schls of Colo, Wyo; Instrctr  Libr & Spanish, So Colo St Coll; Prof Engl & Mod Langs, Casper  (Wyo) Coll; Prof Engl & For Lang Educ, Supervsr of Student  Tchrs, Univ Wyo. PUBL: Auth of Spell for Millions, nos of  arts, bk revs, monogrs, chptrs in bks, translations of poems.
Gagon, Glen S.  
AB, AM, PhD  
Dir Rdng Clin, Colo St Coll, Greeley. EXPR:  Tchr,  
Demstr Schl, Teheran, Iran; Dir Elem Educ, Teheran, Iran; Instrctr,  
Brigham Young Univ, Asst Prof Educ. PUBL: Contrbu to var  
profnl jrnls.

Gallagher, James J.  
BS, MS, PhD  
Dir Frank Porter Graham Ch Devlmt Centr, Kenan Prof  
Educd, UNC. EXPR:  Dir Psy Servs, Dayton Hosp for Distrb Ch, Ohio;  
Asst Prof, Asst Dir Psy Clin, Mich St Univ, Asst Prof, Assoc Prof,  
Prof, Assoc Dir Inst for Resrch on Except Ch, Univ of Ill;  
Assoc Commun Educ (USOE), Chf, Bur of Educ for Handicap, Wash,  
DC: Deputy Asst Section for Plan, Resrch, & Eval, USOE-HEW.  
PUBL: Auth of Tchnq Gifted Ch, Mentl Ret Ch--An Exprmntl Stud  
in add to other bks, chptrs for bks, final reports of resrch,  
& arts for jrnls.

Gargiulo, Raymond J.  
BSEd, MEd, EdD  
Asst Prof Educ, Va Commonwealth Univ. EXPR:  Tchr of  
Grade 6, Ohio; Tchr Grs 4-6 Liberia W Afr; Princpl Grs 1-8,  
Am Schl Khartown, Sudan; Guid Couns K-6, Euclid, Ohio. PUBL:  
"Lrng Theory Appl to Tchng of Rdng."

Gates, Arthur I.  
BBL, MA, PhD  
Prof Emeritus, Supervsr Resrch Inst of Lang Arts,  
Tcrs Coll, Columb Univ. EXPR:  Instrctr, Asst Prof, Assoc  
Prof, Prof, to Prof Emeritus, Columb Univ; Head Dept Educ Psy,  
Dir Div of Founds in Educ. PUBL: Auth of num bks, resrch, tests  
on rdng skills & contrbus to profnl jrnls.

Gaver, Mary V.  
AM, BS, MS  
Dir Libr Consult Servs, Bio-Dart Industrs. EXPR:  Libr,  
Va, NY, Trenton St Coll; Tchr, Dir Libr Proj, WPA, VA; Prof  
Grad Schl Libr Sci, Rutgers Univ. PUBL: Auth of Effn of Cen-
tralized Libr Servs Elem Sch in add to other bks & arts.

Getzels, Jacob W.  
PhD  
R. Wendell Harrison Distng Serv Prof Dept Educ & Psy,  
Univ Chicago. PUBL: Auth of Educ Adm as a Soc Proc, Creat  
& Intellig in add to nos of arts on profnl educ.

Gifford, Edith M.  
Memb of Staff, Edinboro St Coll at time of publ, 1966.

Glass, Gene V.  
BA, MA, PhD  
Co-dir Lab Educ Resrch, Assoc Prof Educ Psy, Univ Colo.  
EXPR: Lect, Univ Wisc; Asst Prof, Univ Ill; Asst Prof Educ Psy,  
Univ Colo. PUBL: Contrbu to var educ & psy jrnls.
Glatt, Charles A.  BA, MA, PhD
Assoc Prof Educ Devmt, Ohio St Univ.  EXPR:  Vis Prof Sociol, Univ N Mex; Prof, SUNY, Buffalo; Consult, Hum Rels Centr, St Augustine's Coll; Assoc Dir Progr for Leadership Trng in Maj-Negro, Rural Isolated Schls & Advncd Trng in Rdng Progr for Desegregated Schls, Rural NC.  PUBL:  Co-auth/auth of prof educ arts for var jrnls.

Glinn, Theodore E.
Memb of Staff Unif Schl Dist, Palo Alto, Calif at time of publ, 1965.

Glock, Marvin D.  BS, PhD
Prof Educ Psy, Dir Univ Test & Serv Bur, Cornell Univ.  EXPR:  H Schl Tchr, Nebr, Ill; Princpl, Ill; Asst Prof, Mich St Univ; Princpl, Campus Lab Schl, Ia St Tchrs Coll; Vis Prof, Univ Chicago; Fulbright Scholar, Univ Ceylon.  PUBL:  Auth of texts on rdng & eval in add to num arts for profnl jrnls, bulletins, & revs.

Good, Thomas L.  AB, MS, PhD

Goodman, Kenneth S.  AB, MA, EdD
Prof Elem Educ, Wayne St Univ.  EXPR:  Tchr Elem, Sec & Univ levels; Resrch grants (USOE) for Studs of Rdng Process; Consult to Centr for Applied Lings, Wash, DC & the Commsn on Rdng & Writ, Ministry of Educ, Santiago de Chile.  PUBL:  Auth or num bks, revs, & arts on profnl educ.

Goodstein, Henry A.  BA, MA, PhD
Assoc Prof Educ Psy, Univ of Conn.  EXPR:  Asst Prof Spec Educ, Temple Univ; Asst Prof Educ Psy, Univ Conn; Vis Assoc Prof Spec Educ, Ind Univ.  PUBL:  Contrbu of profnl educ arts to var jrnls.

Gordon, Edmund W.  BS, BD, MA, EdD
Dir Div Heal Servs, Sci & Educ, Prof Educ & Chrmn Dept Grad Studs, Dir ERIC Retrieval Centr on Disadv, Tchrs Coll, Columb Univ; Resrch Asst Pediatr Albert Einst Coll of Med, Yeshiva Univ; Dir Natnl Centr for Resrch & Information on Equal Educ Opportunity.  EXPR:  Asst Dir, Couns Psy Morningside Community Centr, Mentl Heal Serv, NYC; Chf Psy & Supervsr Jewish Hosp, Brooklyn; Var positions at Yeshiva Univ.  PUBL:  Contrbu to var profnl jrnls.
Gore, Lillian L.  BS, MA, DEd
Retired Spec Early Elem Educ (USOE).  EXPR:  Superv
Princl, Prim Supervsr, Knowville, Tenn; Coord Elem Schl Guid,
Oak Ridge, Tenn; Elem Supervsr, Montgomery Co, Md; Univ Tchr
at Univs of Md, Tenn, Memphis St, Johns Hopkins, Ind.  PUBL:
Contrib to Schl Exec & Schl Life Educ.

Goudéy, Charles E.  MA, MEd, PhD
Prof, Dept Elem Educ, Univ of Minn.  EXPR:  Asst Prof,
Temple Univ; Assoc Prof, Univ Wyo.  PUBL:  Co-auth of Li:  Remed
Inventories, Remed Suggestions Handbk & Suggestions for Remed
in add to constructn of tests such as Basal Rdng tests to accomp
Lyons-Carnahan Reader Series & writer of arts for var jrnls.

Gould, Lawrence N.
Memb of Staff Brentwood Pub Schls, NY at time of
publ, 1967.

Grau, The Rev Albert F.  BA, MA, PhD
Prof Psy, Dir Couns Centr, Loyloa Coll.  EXPR:  Asst
Prof Psy, Philo, Wheeling Coll; Dir Psy Servs Bur Dir Student
Personl Schl of For Servs, Georgetown Univ; Assoc Prof, Act
Chrmn Psy, Laurentian Univ, Sudbury, Can.  PUBL:  Auth of many
arts on couns, bk revs on Guid & Couns for the Cath Schls & The
Jrn1 of Am Optometric Assn & Educ.

Graubard, Paul J.  BA, MA, EdD
Assoc Prof Educ Dept of Spec Educ, Ferkauf Grad Schl
Hum & Soc Sci, Yeshiva Univ.  EXPR:  Tchr of Elem, Jr H levels,
& remed educ; Instrctr Remd Rdng, Bank Str Coll of Educ; Consult
for Follow Through, Univ of Kans; Asst Prof Educ, Yeshiva Univ.
PUBL:  Ed of Ch Against Schls:  Educ of the Delinquent, Distrib.
Disruptive; Auth of num arts for profnl jrnls, papers, revs,
& chaptrs for var bks.

Graves, Michael F.  BA Engl, MA Engl, PhD Educ
Asst Prof Sec Educ, Univ Minn.  EXPR:  Instr Dept Engl,
Calif St Coll; Supervsr of Engl Interns, Sch Educ. Stanford Univ;
Instrctr in Eff Rdng, Asst Instrctr in Ling & Tchng of Engl,
Instrctr Rdng & Stud Skills for Minority Students, Stanford
Univ.  PUBL:  Co-auth of "Noun Plural Devlmt in Prim Grade Ch,"
Ch Devlmt (in press) & other arts in press.

Gray, Marion  EDD
Prof Fac of Educ Studs Dept Lang Arts, Elem Educ, SUNY,
Buffalo.  EXPR:  Tchr of prim grs NY, Pa, NJ, Md.  PUBL:  Auth
of "Resrch & Elem Sch Crit Rdng Instrctn," Rdng Tchr & a contribu
to Rdng Resrch Quart, Spring, 1972.
Gray, Susan W. AB, MA, PhD
Prof Psy, Geo Peabody Coll. EXPR: Tchr in Schls of Tenn; Pres, Southeastern Psy Assn (1963-1964); Pres-Elect (1964-1965); Am Psy Assn, Pres (1965-1966); Resrch on Ch Devlmt.
PUBL: Auth of num reports of resrch in develmt & educ of young ch, esp the deprived.

Gray, William S. SB, MA, PhD
(Dec) Prof Educ, Dept Educ Univ Chicago. EXPR: Tchr of Rural Schls, Principl Elem Schls, Ill; Principl, Trng Schl Ill St Normal Univ; Asst Prof, Instrctr, Asst Prof, Assoc Prof, Prof, Dean, Univ Chicago. PUBLB: Auth of maj texts, tests, & bibliogr & arts in area of rdng.

Greenburg, Judith W. AB, MS, PhD
Asst Prof, City Coll, CUNY. EXPR: Tchr of Biol in NYC H Schls; Resrch Asst, Lectr, Instrctr City Coll, CUNY. PUBLB: Auth of profnl educ arts for var jrnls.

Groff, Patriotic J. BS, MS, EdD
Prof Educ, San Diego St Univ. EXPR: Tchr Elem Schl; Coll Prof Lang Arts, Rdng, Ch's Lit; Vis Prof Stanford Univ, Univ N Dak, Webster Coll; Tri Univ Proj, Univ Nebr; Consult for Northwest Regnl Educ Lab. PUBLB: Auth of many texts on rdng, lang arts & over 100 publs in profnl jrnls, yrbks, monogrs.

Grotberg, Edith H. Ba, MA, PhD
Prof Educ, Dir Progr cn Lrng Disabils, The Am Univ. EXPR: Assoc Prof Psy, No Ill Univ; Assoc Prof Educ, The Am Univ; Consult for var resrch projs for NIMH, OEO, DC & Natnl Inst Educ (to present). PUBLB: Ed & Contrib to Critical Issues in Resrch Related to Disadv Ch; Co-auth of The Tchnq cf Rdng--A Devlmtl Process in add to arts for profnl jrnls.

Guinagh, Barry J. BA, MA Physics, MA, PhD Educ Psy

Gunderson, Doris V. BA, MA, PhD
Resrch Coord, Basic Resrch Br of Div Educ Resrch (USOE) Wash, DC. EXPR: Tchr in Schls Minn, Ore, N Dak; Assoc Prof, Concordia Coll. PUBLB: Auth of profnl educ arts for var jrnls.
Guszak, Frank J. BS, MEd, PhD
Assoc Prof, Dept Cur & Instructn, Univ of Tex. EXPR:
Sixth Grade Tchr, Elem Princlp, Tex; Couns, Coll Educ, Univ Wisc; Dir Resrch Proj, Univ Wisc; Asst Prof, Univ Tex.
PUBL: Auth of Rdnng Skills Checklist Tchr's Mani, monogr,
chaptrs in texts on rdnng & disadv ch & arts for jrnls.

Guthrie, John T. BA, MA, PhD Educ Psy

Hackney, Len H., Jr. AB, MEd, EdD
Assoc Prof Educ, UNC, Charlotte. EXPR: Elem & H Schl Tchr, NC; Princlp, Elem Schl, NC: St Dept of Pub Instructn, Raleigh, NC: UNC-Chapel Hill Extn Grad Fac; Act Chrmn Div Educ, UNC-Charlotte; Chrmn or memb of Vis Committee, So Assoc for Schls & Coils. PUBL: Auth of St Dept Pub Instruct Publs & Cur Guide Co-auth; Auth of var arts for jrnls.

Hahn, Harry T. BS, MEd, DEd

Halliwell, Joseph W. BS Math, MS Educ Psy, PhD
Prof Educ Adm, Dir Educ Resrch Trng Progr, St. John's Univ. EXPR: Intermed Gr Tchr, NY; Instructr, Asst Prof, Dir Student Tchng, Dir Evening Sessions, Dir Exprmntl Progrs, St John's Univ; Assoc in Educ Resrch, NY St Educ Dept; Princlp, NY; Prof Educ & Psy, Paterson St Coll: Dean, Div Educ, SUNY, Cortland. PUBL: Contrib of many arts to profnl jrnls.

Halcomb, James L.
Memb of Staff of La Mesa Pub Schls, Calif at time of publ, 1962.

Hammond, Sarah L. EdD
Prof Educ, Univ Md. EXPR: Tchr of Kindergarten & Elem Grs, Fla Pub Schls; Fla St Dept Educ; Prof, Head Elem Educ, Fla St Univ. PUBL: Joint Auth of Good Schls for Young Ch: Tchng the 3, 4, & 5-Yr Old; Auth of num arts & revs for profnl jrnls.
Hansen, Harlan S.  BS, MS, PhD
Prof Early Chhd Educ, Univ Minn.  EXPR:  Kindergarten Tchr in Midwest; Husb-Wife Team Tchng Demonstr, Midwest; Sixth Grade Tchr; Coll Prof, Univ Wisc; Head Start Consult in Math.  
PUBL:  Co-ed of Early Chhd Section of Instructor Mag, 1973;  

Hansen, Earl  PhD
Prof & Dir Grad Studs, Univ Chicago.  EXPR:  Resrch Asst, Univ Chicago.  PUBL:  Auth of "Rdnq Readiness & the Achmt of Prim Grade Ch of Dif Socio-Econ Strata," Rdnq Tchr.

Hansen, Iren W.  BS, MS, PhD
Assoc Prof, Towson St Coll.  EXPR:  Tchr Elem Schls, Pa, Wash, Minn; Instrctr & Supervsr Student Tchrs, Univ Minn; Asst Prof Elem Educ, Augsburg Coll.  PUBL:  Auth of "First Grade Ch Work on Variant Wd Endings," Rdnq Tchr.

Hardin, Veralee B.
Asst Prof Educ, Univ Mo at time of publ, 1969.

Harlow, Margaret K.  AA, AM, PhD
Assoc, Primate Lab, Lectr Educ Psy Dept Soc Sci, Resrch Ch Devlmt, Univ Wisc.  EXPR:  Ciin Psych't, Western St Psy Hosp, Pittsburgh; Instrctr, Univ Minn; Asst Prof, Univ Wisc; Managing Ed Publs, Am Psy Assn; bus mgr Soc Resrch Ch Devlmt Proj.  
PUBL:  Contribu of arts to psy & educ jrnls.

Harlow, Harry F.
Memb of Staff, Dept of Psy, Univ Wisc at time of publ, 1949.

Harris, Albert J.  AB, MA, PhD
Dir Off of Resrch & Eval, Div Tchr Educ, CUNY.  EXPR:  Instrctr Psy, Purdue Univ; Instrctr, Simmons Coll; Asst Psy, Worcester St Hosp; Instrctr, Asst Prof Educ, Supervsr Remd Rdnq Servs, CUNY; Dir Educ Clin, Assoc Prof, Prof Educ, Queens Coll.  PUBL:  Auth of How to Incrs Rdnq Abil, Eff Tchng of Rdnq, Rdnqs on Rdnq Instrctn, in add to other bks, reports of resrch, & arts for profnl jrnls.

Harris, Anna S.  BA, MS, PhD
Supervsr Rdnq, Mt Vernon Ny Bd Educ.  EXPR:  Elem Schl Tchr, NY Bd Educ; Dir Elem Rdnq Clin-Mobilization for Youth; Schl Psych't; Remd Rdnq Spec.  PUBL:  Auth of arts on rdnq educ for var jrnls.
Harris, Theodore L. PhB Engl MA Rdng, PhD
Prof Educ, Univ Puget Sound, Wash. EXPR: H Schl Tchr, Ill, Wisc; Ed Asst Thorndike Dict & Scott, Foresman & Com Rdng Consult, Lyons Township H Schl & Jr Coll, Ill; Asst Prof Educ, Allegheny Coll; Assoc Prof Educ, Univ Okla; Prof Educ, Dir Rdng Clin, Univ Wisc; Prof Educ, Dir Coll Rdng Lab, Wash St. Univ. PUBL: Sr Auth of Grs 4, 5, Basal Reader Series, storytext, Tchr's manls; Auth of nos of resrch reports & arts for profnl jrnls.

Hart, Hazel C. PhD
Prof Educ, Butler Univ, Ind. EXPR: Elem Tchr & Supervsr, Indnpls Pub Schls; Consult for var schl sys. PUBL: Co-auth of Elem Lit series Best of Ch's Lit; Auth of many profnl educ arts for var jrnls.

Hartley, Rut!. N. BA Engl, BS, MS, EdD
Asst Prof Educ, Univ Calif, Santa Barbara. EXPR: Pub Schl Tchr; Remed Rdng Clin (Sums) Eastern Mont Coll Educ; Instrctr, Asst Prof, Univ Portland; Rdng Spec, Stanford Computer Assisted Instrctn Proj on Init Rdng, Stanford Univ. PUBL: Auth of many reports & resrch & arts for var jrnls.

Hartup, Willard W. BS Psy, MA Educ Psy, EdD Hum Dev
Prof & Dir Inst Ch Devlmt, Univ of Minn. EXPR: Grad Asst, Ohio St Univ; Resrch Asst, Harvard Univ; Asst Prof Psy, Rhode Is Coll Educ; Ia Ch Welfare Resrch Station, St Univ of Ia; Assoc Prof, St Univ Ia & Inst Ch Devlmt, Univ Minn; Assoc Dir Inst Ch Devlmt, Univ Minn. PUBL: Consult Ed for Jrm of Genetic Psy, Genetic Psy Monogr; Extn contrib to profnl jrnls.

Hatfield, John S. PhD

Hatfield, W. Wilbur
First Exec Secretary-Treasurer of Natnl Counc Tchrs Engl at time of publ, 1965.

Havighurst, Robert J. AB, PhD
Prof, Dept Psy, Univ Chicago. EXPR: Natnl Resrch Counc postdoct Fel in Physics; Asst Prof Chem, Miami Univ, Ohio; Dir Exprmntl Coll, Univ Wisc, Asst Prof Physics; Assoc Prof Sci Educ, Asst Dir & Dir Gen Educ, Gen Educ Bd of Rockefeller Found, Ohio St Univ; Staff Member First UNESCO Seminar; Fulbright Prof Educ Canterbury Univ Coll, Univ New Zealand; Co-dir of Brazilian Govt Centr for Educ Resrch. PUBL: Auth of fifteen
bks, four monogr & jrnl arts on comparative, internatnl educ, adult & Old Age, Indns, Urban Educ, Youth.

Hawk, Travis L. BS, MS, EdD
Prof Educ Psy, Univ Tenn. EXPR: Tchr Elem & Jr H Schls, Elem Princip, Tex; Tchng Asst, Univ Tex. PUBL: Contrib of arts on tests & lrnng for profnl jrnls.

Harkins, Michael L. AB, MS, EdD
Assoc Prof Educ, Univ Ga, Assoc Dir for Instrctn Ga Educ Model Tchr Educ Progr, Resrch Assoc in Resrch & Devlmt Centr in Educ Stimul. EXPR: Elem Tchr in Fla, Kans; Elem Princip, Kans; Grad Asst, Univ Ark; Vis Prof Elem Educ, Kans St Univ; Asst Prof Soc Sci Educ, Univ Ga. PUBL: Auth of num contrbts to profnl jrnls, monogr, in ad to bks such as Peoples & Cultures of Early Fla accomp by tchr's guide.

Hayes, Robert B. BS Soc Studs, MA, PhD Educ Adm
Dean Tchr's Coll, Marshall Univ. EXPR: Tchr of Elem & Sec Schls, Kans; Princip of H Schls, Kans; Chrmn, Div Educ, Asbury Coll, Ky; Tchr (Part-time) Ind Univ, Kokomo Campus; Dir Tchr Educ, Taylor Univ, Act Dean. PUBL: Ed of Profnl Growth Inserv of the Supervsn Tchr; Auth of Appalachian Coop Progr in Tchr Educ, Chptrs for yrbsks, monogr, & arts for The Tchr's Coll Jrnl.

(Crago) Hayward, Priscilla AB, MEd

Healy, Ann K.
Prof Hum Growth & Educ, Valdosta St Coll. PUBL: Auth of "Changing Ch's Attitudes Toward Lndg Elem Eng," & other arts in var jrnls.

Heilman, Arthur W.
Member of Staff of Pa St Univ at time of publ, 1968.

Henderson, Edmund H. BA, MEd, PhD
Asst Prof, Univ Del, Dir McGuffy Lndg Centr & Asst Prof Schls Educ, Univ Va. PUBL: Contrib of arts on lndg & psy for var profnl jrnls.

Herber, Harold L. BA, BD, EdM, EdD
Herriot, Peter BA, MEd, PhD
Reader, Dept of Soc Sci & Hum, The City Univ Manchester, Eng. EXPR: Asst Lectr Dept Psy, Queen's Univ of Belfast; Lectr Dept Educ, Univ of Manchester; Lectr Hester Adrian Resrch Centr, Univ of Manchester. PUBL: Auth of An Introduction to the Psy of Lang, Lang & Tchng in add to other bks & arts for such jrnls as the British Jrnl Of Psy, Ch Devlmt, Jrnl of Verbal Lrnq & Verbal Beh & the Am Jrnl of Mentl Deficiency.

Hess, Robert D. BB, PhD Hum Devlmt
Lee J. Jacks Prof Ch Educ & Prof Psy, Stanford Univ, Consult OEO Headstart. EXPR: Instrctr Hum Devlmt; Asst Prof, Assoc Prof, Chrmm Committee on Hum Devlmt, Prof, Dir Early Chhd Centr, Dir Early Educ Resrch Centr, Univ Chicago; Fel Centr for Advncd Studs in Beh Sci, Stanford Univ. PUBL: Auth of Family Worlds, The Devlmt of Polit Attitudes in Ch & arts on socialization.

Hildreth, Gertrude AB, MA, PhD
Prof Educ, Brooklyn Coll, CUNY. EXPR: Tchr of Educ Psy, Rdnq & Literacy Internatn Educat, Spec Educ (Gifted). PUBL: Auth of profn1 educ bks such as Tchnq Rdnq in add to many other publs.

Hill, Edwin H.
Coord of Grad Work in Elem Educ, Univ of Pittsburgh at time of publ, 1963.

Hill, Margaret K. BS, MEd, EdD
Dir Rdnq Centr, Prof Educ, So Ill Univ. EXPR: Tchr pub schls of W Va; Grad Asst, Tchnq Fel, Boston Univ; Dir Rdnq Clin & Lab, St Univ Ia; Lectr Rdnq & Lang Arts Div, Sacramento Calif; Educ Consult; Lectr Grad Schl Educ, Univ Pittsburgh. PUBL: Auth of Wd Recog Proqr, Ginn (1954); Co-auth of Tchr's manl for On Cherry Street & auth of nos of monogr & arts.

Hill, Suzanne D. BA, MA, PhD
Assoc Prof Psy, La St Univ. EXPR: Assoc in Psy, Univ Tchnq Fel, US Pub Heal Serv Postdoc Fel, Resrch Assoc, The Geo Wash Univ; Instrctr, Univ Va Extn; Asst Prof Psy, Howard Univ; Asst Prof, Assoc Prof, Clin Assoc Prof Dept Psy, La St Univ. PUBL: Auth/co-auth of num reports of resrch on beh of ch & primates for var jrnls.

Hillerich, Robert L. AB, MS, EdD
Chrmm Dept Rdnq & Lang Arts, Grad Schl, Natrl Coll, Ill. EXPR: Tchr Grade Six, Ind; Supervsr Prim Grs 1-8, Ind, Grs K-6 Ill; Asst Supt Schl, Ill; Consult. PUBL: Ed of Merit Bk Seri
(Auth of tchr's guides): Introduction to Kipling's Just So Stories; Auth of Complementary Rdng in add to num other bk introductions & arts.

Hines, Wayne L. OD
Optometrist with priv pract in Chehalis, Wash. EXPR: Resrch conducted during priv pract. PUBL: Auth of arts for Optometric Weekly & other jrnls.

Hittleman, Daniel R. BA, EdD
Act Coord Grad Rdng Progrs, Queens Coll, CUNY. EXPR: Tchr, Wyandanch NY Pub Schls. PUBL: Contrbu to var educ jrnls.

Hoffman, Martin L. BSE, MS, PhD
Chrmn Doct Progr Devlmtl Psy, Univ Mich; Tchng Fel, Univ Mich; Asst Prof, Purdue Univ; Sr. Resrch Assoc, Merrill-Palmer Inst. PUBL: Ed. Merrill-Palmer Quart & auth of arts on socialization.

Hollingsworth, Paul M. BS, MA, EdD
Prof Dir Rdng Centr, Univ Nev. EXPR: Grad Asst in Accounting, Brigham Young Univ; Tchr of Upr Elem, Jr H Schls, Ariz; Fac Assoc Ariz St Univ, Assoc Prof. PUBL: Ed of five consecutive issues of Invitational Rdng Conf Procdngs in add to arts on listening, rdng, & other lang arts.

Holmes, Jack A. AB, MA, PhD
Prof Educ Psy Inst Hum Dev, Univ Calif, Berkeley. EXPR: Instrctr, Head Chem Dept H Schls, Calif; Resrch in Chem, Univ Calif; Dir Psy Resrch & Test Facility Benicia Arsenal, Calif; Instrctr of Rdng & Stud Clin, Univ Calif; Asst Prof Psy, Okla A&M; Assoc Prof, Head Adult Rdng & Imprvm Centr, Western Reserve Univ. PUBL: Auth of The Substrata Factor Theory of Rdng & arts for var jrnls.

Homze, Alna C.
Doct Candidate in Lang Arts, Pa St Univ at time of publ, 1962.

Honzik, Marjorie P. AB, MA, PhD

Hopkins, Kenneth AB, MS, PhD
Prof Educ, Univ Colo & Fir Lab Educ Resrch. EXPR: Psy, Hudson Schl Dist; Voc Couns, Asst Prof Educ, Assoc Prof Educ Psy, Univ So Calif; Assoc Prof Educ, Univ Colo. PUBL: contrbu to var educ jrnls.
Horn, Thomas D. BA, MA, PhD
Prof, Chrmn Dept Cur & Instrctn, Coll Educ Univ Tex;
EXPR: Elem Tchr, Colo, Ill; Asst Prof, Princpl Campus Elem
Schl, Univ No 1a; Dir NDEA Sum Inst for Tchrs of Spanish-speaking
Ch. PUBL: Auth/co-auth for spell textbk series, rdng series
& num arts.

Horowitz, Frances D.
Memb of Staff of So Ore Coll at time of publ, 1961.

Howes, Virgil M. BS, MS, EdD
Exec Dir Internatnl Centr Educ Devlmt, Encino, Calif.
EXPR: Guid & Cur Consult, Adm Asst, Spec Servs, Deputy Supt,
Dept of Educ San Diego Co, Calif; Head Dept Educ, Deputy Chf of
Lectr Educ, Dir Resrch & Devlmt Div. PUBL: Auth of eight bks
pertaining to indiv instrctn & rdng & arts for jrnls.

Huck, Charlotte S. BS, MA, PhD
Prof Early & Mid Chlld, Ohio St Univ. EXPR: Elem Tchr,
Mo, Ill; Instrctr Educ, Northwestern Univ, Asst, Assoc, Prof
Educ, Ohio St Univ. PUBL: Co-auth of Ch's Lit in Elem Schl
& contrbu to many bks, monogrns & arts to jrnls.

Hudgins, William K.
Sci Cur Spec, PACE Educ Centr Region VI, Parkersburg,
Va at time of publ, 1969.

Huebner, Mildred H. BS, MA, EdD
Prof, Dir Rdng Centr, Chrmn Grad Rdng Dept, So Conn
St' Coll. EXPR: Elem Tchr, Pa; Asst Princpl Elem Schls, Pa;
Asst Prof in Grad Schl, Western Reserve Univ. PUBL: Co-auth
of Rdng Eval, Strategies in Rdng in Elem Schl in add to var
educ arts.

Hunt, Joseph McV. BA Philo, MA Psy, PhD
Prof Psy & Elem Educ, Univ Ill. EXPR: Tchng Asst,
Tchng Fel, Univ Nebr; Asst, Sr Asst Psy, Cornell Univ; Resrch
Assoc, Saint Elizabeth's Hosp, Wash, DC; Instrctr, Asst Prof,
Assoc Prof, Brown Univ; Adjunct Prof Psy Grad Schl Psy, NYU.
PUBL: Auth of over 125 arts in add to seven bks.

Hunt, Lyman C. BA, EdD
Dir Rdng Centr, Coll Educ, Univ Vt. EXPR: Tchr Elem
& H Schls; Asst, Assoc Prof Dept Elem Educ, Pa St Univ; Prof,
Head Dept Elem Educ, Univ Akron. PUBL: Contrbu to var jrnls.
Huttenlocher, Janellen  BA, MA, PhD
  Assoc Prof, Tchrs Coll Columb Univ.  EXPR:  Resrch Assoc, Univ Md; Tchng Fel & Resrch Asst Soc Rels Dept, Instrcr & Resrch Fel Sch Educ, Resrch Fel Centr Cogntv Studs, Harvard Univ.  PUBL:  Auth arts on psy & educ.

Huus, Helen  BS, MA, PhD
  Prof Educ, Univ Mo.  EXPR:  Resrch Asst to Dr. Wm S. Gray, Univ Chicago; Asst Prof Educ, Wayne St Univ; Asst Prof, Assoc Prof, Prof Educ, Univ Mo; Fulbright Resrch Scholar, Univ. Oslo; Past Pres IRA.  PUBL:  Auth of bk on educ in Norway, ch's bks to enrich the soc stus & co-auth of Field Lit Series K-8 in add to num contribs to yrbsks & jrnls.

I

Inbody, Donald  BS, MS, EdD

Ives, Josephine--See Piekarz, Josephine.

Ives, Sumner
  Linguist, Syracuse Univ at time of publ, 1964.

J

Jackson, Phillip W.  BS, MEd, PhD
  Prof Educ & Hum Devlmt, Univ Chicago, Dir Univ Chicago Lab Schls.  EXPR:  Instrctr, Univ Puerto Rico, Tchrs Coll, Columb Univ (Sums); Instrctr, Asst Prof, Univ Chicago; Princpl, Univ Chicago Lab Nursery Schl; Simon Vis Prof Soc Sci, Univ of Manchester, Engl.  PUBL:  Auth of bks such as Creat & Intellig, Life in Clsrms, other bks & arts.

Jacobs, James N.  BA, MA, EdD
  Dir, Div Progrmd Resrch & Design, Cincinnati, Prof Univ Cincinnati, part time.  EXPR:  Elem & Sec Trhc, NY, Ohio; Grad Tchng Asst, Mich St. Univ; Lectr, Miami Univ, Xavier Univ; Vis Asst Prof, Univ Md; Dir of Consult & Resrch Commun.  PUBL:  Auth of many prof educ arts for jrnls.
Janes, Edith  BEd, Grad Rdng Work  
Instrctr Rdng, Ind Univ Northwest, Retired City Rdng  
Consult Grs 1-12, Gary Pub Schls. EXPR: Rural Tchr Grs 1-8, Ill; Elem Tchr, Gary Ind Pub Schls. PUBL: Auth of arts for IRA Procndgs & Jrnl of Rdng as well as other jrnls.

Jan-Tausch, Evelyn  
Memb of Staff of Glenridge NJ Pub Schls at time of publ, 1971.

Jan-Tausch, James  BS, MEd, EdD  

Jaranko, Arreta R.  AB, MA, EdD  
Diagnost, Asst Prof & Dir Ch Stud Centr, Div Clin Studs, W Va Univ. EXPR: Cllsm Tchr, W Va; Grad Asst Rdng Centr,Instrctr, Asst Prof, Univ W Va. PUBL: Auth of var profnl educ arts.

Jegard, Suzanne  MA  
Chf Psych't Alvin Buchwold Ment Ret Unit Univ Hosp, Saskatoon, Sask Can. EXPR: Clin Psych't Montreal Gen Hosp. PUBL: Contrbu arts to var educ jrnls.

Jenkinson, Marion D.  
Memb of Staff, Univ Chicago. EXPR: Univ Tchng, Univ Toronto, Can, Albrra Can. PUBL: Auth of arts on profnl educ.

Jeruchimowicz, Rita  BA  
Doct Cand, Univ Minn Inst of Ch Devlmt. PUBL: Contrbu to Ch Devlmt.

Johnson, Dale D.  BA, PhD  
Asst Prof Rdng, Univ Wisc, Madison. EXPR: Elem, Jr H Tchr, Wisc; Chrnn Engi Dept, Katisina Tchrs Coll, Nigeria; Asst Prof Rdng, Ball St Univ. PUBL: Auth/co-auth of num arts for profnl jrnls.

Johnson, Donald M.  AB, PhD  
Prof, Mich St Univ. EXPR: Asst Prof, Fort Hays Kans St Coll, Univ Ill; Dept Head, Univ Minn. PUBL: Contrbu of psy arts for var jrnls.
Johnson, Marjorie S.  BS, EdM, EdD  
Chrmn Psy Rdng Dept, Dir Rdng Clin.  EXPR:  Sec Schl Tchr, Pa; Supervsr Lab Schl of the Rdng Clin, Lectr Psy, Temple Univ; Act Dir Rdng Clin; Assoc Prof Psy, Educ Psy; Assoc Dir Rdng Clin, Prof Psy, Educ Psy, Temple Univ.  PUBL:  Contrbu of var educ & psy arts for jrnls.

Jones, Daisy M.  BS, MS, EdD  
Prof Educ, Ariz St Univ.  EXPR:  Elem Tchr, Ind; Dir Student Tchng, Assoc Prof Educ, Centrl Normal Schl, Ind; Cadet Tchr, Supervsr of Student Tchrs, Ind St Univ Lab Schl; Asst Supervsr Elem Educ, Muncie, Ind; Dir Elemt Educ, Ind; Vis Prof, Wrkshp Dir.  PUBL:  Auth of Tchnq Ch to Rd & many ch's rdng texts in add to arts for jrnls.

Joseph, Sister Francis, OSF  BS, MS  
Dir Cur Mats Centr, Univ Dayton.  EXPR:  Tchr Elem Grs, Ind; Asst Prof Educ, Univ Dayton.  PUBL:  Contrbs to var educ jrnls.

Justman, Joseph  BS, MS, PhD  
Assoc Prof Fordham Univ.  EXPR:  Instrctr, Resrch Asst Bd Educ, NY (Higher); Lectr, Resrch Assoc, Queens Coll; Asst Dir, Act Dir Bd Educ, NY.  PUBL:  Auth of arts on educ.

Kagan, Jerome  BS, PhD  
Prof Hum Devlmt, Harvard Univ.  EXPR:  Clin Psy, Clifford Beers Guid Clin; Instrctr Psy, Ohio St Univ; Resrch Psy, US Army Hosp, West Point; Sr Resrch Assoc, Chrmn Dept Psy, Fels Resrch Inst.  PUBL:  Ed Consult, Ch Devlmt, Jrnl Exprmntl Ch Psy, Jrnl Consult Psy, Merrill-Falmer Quart, Psy Bulletin; Auth of num arts on ch beh.

Karlin, Robert  AB, MA, PhD Educ Psy  
Prof Educ, Queens Coll, CUNY.  EXPR:  Instrctr Rdng, Hofstra Univ; Asst Prof Educ Psy, NYU; Prof Educ, So Ill Univ; Fulbright Scholar, Ministry of Educ, Uruguay.  PUBL:  Auth of bk on rdng in H Schls & arts for profnl jrnls.

Karlsen, Bjorn  BA, BS, MA, PhD  
Prof Spec Educ, Sonoma St Coll.  EXPR:  Resrch Asst, Assoc Prof, Univ Minn; Assoc Prof, San Diego St Coll.  PUBL:  Contrbu of arts on ch with lrng disabils.

Karp, Joan M.  
Member of Staff, Yeshiva Univ at time of publ, 1965.
Kashinsky, Marc
MA
Doct Cand Clarke Univ.

Katz, Phyllis A. AB, PhD
Assoc Prof, CUNY, Psy with Natl Inst Ch Heal & Hum Devlmnt. EXPR: Sr Resrch Assoc, ill; Asst Prof, NYU; Assoc Prof, CUNY. PUBL: Auth o. in educ arts for var jrnls.

Kender, Joseph P. AB, MA, EdD
Assoc Prof Educ, Schl Educ, Lehigh Univ, Dir Rdng Stud Clin. EXPR: Engl Tchr, Rdng Coord, Paoli Area Schl Sys, Pa; Remed Clin; Assoc Exam, Test Div ETS. PUBL: Ed of Tc'ing Rdng--Not by Decoding Alone in add to other publs.

Kendrick, William M

Kennedy, Larry L BS, MA Eng1, EdD
Assoc Prof Jr H Methods & Grad Rdng, Ill St Univ. EXPR: Tchr Jr & Grs 7-9, Ind, Grs 6-8, Ill. PUBL: Contribu of profnl educ arts for var jrnls.

Kephart, Newell C. AD Psy, MA, PhD Ch Welfare
Dir Glen Haven Achmt Centr, Fort Collins, Colo. EXPR: Mentl Hyg, Wayne Co Trng Schl, Mich; Occup Analyst, US Employmt Serv, Wash, DC: Asst Prof, Assoc Prof, Prof, Purdue Univ, Exec Dir of Achmt Centr for Ch. PUBL: Ed, Charles E. Merrill Series for Slow Lrnrs Know Your World & Jrn1 of Lrnq Disabils; Auth/co-auth of nine bks on lrnng, slow lrnrs, & arts for profnl jrnls.

Kerfoot, James F.
Asst Prof Educ, St Uni: Pa at time of publ, 1965.

Kermoian, Samuel B. BA Sci Educ, MA, EdD Adm
Dir Urban & Community Educ Progrs, USOE Region IX. EXPR: Tchr, Adm in San Fran Unif Schl Dist; Univ Tchr, San Fran St Coll, Univ Calif, Univ Mich, Univ Sao Paulo (Brazil), Univ of Parana, Brazil, Univ of Nev, Univ Puget Sound; Dir Elem & Sec Educ. USOE 1968 Region II. PUBL: Contribu to var jrnls.

Keshian, Jerry G. BS, PhD
Princpl Distr No 13, Valley Stream, NY. EXPR: Tchr Grs 5-6, NY; Asst Princpl, Princpl, NY; Instrctr, Adult Educ Progr, NY: Instrctr Rdng, Hofstra Univ, Saint Lawrence Univ,
St Univ Coll, Fredonia; Instrctr Lang Arts, Adelphi Univ; Instrctr, Univ Vt. PUBL: Co-auth Rdnq & Lang Arts Cur & auth of resrch reports & arts for jrnls.

Kierstead, Reginald BS, ME

King, Ethel M. BEd, MA, PhD
Prof Cur & instrctn, Univ of Calgary. EXPR: Tchr Grs 3-4, Demstr Tchr Gr 3, Can; Asst Prof Mem Univ; Lectr Univ of Calgary, Asst Prof, Assoc Prof, Prof. PUBL: Co-auth Before 6; Ed, Canadian Tests of Basic Skills Form 1-2, tchr's manl & adm manl; Auth of resrch reports for Jrnl Educ Psy, Rdnq Tchr.

King, Martha L. BS, MA, PhD
Prof Early & Mid Chhd, Ohio St Univ. EXPR: Elem Tchr, Ohio; Supervsr-Critic Tchr, Ohio; Supervsr & Cur Consult, Ohio; Part-time Instrctr, Extn Div & Br Schl, Ohio Univ. PUBL: Co-auth of Crit Rdnq: a Bk of Rdngs in add to bulle- tins & arts for jrnls.

Kingston, Albert J. BS, MS, PhD

Kinnie, Ernest J. PhD
Prof St Univ, Plattsburgh, NY at time of publ, 1971.

Klare, George R. BA, PhD
Prof Psy, Ohio Univ, Vis Prof SUNY, Stonybrook. PUBL: Co-autho of The Msmt of Readabil, Elem Stat: Data Analysis for the Beh Sci in add to chptrs for var bks.

Klausmeir, Herbert J. PhD
VAC Henmon Prof Educ Psy, Univ Wisc, Madison. EXPR: Elem & H Schl Tchr, Ind; Univ Tchr, Colo St Univ, San Fran St Coll. PUBL: Auth of over 150 jrnl arts & resrch monogr. Co-auth of Analyses of Conceptual Lrnq.

Kofsky, Ellin
Memb of Staff, Johns Hopkins Univ at time of publ, 1966.
Kohn, Clyde F. AB, MA, PhD
Prof & Chrmn Dept Geogr, Univ of Ia. EXPR: Rural, Elem, Sec Tchr, Mich; Assoc Prof Soc Stus, Miss St Coll for Women; Instrctr & Vis Lectr, Harvard Univ; Asst Prof Geogr, Assoc Prof Geogr & Educ, Northwestern Univ. PUBL: Auth/ed of bks on profnl geogr, ch's textbks & extn no of arts for jrnls.

Kopel, David BS, MS, PhD

Krauss, Robert M.
Member of Staff, Rutgers Univ at time of publ, 1969.

Kress, Roy A. BS, EdM, PhD
Assoc Dean Grad Schl, Temple Univ. EXPR: Instrctr, Woods Schl, Pa; Lectr Psy, Supervsr Rdng Analysis Div, Inst Coord, Temple Univ; Educ Dir, Dir Ch's Resrch Found, Tex; Assoc Prof Educ, Dir Diagnost & Remed Servs of Rdng Centr, Syracuse Univ; Prof Psy & Dir Rdng Clin, Chrmn Psy Rdng Dept, Temple Univ. PUBL: Auth of profnl educ arts for var jrnls.

Krippner, Stanley BS, MA, PhD
Dir Dream Lab, Maimonides Med Centr, Brooklyn, Lectr Grad Schl Wagner Coll, Consult Staten Is Mentl Heal Clin, Dir Resrch, NY Inst Ch Devlmt. EXPR: Spch Therapist, Ill, Va; Residence Hall Couns, Northwestern Univ; Grad Asst, Psycho-educ Clin, Northwestern, Psy Dept Univ of Hawaii; Dir Ch Stud Centr, Kent St Univ. PUBL: Auth of nos of chptrs for bks & arts for profnl jrnls.

Kumar, Usha BA, MA, PhD
Asst Prof, Indn Inst Technology, Kanpur, Dept Hum & Soc Sci Indn Inst Technology. EXPR: Asst Prof, Isabella Thorburn Coll; Fulbright Smith-Mundt Grantee US Govt; Tchng Asst, Resrch Asst, Ohio St Univ. PUBL: Auth of arts for var profnl jrnls.

Ladd, Eleanor BS, MS, EdD
Assoc Prof Rdng Clin, Templr Univ. EXPR: Clsrm Tchr, Rdng Coord, Dir of Educ Servs, Asst Supt Schls, Fla; Assoc Prof Educ, Univ Ga. PUBL: Contribu to profnl educ jrnls.
Lakin, Donald H.

Lamb, Pose BS, MA, PhD
Prof Educ, Purdue Univ. EXPR: Tchr Prim, Intermed Grs, Mich, Ohio; Instrctr, Asst Prof Educ, Ball St Tchers Coll; Asst Prof, Assoc Prof, Prof Educ, Purdue Univ. PUBL: Auth of bks on educ such as The Student Tchnq Process in Elem Schls in add to other bks & arts.

Lampard, Dorothy M.
Memb of Staff of Univ of Albrrta, Can at time of publ, 1965.

Landsman, Theodore BA - MA, PhD
Prof Educ, Dept Couns Educ, Univ Fla. EXPR: Tchng Asst, Syracuse Univ; Instrctr, Asst Prof Psy, Univ Del; Assoc Prof Psy, Dir Couns Centr, Vandervilt Univ. PUBL: Contrbu to var profnl jrnls.

Langer, John H.
Assoc Prof Elem Educ, Ind Univ SW at time of publ, 1969.

Langman, Muriel Potter BA - MA, PhD

Lanning, Frank W. BA, MA, EdD
Prof Dept Elem Educ, No Ill Univ. EXPR: Tchr Grs 4-6, Tex; Tchr Lab Schl, Eastern Ill Univ; Tchr Math, McMurray Coll. PUBL: Contrbu of arts on educ.

Larrick, Nancy AB, MA, EdD
Free Lance Writer, Adjunct Prof Schl Educ, Lehigh Univ. EXPR: Tchr pub schls, Va; Asst & Educ Dir War Bond Drive, US Treasury Dept; Educ Dir, Random House Ch's Bks; Lectr Schl Educ, NYU. PUBL: Auth of Parent's Guide to Ch's Rdgng in add to other bks & arts.

Lee, Doris M. BA, MA, PhD
Prof Educ, Portland St Coll. EXPR: Elem Tchr, Calif; Instrctr Math, Air Corps Progr; Act Asst Prof, Wash St Coll; Assoc Prof, Portland St Coll; Vis Prof, Univ Alas, Stanford Univ, Mont St Coll. PUBL: Co-auth of The Ch & His Cur, other bks, ch's texts & profnl educ arts.
Leeds, James P.

Optometrist, Dir Indnpl; Rdng Inst at time of publ, 1966.

Lefcourt, Ann BA, BS, MA, EdD
Asst Prof Educ, CUNY, Hunter Coll & Lehman Coll. EXPR: Elem Tchr Pub Schls, Wisc, Ind; Vis Prof, Winona St Coll, Minn; Asst Prof, Ball St Univ. PUBL: Co-auth of Our Lang Today, Elem Lang Arts Series, Am Bk Com, other bks & arts for var educ jrnls.

Lefeber, Carl A. BA, MA, PhD Engl
Prof Engl Educ, Chrmn Sec Engl Educ, Div Cur & Instrctn, Temple Univ. EXPR: Instrctr Engl, Univ Minn; Asst Prof, Wash Univ; Assoc Prof, Mankato St Univ; Chrmn Dept Engl, Pace Coll; Assoc Prof Engl, Chicago Tchrs Coll; Prof Engl & Lings, Northeast Ill Univ. PUBL: Auth of Lngs & Tchnq of Rdng, other bks & arts on lngs & educ.

Lerner, Janet W. BS, MEd, PhD
Assoc Prof, Lrng Disabils, Northwestern Univ. EXPR: Tchr, Ill; Itinerant Tchr of Brain-Injured Ch; Rdng Spec, NY; Asst Prof Educ, CUNY; Instrctr, Natnl Coll Educ; Asst Prof Spec Educ, Northeast Ill St Coll. PUBL: Auth of Ch with Lrng Disabils: Theories, Diagnosis & Tchn Strategies in add to arts for Elem Engl, Rdng Tchr, and other bks.

Levine, Isidore BS, MS
Tchr of Engl, WC Bryant H Schl, LI City, NY. EXPR: WPA Remed Rdng Tchr; Tchr Engl, Jr H level, NY; Tchr Westinghouse Voc H Schl. PUBL: Auth of Issues & Probs in Elem Lang Arts & other bks in add to profnl educ arts.

Levinson, Elizabeth J. BA, MA, PhD
Staff Memb Couns Centr, Bangor, Me. PUBL: Auth of Ret Ch in Me: A Survey & Analysis & arts for profnl jrnls.

Lewis, Ann
Memb of Staff of Univ Wisc at time of publ, 1970.

Lewis, Juanita BS, MA, PhD
Prof Elem Educ Dept Elem Educ, Univ No Colo. EXPR: Tchr on Elem & H Schl levels, Demstr Tchr; Univ Lab Schl, St Univ Ia; Remed Rdng Clin, St Univ Ia; Resrch Asst, St Univ Ia. PUBL: Auth of Today's Kindergarten: A Bk of Rdngs & arts for educ jrnls.
Lichtman, Marilyn V. BA, MA, EdD
Asst Prof Schlg Educ, The Cath Univ Am. EXPR: Elem Tchr; Rdng Clin & Diagnost, Rdng Centr, Asst Prof, Lectr Educ, Resrch Assoc; Lectr Spec Educ, Geo Wash Univ; Consult for The Rdng Proj Wash, DC. PUBL: Auth of profnl educ arts for jrnls.

Light, Timothy
Memb of Staff of New Asia Coll, Chinese Univ, Hong Kong at time of publ, 1970.

Lindburg, Lucille BS, MA, EdD
Prof Educ, Queens Coll CUNY. EXPR: Tchr Grs K-Jr H in rural, suburban, urban NY schls; Asst, Assoc, Prof Educ, Queens Coll; Fulbright Lectr, Australia; Lectr Auckland & Vict Univs. PUBL: Auth of texts such as The Dem Clsrn & Tchnq Prim Ch & arts for var educ jrnls.

Lipscomb, Edra BS, MA, EdD
Prof Educ, No Ill Univ. EXPR: Kindergarten & Elem Tchr, Ill; Tchr Lab Schl, No Ill Univ. PUBL: Auth of profnl educ arts.

Livo, Norma J. BS, MEd, EdD
Assoc Prof Educ, Univ Colo, Denver. EXPR: First Grade Tchr, pub schls, Minn, Ill; Univ Prof, Northwestern Univ, Univ Minn. PUBL: Contrbu to var jrnls.

Lloyd, Bruce A. BS, MEd, PhD
Prof Tchr Educ, Dir Rdng Resources Centr, Western Mich Univ. EXPR: Tchr Grs 5-6, Mich; Assoc Prof Rdng, Wittenburg Univ. PUBL: Auth of Remed Rdng Instructn: Theory, Diagnosis & Technqs & profnl educ arts.

Lloyd, Donald J. BA, MA, PhD

Loban, Walter BA, MA, PhD
Prof Educ, Univ Calif, Berkeley. EXPR: Tchr pub schls, Minn, Ill; Univ Prof, Northwestern Univ, Univ Minn. PUBL: Auth of profnl educ bks such as The Lang of Elem Schl Ch & arts on profnl educ.
Lockard, Joan
Memb of Staff, Univ of Wisc at time of publ, 1961.

Lofthouse, Yvonne M.
Chrmn Div Educ, Mercy Coll. EXPR: Univ Tchng, Wayne St Univ. PUBL: Contribu to var jrnls.

London, Perry. BA, MA, PhD
Prof Psy & Psychtr, Univ So Calif. EXPR: Clin Psych't, Madigan Hosp; Assoc in Psy, Pac Lutheran Coll; Consult Thurston Co Ch Guid Assn; Consult, Wash St Dept Pub Ast; Asst Prof to Assoc Prof, Univ Ill; Assoc Prof, Prof Psy, Univ So Calif. PUBL: Auth/co-auth of approx 75 psy arts or papers pub in var jrnls.

Lott, Albert J. BS, MS, PhD
Prof Psy, Univ Rhode Is. EXPR: Instrctr, Asst Prof, Univ Ky; Vis Prof, Kyoto Univ, Japan; Assoc Prof, Prof. PUBL: Contribu of arts on var phases of educ to profnl jrnls.

Lourenso, Susan V.
Memb of Staff, CUNY, City Coll at time of publ, 1965.

Lowry, Heath W. AA, BE, MA, EdD
Assoc Prof Educ, Univ Pac, Calif, Dir Univ Rdng Clin. EXPR: Pres/Tchr, Tamil Inst, Madurai, India; Elem Tchr, Calif; Asst Prof, Asst Dir Rdng Clin, Act Dean, Univ Pac. PUBL: Auth of A Glossary of Terms: Rdng in add to arts, & instructnl mats for Benefic Press.

Lundsteen, Sara W. BA, MA, PhD
Assoc Prof Educ, Univ Tex. EXPR: Resrch Assoc, Lectr, Univ Calif; Tchr Grs 1-5, Tex; Asst Prof, Univ Calif, Santa Barbara. PUBL: Contribu to profnl educ jrnls.

Lyle, J. G.
Memb of Staff of Psy Dept, Univ of Sydney, Australia at time of publ, 1970.

M

Maccoby, Eleanor E. BA, MA, PhD
Macdonald, James B. BS Sociol, MS, PhD
Prof Cur & Instructn Schl Educ, Univ Wisc, Milwaukee.
EXPR: Elem Tchr; Resrch Asst, Univ Wisc; Asst Prof, Univ Minn; Tchnng Asst, Resident Couns, Univ Wisc; Asst Prof, Univ Tex, NYU; Assoc Prof, Dir Campus Schl, Univ Wisc, Prof. PUBL: Auth of extr no of arts & reports of resrch for profnl jrnls.

MacGinitie, Walter H. BA, AM, PhD
Prof Psy & Educ, Tchers Coll, Columb Univ. EXPR: Tchr pub schlps, Calif; Instrcrr, Asst Prof, Assoc Prof, Tchers Coll Columb Univ; Resrch Assoc, Lexington Schl for Deaf, NYC. PUBL: Auth/co-auth of tests in rdrg & arts for jrnls.

Mackintosh, Helen K. AB, AM, PhD
Retired Chf Elem Educ, Off HEW. EXPR: Tchr of Elem & H Schlps, Ia; Asst Prof Elem Educ, Univ Pittsburgh; Supervsr Upr Elem Grps, Mich; Assoc Prof, Head Dept Engl, Miami Univ, Ohio; Nova Scotia (Sum) Schl, Dalhousie Univ. PUBL: Contrbu to educ bulletins, mags & jrnls.

Maginnis, George H. BA, MEd, EdD
Assoc Prof Educ & Dir Rdng Centr, Western Carolina Univ.
EXPR: Tchr of paroch & priv schlps, Fla; Asst Prof Educ, Asst Dir Rdng Servs Centr & Clin, Act Dir Rdng Servs Centr, Asst Dir Experienced Tchers Fellowship Progr, Univ Miss.

Dean Grad Schl, Western Mich Univ. EXPR: Instrcrr Sci, Utica, NY: Head Sci Dept, Adm Asst, Buffalo, NY; Dir Sci Educ, Ta St Tchers Coll; Assoc Prof Psy & Sci Educ, Prof, Act Dir Grad Div, Western Michigan Univ; Chrnn or Memb Eval & Cur Committees. PUBL: Auth of arts for profnl jrnls.

Malmquist, Eve
Educ, Resrch, Linköping Sweden. PUBL: Extnt resrch publs such as "Rdng Disabils in the First Grade of Elem Schl," & "Ch's Knowl & Readiness for Beginning Schl."

Manning, John BA, EdM, EdD
Prof Rdng Instructn, Grad Schl, Univ Minn. EXPR: Consult for Natnl Agencies, St Depts Educ, Maj Schl Sys; Vis Prof & Lectr, Univs of Tex, Pittsburgh, Utah, Calif. PUBL: Auth of many texts, chptrs for bks, arts & monogr.
Many, Wesley A.  
Dir Cur & Resrch, Univ Schl No Ill Univ at time of publ, 1965.

Marchbanks, Gabriella  
Memb of Staff, Cornell Univ at time of publ, 1965.

Marita Sister M.  
Asst Prof Educ, Marquette Univ at time of publ, 1966.

Marquardt, William F.  
BA, MA, PhD  
Prof Engl Ling, Port Hays Kans St Coll.  EXPR: Instrctr Engl, Ill Inst of Technology; Instrctr Engl, Northwestern Univ; Univ Wisc; Vis Prof Engl, Miigata Univ, Japan; Supervsr Engl for For Studs, Univ Wash; Fulbright Lectr, Engl as Second Lang, Cartagena Univ, Colombia; Coord of Progrs, NYU.  PUBL: Auth of extn no of .-evs, translations, arts & ed of Conf Procndgs.

Marshall, Hermine H.  
BA, MS, PhD  
Lectr, Dept Educ, Univ Calif, Berkeley.  EMPR: Tchr, NY; Instrctr Educ Extnt, Tchng Fel Educ, Univ Calif, Berkeley; Lect, San Fran St Coll; Asst Prof, Dept Tchr Educ, Calif St Coll.  PUBL: Contrib of arts on ch psy & schl lrng.

Martin, Dorothy L.  
Memb of staff, Knickerbocker Schl, Chicago Pub Schls at time of publ, 1958.

Mason, George E.  
BS, MS, PhD  
Prof Rdng Coll Educ, Univ Ga.  EXPR: Elem Tchr, Pub Schl Rdng Spec; Tchng Asst, Syracuse Univ; Asst Prof, Assoc Prof, Dept Head Elem Educ, Fla St Univ; Assoc Prof & resrch Assoc, Univ Ga.  PUBL: Contrib of Test Items, Natnl Tchrs Exam; Auth for Allyn & Bacon Pubs & of res arts & monogr; Co-auth of H Intrst-Low Vocab bks for sec students.

Massey, William J.  
BA, MEd, EdD  
Headmaster, Homewood Schl, Dir Rdng Clin, Homewood Schl, Md.  EXPR: Elem, H Schl Tchr, Asst Princpl, La; Instrctr, TH Harris Trade Schl, Opelousas, La; Princpl Elem-H Schl, H Schl, La; Asst Instrctr Univ Mo Lab Schl; Rdng Consult, La Polytechnic Inst, Assoc Prof, Princpl; Assoc Prof, Univ Me; Assoc Dir Betts Rdng Clin, Pa; Asst Prof Educ, Dir Rdng Clin, Univ Md.  PUBL: Auth of Helping H Schl Students Rd Better & arts for jrnls.

Maw, Wallace H.  
AB, EdM, EdD  
Prof, Schl Educ, Univ Del.  EXPR: Cllsrn Tchr Grs 5-8, Ohio; Lectr, Coll Level, Ohio; Prof, Pa.  PUBL: Contrib to var profnl jrnls.
May, Frank B.  BA, MA, PhD
Assoc Prof Elem Educ, Wash St. Univ.  EXPR:  Elem Tchr Grs 3-8, Dayton, Chicago, NY; Instrctr Elem Educ, Univ Wisc, Resrch Asst; Asst Prof, Wash St. Univ, Univ Wisc.  PUBL:  Auth of Tchrng Lang as Commnc to Ch; Co-auth of other bks & arts.

McAda, Harleen W.  BS Chem, MEd, PhD Sci Educ
Asst Prof Educ (Sci Educ) Grad Schl Educ, Univ Calif, Santa Barbara.  EXPR:  Tchr of Jr & Sr H Schls, Tex; Tchng Assoc, Sci Educ Centr Univ Tex; Asst Prof, Univ Calif, Santa Barbara.  PUBL:  Contrbu to The Sci Tchr, Jrnl Educ & Psy Msmt, Jrnl Sec Educ; Co-auth of Investigating the Physical World.

McAnarney, Harry  BS, MS, EdD
Assoc Prof Educ Kans St Univ.  EXPR:  Tchr, Supt Schls, Elem Schl Princpl, Kans; Grad Asst, Univ Kans; Instrctr, Asst Prof Educ, Kans St Univ; Sci Consult, Newton Cooper Cur Stud.  PUBL:  Auth of many arts on Sci Educ for profnl jrnls.

McAninch, R. Myrene  BA Engl, BA Psy, MEd, EdD

McCandless, Boyd R.  AB, MA, PhD
Prof Psy & Educ, Dir Educ Psy, Emory Univ.  EXPR:  Mentl Hyg, Wayne Co Trng Schl, Mich; Asst, Assoc Prof Psy, San Fran St Coll; Assoc Prof Psy, Ohio St Univ; Prof & Dir, Ia Ch Welfare Resrch Station; Prof, Chrmn Psy Dept, Univ of Punjab, Ind Univ, Lahore, West Pakistan; Prof, Ind Univ, Dir Univ Clin Complex.  PUBL:  Co-auth, auth of approx 77 reports of resrch for profnl jrnls.

McCracken, Robert A.  BA, MA, PhD
Prof, Coo. Elem Educ, Dir Rdng Centr, Western Wash St Coll.  EXPR:  Tchns &, Syracuse Univ; Rdng Tchr, NY; Rdng Consult, NJ Pub Schls; Asst Prof, Head Rdng Lab, Ball St Univ; Rdng Consult, NY.  PUBL:  Auth of num reports of resrch, arts for jrnls; Co-auth of Grs 7-8 Basal Readers, Sheldon Series.

McCullough, Constance M.  AB, MS, PhD
Prof Educ, San Fran St Coll.  EXPR:  Tchr Pub Schls; Resrch Instrctr, Univ Mnns; Ed, Coop Test Serv; Asst Prof Engl, Hiram Coll Educ, Western Reserve Univ; San Fran St Coll, Assoc Prof; Vis Expert Elem Educ, Tokyo.  PUBL:  Textbk Consult, Tchrs Coll Columb Univ Team in India; Auth of num textbks & arts.
McDavid, Raven I.
Prof Dept Eng, Univ Chicago at time of publ, 1964.

McDonald, Arthur S. BA, MA, PhD
Dir Pupil Personl Serv Dept Educ, Prov Nova Scotia.
EXPR: Guid Couns, NY; Chf Guid Serv, Marine Corps Instrctr;
Dir Guid H Schls, Md; Remed Rdng Spec, Cornell Univ; Dir Rdng Serv & Prof Educ, Marquette Univ. PUBL: Contrib of num wks on remed rdng, rdng, educ couns.

McDonald, Dorothy P.

McGinnes, Dorothy J. BS, MA, PhD

McGuigan, F. J. BA, MA, PhD
Prof Psy, Hollins Coll. EXPR: Consumer Resrch, Okla Publ Com; Instrctr, Pepperdine Coll, Univ of Nev; Resrch Assoc, Psy Corp; Resrch Sci, Sr Sci, Act Dir Hum Resources Resrch Off, Geo Wash Univ; Lectr, Univ Louisvile; Chrnn, Dept Psy, Hollins Coll. PUBL: Auth of sev texts, revs, & arts on hum r-h.

McKillop, Anne S. BA, BEd, MA, PhD
Prof Psy & Educ, Head Rdng Centr, Tchrs Coll. Columb Univ. EXPR: Tchr, H Schls, Sask; Instrctr, Asst, Assoc Prof Psy & Educ, Tchrs Coll, Columb Univ. PUBL: Auth of contrib to profnl jrnls.

McNinch, George H. B.S., MEd, EdD
Assoc Prof Cur & Instrctn, Dir Rdng Centr, Univ So Miss. EXPR: H Schl Soc Stus Tchr, Miss; Experienced Tchr Fellowship Progr in Rdng, Univ Miss; Grad Tchr Asstshp, Univ Ga; Asst Prof, Univ So Miss. PUBL: Asst Ed So Jrnl Educ Resrch; Auth of arts for profnl jrnls.

McSwain, Eldridge R. BA, MA, EdD
Vis Prof Schl Educ UNC, Greensboro. EXPR: Prof Educ, Northwestern Univ; Dean, Univ Coll Evening Div, Northwestern Dean Schl Educ, Prof Educ. PUBL: Auth of many chptrs for yrbks, of textbk series & other bks.

Medinnus, Gene R. BA, MS, PhD
Prof Psy, San Jose St Coll. EXPR: Resrch Fel; Vis Assoc Prof, Univ Denver; Asst Prof, Assoc Prof, Prof, San Jose St Coll. PUBL: Auth of arts on soc process & parent-ch rels.
Meehan, Mary C. BS, AM, EdD
Supervsr Dept Resrch & Devlmt, Mo. EXPR: Elem Tchr Grs 4-7; Sec Tchr, Act Head Dept Soc Stud, Lab Schl, Univ Mo; Instrctr, Univ of Mo, Mankato St Coll, Univ Mo, Kans City, Avila Coll; Elem Schl Principl, Kans; Trng Consult Schl Beh Proj, Mo. PUBL: Ed & Co-auth of A Tchr Trng Proqr in Clsrm Mentl Heal & arts for profnl jrnls.

Menyuk, Paula BS, DEd

Michael, William B. AA, AB, MS, MAPsy, PhD Psy
Chrmn Dept Educ Psy, Prof Educ & Psy, Univ So Calif. EXPR: Lectr, Engnr Math, Cal Tech, Univ So Calif; Resrch Assoc, ETS; Asst Prof Psy, Princeton; Assoc Prof, San Jose St Coll; Resrch Assoc, Rand Corp; Dir Test Bur, Assoc Prof Psy & Educ, Univ So Calif. PUBL: Auth, Co-auth, ed of more than 300 publs incl bks, chptrs, arts, & rev in resrch jrnls.

Milgram, Norman AB, BJ, PhD Clin Psy
Prof Educ Psy, Temple Univ. EXPR: Clin Psy, Nebr Psychtr Inst; Asst Prof of Clin Psy, Cath Univ Am; Assoc Prof, Temple Univ. PUBL: Auth of arts & monogr on lrng for var psy jrnls.

Miller, Harry B. BS, MEd, EdD
Chrmn, Dept Elem Educ, Memphis St Univ. EXPR: Tchr pub schls; Elem princpl; Rdng Tchr, Univ Pittsburgh-Rdng Lab; Grad Student Asst, Univ Pittsburgh; Prof Educ, Calif St Coll; Rdng Consult to var schl dists. PUBL: Auth of arts for IRA & other jrnls.

Miller, Wilma BS, MEd
Prof Educ, Ill St Univ. EXPR: Elum Tchr Prim Grs, Ill, Ariz, Coll-Level tchng, Wisc St Univ. PUBL: Auth of The First R: Elem Rdng Today in add to other bks & over 40 arts for profnl jrnls.

Milligan, Jerry L.
Memb of Staff, Wash St Univ at time of publ, 1969.

Mills, Robert E. BEd, MS, EdD
Mingoia, Edwin M.  BA, Med  Dist Rdng Consult for Elk Grove Unif Schls, Calif.  
EXPR: Natl Educ Assn Overseas Tchr Corps; Eritrea Ministries Educ, Consult & Tchr Ch Devlmt, Cur in Ethiopia.  PUBL: Auth of more than 17 arts for profnl jrnls.

Mitchell, Addie S.  AB Engl, PhD  

Mitchell, James V., Jr.  
Member of Staff at wiv of Tex at time of publ, 1961.

Monroe, Marion  AB, MA, PhD  
Ch Psy & Renowned Auth.  EXPR: Resrch Psy, Mobile Mentl Hyg Clin, Psychopathic Hcnp, Ia; Resrch Psy Inst Juvenile Resrch, Chicago; Ch Psy, Ch Guid Centr, Pittsburgh Pub Schls; Dir Educ Clin, Pittsburgh Pub Schls; Consult Remed Rdng, San Diego Pub Schls, Calif; Dir Rdng Clin, Univ So Calif.  PUBL: Auth of Ch Who Cannot Rd, Monroe Rdng Aptitude Tests, many other bks on tchng rdng, ch's rdng text series & rdng instructnl aids.

Moore, Walter J.  
Prof Educ at Univ Ill at time of publ, 1964.

Morehead, Donald M.  BA Biol, Spch, MA Sci, PhD Psy  

Morgan, Barbara  
Memb of Staff at Ohio Univ at time of publ, 1971.

Morgenstern, Anne  PhD  
Assoc Prof Dept Elem Educ, Hofstra Univ.  PUBL: Auth of Gr in the Elem Schl in add to profnl educ arts.

Morrison, Ida E  
Member of Staff Sacramento St Coll at time of publ, 1962.

Morrisroe, Michael  
Asst Prof Engl, Univ Ill, Chicago Circle at time of publ, 1972.
Mortenson, W. Paul  BS, MS, PhD
   Asst Prof Elem Educ, Ia St Univ.  EXPR:  Tchr Grs 5-6, Wisc; Grad Asst/Supervsr Dept Cur Instrctn, Univ Wisc, Madison; Asst Prof Div Educ Studs, Emory Univ; Resrch in Devlmtl Rdng & Disadv Ch.  PUBL:  Auth of Selected PreReading Tests & contribs to The Rdng Tchr.

Moughamian, Henry
   Memb of Staff of Chicago Pub Schls, Ill at time of publ, 1965.

Mour, Stanley I.  AA, AM, PhD
   Prof Educ, Chrmn Early & Mid Chhd Educ, Dir Lrng Improvmt Centr, Univ Louisville, Ky.  EXPR:  Clsr Tchr, Calif; Staff Assoc, Univ Chicago Rdng Clin; Rdng Consult, Ill; Asst Prof, Dir Rdng Clin, Univ Vt.  PUBL:  Auth of arts for Annual Rdng Conf, Univ of, monogrs, & other jrnls.

Mower, Morris L.  BS, MS, EdM
   Asst Prof Educ, Utah St Univ.  EXPR:  Tchr of Grs 5, 7, Utah; Supervsr Elem Schl, Colo; Instrctr Rdng, Colo St Coll.  PUBL:  Contrib to var profnl jrnls.

Mozzi, Lucille M.
   Asst Prof Rdng, Univ Chicago.  PUBL:  Auth of arts for var profnl jrnls.

Muehl, Siegman  MA, PhD
   Prof, Univ Ia, Educ Dept.  EXPR:  Elem Tchr Grs 5-6; Coll-level Tchng, St Tchrs Coll, NY.  PUBL:  Contrib of profnl educ arts to var jrnls.

Mumbauer, Corinne.
   Memb of Staff, Geo Peabody Coll for Tchrs at time of publ, 1970.

Murphy, Helen A.  BS, AM, EdD
   Prof Emeritus, Boston Univ.  EXPR:  Tchr Grs K-9, Mass Pub Schls; Prof, Rhode Is Coll Educ; Dir Rdng Clin, Rdng Seminar, Prof Rdng-Grad, Undergrad.  PUBL:  Co-auth of test Murphy-Durrell Rdng Readiness Analysis; instrctnl aids for tchng rdng & auth of prof educ arts.

Myers, Kent E.  BSc, MEd, PhD
   Prof Educ, Coord Inst Studs, So Utah St Coll.  EXPR:  Tchr Gr 5, H Schl Engl & Spch; Instrctr, Asst Prof Engl, Coll of So Utah; Resrch Asst, Univ Utah; Assoc Prof Engl & Educ, Dir Tchr Educ Adm, Coll of So Utah, Dean Schl Educ.  PUBL:  Auth/co-auth of reports of resrch & arts for jrnls.
N

Natches, Gladys  PhD
Prof Educ Grad Schl, City Coll, CUNY.  PUBL: Auth of
Personlty Patterns & Oral Rdnng, Rdnng Disabils: Diagnosis &
Treatment, in add to other pubs.

Nemeth, Joseph S.  BEd, MED, EdD
Prof Educ, Dir Rdnng Centr, Bowling Green St Univ.
EXPR: Tchr Jr H Sci, Math, Devlmtl Rdnng Tchr, Pa; Resrch
Assoc, Intern Instructr, Grad Asst, Univ Pittsburgh; Assoc
Prof Educ; Asst Dir Rdnng Clin, Edinboro St. Coll; Field Dir,
New Castle Rdnng Exprim.  PUBL: Auth of extn no of arts on rdnng
& bk An Attempt to Secure Add Evidence Conc Factors Affecting
Lrnng to Rd.

Neville, Donald.  BS, MEd, EdD
Prof Educ & Psy, Assoc Dir & Sci, Inst Resrch Mentl
Ret & Intelcl Devlmt, Geo Peabody Coll for Tchrs.  EXPR: Pub
Schl Tchng of Elem & Jr H Grs, Rdnng Resource Tchr, Ohio; Supervsr
Remed Educ, Fla; Rdnng Clin, Univ Fla; Assoc Dir Ch Stud Centr,
Asst, Assoc Prof, Geo Peabody Coll.  PUBL: Contrb of arts on
profnl educ for var jrnls.

Neville, George
Dir Ch Stud Centr, Assoc Prof Psy & Educ, Geo Peabody
Coll for Tchrs at time of publ, 1965.

Neville, Mary
Engaged in Educ-Psy Resrch at time of publ, 1968.

Newbury, Dorothy J.  AB, MA, PhD
Prof Educ, Cornell Univ.  EXPR: Tchr Soc Stus Chicago
Pub Schls; Assoc Prof Educ, Ellendale Tchrs Coll.  PUBL: Auth
of var profnl educ publs.

Newman, Harold  BA, EdD
Prof Rdnng & Lang Arts, Jersey City St Coll.  EXPR:
Tchr Sec Engl, Soc Sci, Rdnng; Dir NYC Bd Educ Job Couns Centr's
Rdnng Component; Supervsr Progrs for Culturally Disadv, NY.
PUBL: Auth of Rdnng Disabils: Identfication & Treatment & other
bks & arts for profnl jrnls.

Newman, Robert E. Jr.  BA, EdD
Assoc Prof Elem Educ & Dir Mid-Career Tchr Educ Stud,
Syracuse Univ.  EXPR: Supervsr Student Tchrs, Stanford Univ;
Asst Prof Educ, San Jose St Coll; Asst Prof Educ Grad Sch &
Princpl Lab Schl, Univ Chicago.  PUBL: Auth of The Lang Arts
of Indiv Inquiry in add to arts for Sat Rev & Procngs of Univ
Chicago Rdnng Conf.
Newton, Eunice S.
Assoc Prof Educ, Howard Univ at time of publ, 1963.

Niles, Olive S.  BA, MA, DEd
Consult Rdng, Conn St Dept Educ, Lectr Rdng, Am Internat Coll.  EXPR:  Tchr of Rural Schls, Vt; Sec Engl Tchr, Mass; Tchr of Coll Engl & Educ, Centr Conn St Coll, Boston Univ; Dir Cur, Mass; Dir Rdng Pub Schls, Mass.  PUBL:  Rdng Dir for Am Rds & Galaxy Progrs, Scott Foresman & Co; Co-auth of Adjusting to Indiv Dif in Engl & auth of many arts on educ.

Nurss, Joanne R.  BA, MA, PhD
Chrmn, Dept Early Chhd Educ, Ga St. Univ.  EXPR:  Tchr Prim Grs, Denver Pub Schls; Asst Prof Psy & Educ, Emory Univ.
PUBL:  Auth of profnl educ arts for var jrnls.

Oakum, Robert
Memb of Staff at Clark Univ at time of publ, 1971.

Odum, Richard D.  BA, MA, PhD
Assoc Prof Ch Psy, Vanderbilt Univ.  EXPR:  US Army Reserve Asst; Resrch Assoc & Instrctr, Univ of Minn; Asst Prof, Vandervilt Univ.  PUBL:  Contribu of arts to var educ jrnls.

O'Donnell, Roy C.  BS, MEd, PhD
Prof Engl Educ, Fla St Univ.  EXPR:  Tchr H Schl Eng, Ala; Engl Instrctr, Freewill Baptist Coll, Tenn; Grad Instrctr Engl, Geo Peabody Coll, Scaritt Coll; Asst Prof Engl, Western Ky Univ; Chrmn Engl Dept, Academic Dean, Mt Olive Coll, NC; Resrch Assoc, Geo Peabody Coll; Asst Prof Engl Educ, UNC-Greensboro; Assoc Prof Engl Educ, Fla St Univ.  PUBL:  Auth/co-auth of resrch monogrs & reports in add to profnl educ arts.

Ogletree, Earl J.  BEd, MA, EdD
Asst Prof Educ, Chicago St Coll, Dir & Founder, Esperanza Schl for Ret Ch, Ill.  EXPR:  Tchr Grs 1-8, Industr Arts, Math Grs 8-10.  PUBL:  Auth of arts on var phases of educ.

Olander, Herbert T.
Memb of Staff, Univ Pittsburgh at time of publ, 1971.

O'Leary, Helen F.
Oliver, Marvin E. BS, BEd, PhD
Assoc Prof Educ, Rdnig Spec, E Wash St Coll; EXPR: Tchr Rmd Rdnig, Adults, McChord AFB; After-Schl Rdnig Tutor; Tchr Grs 4, 6, Rdnig Spec, Wash Pub Schls; Grad Asst, Syracuse Univ; Coord, Twelfth Annual Rdnig Conf, Syracuse Univ. PUBL: Ed of bk of rdnigs Strategies for Guid Rdnig Improv & auth of arts for var jrnls.

Olson, David R. BEd, MEd, PhD
Assoc Prof Applied Psy, Ont Inst of Studs in Educ, Can. EXPR: Asst Prof, Educ Psy, Dalhousie Univ; Resrch Fel Ch Devlmt Centr for Cognitv Studs, Harvard Univ. PUBL: Auth of Cognitv Devlmt: The Ch’s Acq of Diagonality, chptrs for var bks & many arts on educ.

Orpet, Russel E. BA, MS, MEd, EdD
Prof Educ Psy, Calif St Coll, Resrch Consult, Marianne Frostig Centr of Educ Therapy. EXPR: Elem Tchr, Schl Couns, Calif; Couns, Vet Guidance Centr, Univ So Calif; Asst Prof Educ Psy, Calif St Coll. PUBL: Co-auth Prim Abils at Mentl Age-6, monogr of Soc for Resrch in Ch Devlmt, arts for other monogr’s & profnl jrnls.

Ort, Lorrene L. BM, MA, PhD
Prof Educ, Grad Div, Bowling Green St Univ. EXPR: Tchr of all levels/pub schl, Supervsr, Ohio; Dir Tchng, The Feleti Mem Tchr Trng Schl, Pago Pago, Am Samoa; Rel Arts Coord, Ohio St Univ Lab Schl; Instrrtr, Coll Educ, Ohio St Univ; Prof Educ, Dir Student Tchng, Bowling Green St Univ. PUBL: Co-auth of My Wd Bk (Spell Series) Lyons & Carnahan; Auth of num arts for jrnls.

Osser, Harry BA, PhD
Assoc Prof Psy, San Fran St Coll. EXPR: Asst Prof, York Univ; Asst Prof Med Psy, Johns Hopkins Univ; Vis Assoc Prof, Univ Calif, Berkeley; Assoc Prof San Fran St Coll. PUBL: Contribu of arts on lang devlmt, cognitv devlmt, & psycholinguistics.

Otto, Wayne BS, MS, PhD
Prof Dept Cur & Instrctn, Prim Investgr, Wisc Resrch & Devlmt Centr for Cogn Lrng. EXPR: Tchr Engl, Schl Libr; Asst Prof, Univ of Ore & Ext; Assoc Prof, Univ Ga. PUBL: Exec Ed of Jrm of Educ Resrch (to present); Co-auth of six texts on rdnig; Auth of extn publs for profnl jrnls, chptrs in yrbks, monogr’s, bk revs; Developer of Educ Films & Tests.

Overton, Willis F.
Asst Prof Psy, SUNY, Buffalo. Tchng Fel, Boston Univ; US Pub Heal Serv Resrch Fel, Clark Univ; Clin Trnee, Worcester
St Hosp, Mass; Lectr, Dir Devlmtl Trng Progr, SUNY. PUBL: Auth of arts on cognitv devlmt for var jrnls.

Owrid, H. L.
Memb of Staff of Dept of Audiology & Educ of Deaf, Univ of Manchester at time of publ, 1970.

Packer, Athol L.
Asst Prof Educ, Univ Fla at time of publ, 1970.

Painter, Helen W. AB, AM, EdD
Prof Elem Educ, Kent St Univ. EXPR: Psy Univ Schl, Ind Univ; Instrctr Educ Psy, Shurtleff Coll; Prof Educ, Univ Akron; Dir, NDEA Inst in Engl, Kent St; Consult in Engl, Hawaii St Dept Educ. PUBL: Co-auth of Mastering Your Lang, Grs 7, 8 Lyons & Carnahan; Auth of Poetry & Ch, IRA & arts on educ.

Palardy, J. Michael BS, MA, PhD
Asst Prof, Coll Educ, Univ Ga. EXPR: Sec Tchr Engl, Latin, Elem Tchr, Princpl; Tchng Assoc, Ohio St Univ; Instrctr, Wittenberg Univ; Reviewer of Coll Textbks Elem Educ, Macmillan Co; Consult to Coll Tchr Corps Progrs & Eval of Headstart. PUBL: Ed of Elem Schl Cur: An Anthology of Trends & Challenges & arts for profnl jrnls.

Pallister, R.
Memb of Staff of Neville's Cross Coll, Durham at time of publ, 1970.

Parke, Margaret B. BA, MA, EdD
Prof Educ, Brooklyn Coll. EXPR: Tchr Pub Schls, NY, Pa; Tchr, Guid Dir, Researcher, NY: Resrch Assoc, Bur Cur Resrch, NYC Pub Schls; Assoc Prof, Brooklyn Coll; Fulbright Lectr on Cur, Univ Sydney, Australia, Taiwan, Phillipines. PUBL: Auth of Pict Dicts, Wkrbks on Writ, Ch's readers for Grosset & Dunlap, chptrs for bks, pubis for Bd Educ, NYC, Script writer for movies & auth of num arts.

Parker, Don(ald) H. BA, MA, EdD
Auth, Multi-level Cur Consult. Inst for Multilevel Lrng Internatnl, Big Sur, Calif. EXPR: Ch's Home Soc, Bradford Co Schls; Univ Tchng at UNC, Charlotte Coll, Charlotte City Schls, Columb Univ; Univ Bridgeport; Dir Inst for Multilevel Lrng Internatnl. PUBL: Auth of Schl for Indiv Excellence, SRA Rdngr Labs Grs 4-12; Co-auth, SRA Rdngr Labs Grs 1-3, SRA Spell Labs Grs 4-7, Sci Labs Grs 4-6 in add to arts for var jrnls.
Parsley, Kenneth M., Jr. AB, MA, PhD
Educ Prof Off, USOE, Wash, DC. EXPR: Industr Psych't, Warner & Swasey Co; Psych't, Willoughby-Eastlake Bd Educ; Asst Prof, Univ Ala. PUBL. Auth of arts on educ resrch, plan & adm.

Pearson, Carol
VA Staff, Wash, DC at time of publ, 1969.

Peck, Robert F. B Sci, M Sci, PhD
C-dir, Resrch & Devlmt Centr for Tchr Educ, Univ Tex. EXPR: Spec Consult, Exec Assn Soc Resrch, Inc, Chicago; Instrctr to Resrch Assoc, Committee on Hum Devlmt, Univ Chicago; V-Pres & Resrch Dir, Worthington Assoc's, Inc., Chicago; Assoc Prof, Prof Educ Psy, Univ Tex. PUBL: Auth of Creating Climates for Growth in add to other bks, arts, chptrs for var bks & monogr's.

Pederson, Frank A. AB, MA, PhD
Resrch Psych't, Natnl Inst Heal, US Pub Heal Serv. EXPR: Tchng Asst, Ohio St Univ; Clin Psych't, Conn St Hosp; Staff Psych't, Chf Psych't Ch Psychtr Serv, Walter Reed Gen Hosp; Psych't NIH. PUBL: Auth of var publs on cogntv devlmt & early devlmt.

Perkins, Hugh V. AB Schl Mus, MA, PhD, EdD
Prof Educ, Inst Ch Stud Coll Educ, Univ Md. EXPR: Jr-Sr H ScAl Tchr Engl, Band; Sr H Tchr Hist, Engl in Ohio; Asst, Assoc, Prof Educ, Univ Md. PUBL: Auth of Hum Devlmt & Lrng in add to arts for profnl jrnls.

Petty, Walter T. BS, AB, BS, MS, PhD
Prof Dept Elem & Remed Educ, Dir Tri Univ Proj SUNY, Buffalo. EXPR: Tchng Princpl, IA, MO; Tchr of Math; Prof Educ, Head Dept Elem Educ, Sacramento St Coll; Co Supt Schls, IA. PUBL: Auth of many bks on rdng & lang arts in add to ch's textbks in spell; Auth/co-auth of arts for var jrnls.

Pfau, Donald W.
Asst Prof Educ, Univ Md at time of publ, 1967.

(Ives) Piekarz, Josephine A. BS, EdM, PhD
Prof Educ Psy, Dept Educ Psy, NYU. EXPR: Tchr, Hartford, Conn; Rdng Supervsr, Conn Pub Schls; Instrctr Educ & Asst Dir Rdng Clin, Univ Chicago; Assoc Prof Educ, Dir Rdng Clin, USC; Vis Prof, Cornell Univ. PUBL: Auth of educ arts on rdng & educ psy.
Plessas, Gus P.  BS, EdD, Ma
  Prof Tchr Educ & Chrmn Dept, Sacramento St Coll.  EXPR:
  Elem Tchr, Calif; Resrch Assoc, Univ Chicago; Fulbright Scholar,
  Ministry Educ, Malaysia; Dir Sacramento Rdng Centr, Calif.  PUBL:
  Co-auth The Rdng Series (filmstrips) & of You Can Spell (textbk
  series) for Allyn & Bacon; Contribu to Elem Schl Jrnrl, IRA,
  Univ Chicago monogr & other publs.

Polley, Robert C.  BA, MA, PhD
  Prof Emeritus Engl, Univ Wisc, Madison.  EXPR:  Chrmn,
  Univ Wisc Integrated Libr Studs Progr; Asst, Assoc, Prof Engl,
  Univ Wisc.  PUBL:  Collaborator in production of Encycolop of
  Educ Resrch; Auth of many textbk for H Schl Students & sev vols
  for educ of tchr among which are Tchnq Lit & Tchnq Engl Usage
  in add to arts for var profnl jrnls.

Popp, Helen M.  AB, EdM, EdD
  Assoc Prof Educ, Harvard Grad Schl Educ, Harvard Univ.
  EXPR:  Ch's Libr, Boston Pub Libr; Tchr Kindergarten, Gr 1,
  Mass; Resrch Asst Psy Dept, Resrch Educ Harvard Univ; Consult,
  Commonsr Task Force on Poverty, USOE; Resrch Assoc Educ, Harvard
  Grad Schl Educ.  PUBL:  Auth of Right to Rd: A New Eng
  Resource Guide, Wd Wrkrs, Inc: A 21 Inch C1srm in add to arts
  for profnl jrnls.

Powell, Marvin.  AB, MS, PhD Devlmtl Psy
  Prof Educ Psy, No Ill Univ.  EXPR:  Asst Instrctr
  Ch Psy, Syracuse Univ; Asst Prof Educ Psy, Western Reserve Univ,
  Act Dir Voc Couns Centr; Coord Psy Servs, Willoughby-Eastlake
  Bd Educ; Chrmn Coord Committee, H Douglas Singer Mentl Heal
  Centr.  PUBL:  Auth/co-auth of many bks incl The Psy of Adoles-
  cence, Introduction to Educ Psy in add to arts for profnl jrnls
  & monogr.

Pratt, Lloyd E.  BS, MA, PhD
  Dean, Dir Peabody Demstr Schls, Geo Peabody Coll for
  Tchrs.  EXPR:  Tchr Grade 5 & H Schl, Princpl, Ia; Grad Asst,
  St Univ Ia; Asst Prof, Assoc Prof, Prof Educ, So Meth Univ;
  Chrmn, Dept Educ, Dir Grad Resrch Trng Progr, So Mech Univ.
  PUBL:  Auth of Tchr's Guide for Engl Lang Arts Progr, other
  bks & arts.

Pufall, Peter B.  BA, MA, PhD
  Asst Prof Psy, Smith Coll.  EXPR:  NIMH Predoctoral Fel,
  Postdoctoral Fel, Univ Minn Centr for Resrch in Hum Lrng; Lab
  Asst Stat, The Cath Univ Am; Lectr Psy, Trinity Coll; Lectr, Univ
  Minn.  PUBL:  Co-auth of many reports of resrch on ch lrng for
  jrnls such as Ch Devlmtl, Jrnrl of Spch & Hearing Resrch, Percept
  & Psychophysics, Cognit Psy & Devlmtl Psy.
Pumfrey, P. D.
Loc of auth not given.

Putnam, Lillian R. BS, MA, EdD

Putt, Robert C.
Memb of Staff, SUNY Coll, Fredonia at time of publ, 1965.

Quaintance, Brother William J. BA, MA, MED, EdD
Tchr La Salle H Schl, Phila. EXPR: Remed Rchr Paroch Schls, Pa; Dir Rdng Devlmt La Salle Coll. PUBL: Auth of arts for Rdng Tchr, Jrm Rdng, La Salle Catechist & Revised Cath Encyclop.

Quay, Lorene C. AB, MA, PhD
Vis Assoc Prof, Temple Univ. EXPR: Asst Prof, Geo Peabody Coll; Schl Psych't, Niles Spec Educ Distr; Asst Prof, Univ Ill. PUBL: Auth of var arts on lrng & eval.

Radin, Norman
Memb of Staff, Univ Mich at time of publ, 1971.

Ramsey, Wallace Z. BS, MS, EdD
Prof & Chrmn Elem Educ, Univ Mo. EXPR: Tchr Elem Grs, H Schl Engl, Supervsr Elem Educ, Mo; Instrcr Educ, Ill St Univ; Consult, Rdng & Lang Wrkshps, Colo St Coll (Sum); Dir Rdng Clin, Purdue Univ, Asst Prof Educ; Prof Educ, Dir Grad Rdng Studs; Dir NDEA Rdng Inst, Univ Ky. PUBL: Auth of extn no of arts for IRA & var Profnl jrnls.

Raph, Jane B. BS Spch Pathol, Therapy, MA, EdD Spec Educ
Prof Grad Schl Educ Dept Educ Psy, Rutgers Univ. EXPR: Elem Tchr, Ohio, Mich; Instrcr Spch, Dir Clin Servs, Univ Mich, Dept Dram Arts & Spch, Ohio Univ; Asst Prof Spch, Supervsr of Profnl Trng of Spch, Univ Ala; Instrcr Psy Found, Resrch Assoc Horace Mann Lincoln Inst of Schl Expmt, Tchrs Coll, Columb Univ;
Asst Prof, Assoc Prof, Prof Rutgers Univ. PUBL: Auth/co-auth of bks, revs, chptrs for bks & arts for profnl jrnls.

Rapier, Jacqueline L. AB, MA, PhD
Memb of Staff, Univ Calif, Berkeley. EXPR: Elem Tchr, San Fran, NY; Psych't, Contra Costa Co Dept Educ; Guid Consult, Palo Alto Unif Schl Dist. PUBL: Contribu to profnl educ jrnls.

Rapparlie, Evalyn B. BS, MEd, EdD
Prof Soc Stus Methds & Early Chhd, SUNY, Coll at Oswego. EXPR: Tchr Grs 1-2, Md; Instrctr Jr Block, Univ of Ill; Chrmn Methds Block, SUNY, Coll at Oswego (to present). PUBL: Auth of Soc Stus Texts & Tchrs' ed Grs 1-3 Benefic Press; Contribu of arts to Grade Tchr & Educ Leadership.

Rardin, Donald R.
Serving in US Army, Ger.

Reddin, Estoy BS, MS, EdD
Asst Prof Dept Educ, Lehigh Univ. EXPR: Tchr, Pa Schls; Tchr, Dir of Residence, El Salvador; Student Personl Off, Univ Pa; Asst Prof, Trenton St Coll. PUBL: Contribu of arts on lang arts & elem educ to var jrnls.

Reed, Estella E. AB Engl, MS Guid, EdD
Prof Educ, Purdue Univ. EXPR: H Schl Tchr, Libr, Ind; Libr, Mt Vernon Jr Coll. PUBL: Auth of arts for IRA & other jrnls.

Reeves, Harriet BMe, MS, EdD
Asst Prof Educ, Univ Miami, Fla. EXPR: Tchr of Grade 4 & Jr H, Fla; Tchr Gr 4 & Coll level Students at Fla St Univ Demstr Schl; Instrctr Rdn, Tallahassee Jr. Coll. PUBL: Auth of "Indiv Confs-Diagnost Tools," Rdn Tchr & Co-auth of Tchrs' Guides for Fifth Grade Soc Stus & Educ TV, Fla.

Reid, Hale C. MA

Reilly, David H. BA Psy, EdM Psy, EdD Schl Psy
Resnick, Lauren B. AB Hist, AM, EdD  
Assoc Prof Dept Psy, Univ Pittsburgh, & of Dept Educ Psy.  
EXPR:  Tchr, Am Schl of Paris, France; Resrch Asst, Resrch Assoc, Harvard Univ Committee on Progrmd Instrctn; Lectr, Tchr Educ, CUNY; Sr Sci, Staff Consult, Basic Sys Inc., NYC; Resrch Assoc, Univ Pittsburgh; Asst Prof, Univ Pittsburgh.  
PUBL:  Auth of psy & educ arts for var profnl jrnls.

Rexinger, Lena  
Assoc Prof Elem Educ, Ark Polytechnic Coll at time of publ, 1960.

Robbins, Ruth.  
Member of Staff of Bensenville, Ill Pub Schls at time of publ, 1964.

Roberts, Dodd E. BA Engl, MA, EdD  
Assoc Prof Educ, Univ Me.  
EXPR:  Tchr of Grade 4, H Schl Engl, French, Asst Princpl, Me; Vis Prof Educ, Univ Me, Univ Mo (Sums); Dir Lang Arts Edu, Dir Rdng Clin, Mich; Asst Prof Educ, Univ Me.  
PUBL:  Auth of arts for IRA & other jrnls.

EXPR:  Tchr Grs 4-6, Atlanta Univ Lab Schl; Instrctr, Univs in Ga, Fla, La, Ill; Dir, Tchr Educ Confs, Wrkshps; Rdng Spec, Dartmouth Coll, Great Cities Imprvm Progr, Chicago; Clin Psy, Chicago Pub Schls; Rdng Clin, Univ Chicago Rdng Clin.  
PUBL:  Auth of Bk 1, 2, 2-2 of Am Bk Com's Rdng Expr & Devlmt Series & arts for Natnl Rdng Conf Procdngs, Univ Chicago.

Robertson, Jean E. BS, BEd, MEd, PhD  
Prof, Fac Edu, Univ of Albrrta, Can.  
EXPR:  Tchr, Albrrta Elem & Sec Schls; Serv in Ethiopian Ministry Edu & Priv Schl Sys.  
PUBL:  Contribu to var educ jrnls.

Robinson, Francis P. BA, MA, PhD  
Prof Psy Ohio St Univ; Prof & Chrmn Dept Psy & Educ, Stout Inst, Asst Prof, Assoc Prof, Ohio St. Univ.  
PUBL:  Auth of arts on rdng skills & Study methds for profnl educ jrnls.

Robinson, H. Alan BA, MS, EdD  
Asst Prof, Dir Rdng Conf & wrk.., Univ of Chicago.  
EXPR:  Adjnt Asst Prof, NYU; Asst Prof, Hofstra Univ; Coord Rdng, Valley Stream, NY.  
PUBL:  Ed of Selected Issues for Annual Rdng Conf Procdngs & contribu to var educ jrnls.
Robinson, Helen M. AB, AM, PhD
Prof Emeritus, Dept of Educ, Univ of Chicago. EXPR:
Instrctr, Asst Prof, Dir Bur Spec Educ, Miami Univ; Supt, Psy, Univ Chicago; Instrctr, Asst Prof, Assoc Prof, Prof, Univ Chicago; Wm S. Gray Resrch Prof Rdng, Dir Rdng Resrch Centr, Univ of Chicago. PUBL: Auth of Ch's texts; Ed of ch's newspaper & selected issues Annual Rdng Conf Procddgs, Univ Chicago in add to arts for educ jrnls.

Rogers, C. D. BS, MS, PhD
Asst Prof Guid & Rdng, Univ Miami, Fla. EXPR: H Schl Engl & Rdng Tchr, Ariz; Asst Prof Engl, Univ Tenn. PUBL: Auth of arts on Engl & rdng for var profnl jrnls.

Rogers, Donald W. MFA, PhD
Art Supervsr, Norwalk, Conn Pub Schls. EXPR: Elem Tchr Grs 2-6, Conn. PUBL: Auth of bk Art for Slow Lrnrs & arts for var jrnls.

Rogers, John R.
Memb of Staff of Tex Technical Univ at time of publ, 1972.

Rohwer, William D. AB, PhD
Prof Educ, Resrch Psy, Univ Calif, Berkeley. EXPR:
Asst Prof, Assoc Prof, Prof Dept Educ, Univ Calif, Berkeley; Asst, Assoc Resrch Psy, Resrch Psy at Inst Hum Lrng, Act Assoc Dean Schl Educ, Assoc Dean Grad Div, Act Dir Inst Hum Lrng, Univ Calif, Berkeley. PUBL: Auth/co-auth of num resrch reports & arts for profnl jrnls.

Romano, Michael J.
Princpl Pub Schl 44, Staten Is, NY. PUBL: Auth of arts for var profnl educ jrnls.

Root, Shelton L., Jr. BS, MEd, EdD
Prof Ch's Lit, Univ Ga. EXPR: Instrctr Educ, Heidelberg Coll; Univ Schl, Ohio St Univ; Tchr, Agnes Russel Centr, Tchrs Coll, Columb Univ; Lectr, Queens Coll; Asst Prof Ch's Lit, Wayne St Univ; Assoc Prof, Univ Ga. PUBL: Co-auth Directions 66 & Dimensions 66, Time for Poetry; Auth of arts on ch's lit & lang arts for the Instructor & chptrs for var bks.

Rosen, Carl L. BA, BS, MA, PhD
Prof Educ, Ga St Univ. EXPR: Elem Cur: Dir, Minn; Dir Clark Co Rdng Centr, Ga; Asst Prof, Assoc Prof, Univ Ga; Prof Educ, Univ Tex. PUBL. Contribu of arts on rdng disabils & clin diagnosis to var jrnls.
Rosenbaum, Milton E.
Memb of Dept Psy, St Univ Ia at time of publ, 1962.

Rosenhan, David
Memb of Staff of ETS, Princeton at time of publ, 1968.

Rosner, Jerome OD
Assoc Prof Schl Educ, Univ Pittsburgh. EXPR: Med Dept, US Army; Priv Pract in Optometry; Consult for var Title I, III Resrch Projs in add to Prim Educ Proj, Univ Pittsburgh. PUBL: Auth of num arts on percept devlmt & lrng disabils in add to reports resrch for var jrnls.

Roswell, Florence G. PhD
Prof Emeritus, CUNY. PUBL: Co-auth of Rdng Disabils: Diagnosis & Treatment, two tests & arts for var profnl jrnls.

Rothrock, Dayton G. AB, ME, EdD
Prof, Head Educ Dept, McPherson Coll; EXPR: Tchr of Soc Stus Grs 9-12, Adm of Grs K-12, Nebr. PUBL: Auth of arts for Elem Enql.

Ruddell, Robert B.
Asst Prof Educ at Univ Calif, Berkeley at time of publ, 1967.

Rudnick, Mark
Memb of Staff at Univ of Colo Med Centr at time of publ, 1967.

Russell, David H. BS, MEd, PhD
(Dec) Prof Educ, Univ Calif, Berkeley. EXPR: Tchr Elem & Sec Schl, Sask, Can; Assoc Educ Psyc, Columb Univ; Asst Prof Educ, Sask Can; Assoc Prof, BC, Univ Calif. PUBL: Auth of bks such as Ch Learn to Rd in add to works on lang arts, rdng tchng aids, & spell.

Russo, Wallace BS, MS

Rutherford, William L. BS, MEd, EdD
Asst Prof Dept Cur & Instructn, Univ Tex, Austin. EXPR: Elem Tchr, Tex; Tchng Asst, N Tex St; Prof, Tarkio Coll; Postdoct Resrch Assoc, Univ Chicago: PUBL: Contribu to IRA, var jrnls & chptrs in bks such as Rdng for the Disadv & others.
Rystrom, Richard C. AB, MA, EdD
Assoc Prof Rdng, Univ Ga. EXPR: Tchr Engl, Azusa H Schl, Diablo Valley Coll; Fulbright grantee, Greece; Univ of Salonika, Diablo Valley Coll. PUBL: Auth of Engl Syntax & reports of resrch for Rdng Resrch Quart, Jrnl Rdng Beh, & others.

Sabaroff, Rose E. BA Psy, MA, EdD
Head Elem Educ Dept, Va Polytechnic Inst & St Univ. EXPR: Tchr Elem Schl, Calif; Supervsr Student Tchrs, Stanford Univ; Asst Prof Educ, Ore St. Univ; Asst Dir Elem Internship & Apprentice Tchr, Lectr Educ, Harvard Grad Schl Educ, Dir Elem Internship. PUBL: Auth of arts on rdng & lings & soc stus in add to resrch reports for var jrnls.

Safford, Alton L.
Memb of Staff of Los Angeles Calif Bd of Educ at time of publ, 1960.

Salzer, Richard T. BS, EdM, EdD
Assoc Prof Fac Educ Studs, SUNY, Buffalo. EXPR: Grad Asst, Univ Ill; Clsrn Tchr pub schls Ill; Instrcr, Asst Prof, Univ Ill. PUBL: Auth of the monogrs Presch Progrs & the Pre-vention of Educ Ret in add to arts for profnl jrnls.

Samuels, S. Jay BA, MA, EdD
Assoc Prof Educ Psy, Univ Minn. EXPR: Tchng Asst Psy, Univ Calif, Los Angeles, Resrch Assoc Psy, Univ Minn; Consult for Natnl Assessment Educ Progress. PUBL: Consult Ed for Jrnl Educ Resrch; Auth of arts for Rev Educ Resrch & Jrnl Educ Psy.

Sartain, Harry W.
Dir Lab Schl, Univ Pittsburgh at time of publ, 1967.

Sawyer, Richard P.
Memb of Staff of St Univ Coll, New Paltz, NY at time of publ, 1965.

Schell, Leo M. BS, MS, PhD
Assoc Prof Coll Educ, Kans St Univ. EXPR: Tchr Grs 5-8, Kans, Ia. PUBL: Auth of Remed Rdng: Clsrn & Clin, Remed Rdng: An Anthology of Sources in add to Silver Burdett's Spell Cor: Gr 1 & arts for prof educ jrnls.
Schiffman, Gilbert B. AM, OD, BS, MEd, EdD
Assoc Prof Educ, Johns Hopkins Univ, Asst Prof Dept Pediatr, Johns Hopkins Hosp. EXPR: Clasrn Tchr, Rdnng Spec; Cor-Rmd Rdnng Supervsr; Supervsr Rdnng Servs, Md St Dept Educ; Coord-Dir Instrctn, Prince George's Co. PUBL: Ed Adv Adv Ed The Rdnng Tchr; Auth of 30 arts, contrib to nine bks & eight monogrs.

Schmidt, Bernard AB, BS, MA
Prof Engl, Dir Devlmtl Rdnng, Purdue Univ: EXPR:
Lectr in Eight For Countries under Fed & St Grants; Rdnng Consult to H Schls, Colls, US Navy. PUBL: Co-auth of Design for Good Rdnng & other bks, auth of num arts & short stories & producer of Purdue Jr H, H Schl & Coll Rdnng Films.

Schnayer, Sidney W.
Memb of Staff of Chico St Coll at time of publ, 1969.

Schneyer, J. Wesley BS, MS, EdD

Scholnick, Ellin K. AB, PhD
Assoc Prof Dept Psy, Univ Md. EXPR: US Pub Heal Serv Fel, Univ Rochester; instrctr med psy & pediatr Schl Med; Asst Prof Univ Md. PUBL: Contrib of arts on cogn for profnl jrnls.

Schulte, Emerita S. BS, MEd, PhD
Memb Fac of Ball St Univ. EXPR: Tchr & Supervsr of all Elem Grs, Ohio; Tchr, Asst Prof, Prof Resrch, Miami Univ, Ohio; Tchng Assoc, Upr Div Lang Arts, Ohio St Univ. PUBL: Auth of arts for IRA & Elem Eng1.

Schwartz, Hilda O. BS, MEd

Scott, Carrie M. BA, MA, Advncd Grad Stud
Retired Rdnng Clin for all grs, Spec Educ Cpt, Bend Pub Schls, Bend, Ore. EXPR: Tchr Grs 1-6, Colo; Asst Dir Cur & Guid, Kans; Wichita Ch Guid Centr, Kans. PUBL: Auth of arts for Jrrn1 of Applied Psy, Elem Schl Jrrn1, The Jrrn1 Educ Resrch & others.

Scott, Ralph BA, MS W Psy, Soc Work, PhD
Prof & Dir Educ Clin, Univ No Ia. EXPR: Caseworker, CH 5-18 yrs, Wisc; Schl Soc Worker, X-12, Ill; Guid Couns for
Grs K-8, Frankfurt (Ger) Depend's Schl; Tchr; Grs K-12, Chicago Pub Schls, Schl Psy. PUBL: Co-auth of *The Lrnq Readiness Sys & Seriation Test*; Auth of profnl educ arts for var jrnls.

Semler, Ira J. BA, MA, PhD
Dir Resrch, Cedar Rapids Community Schl Distr, Ia. 
EXPR: Asst Prof Psy, Chico St Coll, Calif; Asst Prof Ch Devlmt, Univ Tex; Schl Psy, Cedar Rapids Schls. PUBL: Auth of arts for var profnl jrnls.

Semmelmeyer, Madeline

Serage, Marilyn
Engaged in libr work at time of publ, 1970.

Serot, Naomi M.
At time of publ, 1961, Mrs. R. Mich Costello.

Seymour, Dorothy Z. BA, MA

Shaw, Jules H. MD
Priv Pract in Opthalmology, Boston Mass, Head of Eye Clin, Beth Israel Hosp. PUBL: Contrbu on the relshp between vision & rdng.

Shaw, Melville C. BS Econ, MS Psy, PhD Clin Psy
Resrch in Psy, Chico St Coll, Calif. PUBL: Auth of over 45 arts for profnl jrnls.

Shaw, Ralph L.
Memb of Staff of Emory Univ at time of publ, 1971.

Sheldon, William D. BS, MS, PhD
Prof Educ, Dir Rdng & Lang Arts Centr, Syracuse Univ. 
EXPR: Principl Clark Mills Elem Schl; Tchr Soc Stus, Rome,NY. PUBL: Auth of Sheldon Basic Readers for Ch; Producer of Series of Films on Rdng; Principl Resrchr & Auth USOE First Grade Rdng Studs; Auth of over 120 pubis for var jrnls.

Shepherd, David L. BS, MA Guid, EdD Guid, Rdng
Assoc Prof Rdng, Coord Rdng Clin, Hofstra Univ. EXPR: Elem & H Schl Tchr, Sec Rdng Consult, Conn; Dir Rdng Centr, Charlotte, NC; Instrctr Grad Level, St Tchrs Coll, Conn, Centrl

Sherman, Mandel BS, MD, PhD
Resrch Psy. EXPR: Sr St Psych't, Ill Inst for Juvenile Resrch; Dir Wash Ch Resrch Centr; Adjunct Prof Ch Dev, Univ Md; Prof Lectr Ch Dev, Geo Wash Univ; Secretary, Ch Dev Committee, Natnl Resrch Counc; Prof Psy, Univ Chicago; Dir & Psych't, The Orthogenic Schl, Univ Chicago; Dir Reiss-Davis Clin, Los Angeles. PUBL: Auth of eight bks such as The Process of Hum Beh; Auth of num arts for var psy & educ jrnls.

Shnayer, Sidney W. BS, MA, EdD
Prof Educ, Chico St Coll. EXPR: Tchr Grs 1, 5, 6 Conn, Jr H Schl, Conn, Calif; H Schl, Conn, Calif, Mentl Ret, Tmot Distrb, Remed Rdng Tchr, Dir Rdng, Conn; Supervsr & Asst to Dir Rdng Clin, New Haven St Tchrs Coll. PUBL: Co-auth of Visual-Ling Prim Rdng Series, Bessler Corp; Auth of many arts for IRA, Jrnl of Rdng Spec & others.

Shore, Eugene BA, MS, PhD
Chf Psych't Dept Psychtr, Albert Einst Med Centr. EXPR: US Pub Heal Serv Internee, Univ Colo Med Schl; Grad Asst Dept Psy, Grad Asst Div Couns, psych't Div Couns, Pa St Univ; Psych't, Phila Psychtr Centr. PUBL: Contrib of arts on cgnvtv processes & lrmg for var profnl jrnls.

Shores, J. Harlan AB, AB, MA, PhD
Prof Educ, Univ Ill. EXPR: Tchng Asst Educ, Univ Mo, Univ Minn; Instrctr Elem Educ, St Tchrs Coll, Minn; Instrctr Educ, Assoc in Educ, Asst Prof, Assoc Prof, Chrmn Div Elem Educ, Univ Ill. PUBL: Co-auth of Fundamentals of Cur Devlmt; Contrib to Fourth Mentl Msmt Yrbk & Univ Chicago's Supple Educ Mongrs in add to over 40 arts for var jrnls.

Shores, Louis AB, MS, BS Libr Sci
Dean Emeritus Libr Schl, Fla St Univ. EXPR: Asst, Toledo Pub Libr, Univ of Toledo Libr; Ref Asst, NY Pub Libr; Librn & Prof Libr Sci, Fish Univ Libr, Geo Peabody Coll & Sir Libr Schl; Assoc Ed, Ed-in-Chf Collier's Encyclo. PUBL: Auth of eleven bks in add to num arts for jrnls, contrbus to Colliers, Ed Jrnl of Libr Hist & other libr ref works.

Shure, Myrna B. BS Sociol, MS Ch Devlmt, PhD Ch Devlmt
Asst Prof Psychiatr, Head Ch Devlmt Studs, Div Resrch & Evál Hahnemann Med Coll Pa. EXPR: Instrctr & Head Tchr Lab Nurs Schl, Univ Rhode Is; Asst Prof Psy, Temple Univ. PUBL:
Contributions of research reports & papers to various journals—Ch Devlmt, Jrnls of Consult & Clin Psy, Rdnq World, & others.

Shuy, Roger W.
Memb of Staff of Centr for Applied Lings, Wash, DC at time of publ, 1970.

Silvaroli, Nicholas J.
BS, MA, EdD
Prof Educ, Dir Rdnq Centr, Ariz St Univ. EXPR: Tchr, Elem & H Schls, NY; Dir Rdnq Centr, Assoc Prof Educ, Ariz St Univ. PUBL: Auth Tchr's Guides for Letter-Form Trng, Lrng Through Seeing, Inc, & ar for profnl jrnls; Co-auth of Breakthrough: This Cool World, Clsrn Rdnq Inventory & Rdnq Imprvmt Progr.

Simmons, John S.
BA Engl, BS, MA, PhD
Prof Engl Educ, Assoc Dir Cur Centr in Engl, Instrcr & Supervsr of Experienced Tchr Fellowship Progr, Fla St Univ. EXPR: Tchr Jr & Sr H Engl, Devlmtl & Cor Rdnq; Supervsr of Student Tchr's Engl. PUBL: Ed Bd Jrnl of Rdnq (to present); Auth of Success in Rdnq--Ninth Grade; Co-auth of four bks & over 40 arts for var jrnls.

Simons, Herbert D.
BA Psy, OD, EdM, EdD
Asst Prof Schl Educ, Univ Med Centr, Boston; EXPR: Tchr Jr H, Remed Rdnq Gr 1-Adult, Mass; Educ Progr Spec, Boston; Resrch Asst, Harvard-Boston Sum Progr; Consult, Boston Pub Schls; Tchnq Fel--Resrch Methds & Computers, Harvard Univ; Resrch Assoc, Harvard Univ. PUBL: Auth of arts for Rdnq Resrch Quart & Phi Delta Kappan.

Simpson, Hazel D.
BS, MS, EdD Educ Psy
Assoc Prof Educ, Univ Ga. EXPR: Rdnq Clin, Univ Ga; Tchr Pub Schls, Ga; Demstr Tchr; Dir Plan & Resrch Phases of Ga Sum Rdnq Progr. PUBL: Co-auth of Tchnq Compreh Skills in add to arts for Elem Engl & Resrch reports on Ga's 1965, 1965 Sum Rdnq Progr.

Singer, Harry
BSPsy, MA Psy, PhD Educ Psy
Assoc Prof Educ, Univ Calif, Riverside, Chrmn Fac Schl Educ. EXPR: Tchnq Fel Psy, Western Reserve Univ; Tchr Grs 4-6, Calif; Tchr Rdnq Imprvmt, Univ Calif, Berkeley; Asst Prof Educ, Asst Dir Stud Skills Progr, Univ Ariz; Lectr, Asst Prof, Univ Calif, Berkeley. PUBL: Co-auth The Lang Percept Test Series, Elem Battery; Auth of Tchnq Wd Recgn: A Guide for Tchr's in add to other publs.
Sipay, Edward R.  BS, MA, PhD
  Prof Educ, Schl Educ Dept Rdng, SUNY, Albany.  EXPR:
Tchr Elem Schls; Resrch Assoc, Howard Univ; Dir Rdng Centr,
St Univ Coll, New Paltz, NY.  PUBL: Auth of num publs for var
jrnls.

Slobodjian, Evelyn B.  BS, MS, EdD
  Prof Rdng, Chrnm Rdng Dept, Advs Grad Rdng Spec Progr,
Glassboro St Coll.  EXPR: Tchr Elem & Sec Schls; Supervsr, Glass-
boro Campus Schl Rdng Progr.  PUBL: Auth of arts for IRA &
Rdnq Instrctn Jrnl.

Smith, Carl B.  BA, MA, PhD
  Assoc Prof Educ, Dir Msmt & Eval Centr in Rdng Educ,
Ind Univ.  EXPR: Tchr of Jr, Sr H Schls, Ohio; Textbk Ed
Reardon Baer Pub Co; Tchng Fel, Dept Educ, Case Western Reserve
Univ; Adm Asst NDEA Sum Rdng Inst; Rdng Consult, Ohio Pub
Schls; Lectr Educ, Case Western Reserve Univ.  PUBL: Auth/
co-auth or Ed of more than 25 bks & monogrns in add to 55 arts
for profnl jrnls.

Smith, David W.  BS, MS, PhD
  Asst Dean, Dir Behav Centr, Coll Educ, Univ Ariz.
EXPR: Insurance Exec, Finance Consult, Industr mgmt; Hosp
Psy; Coll Adm; Ch's Clin Psy; Proj Dir, Resrch & Semstr in
Rehab.  PUBL: Auth of Tomorrow Is Today among 150 other publs
incl bks, arts, papers & reports.

Smith, Donald C.  BA, MA, PhD
  Prof Psy, Ohio St Univ.  EXPR: Personl Asst, W L Maxson
Corporation; Intern Psych't, NY St Mentl Hyg; Fel, Brooklyn
Juvenile Guid Centr; Clin Psych't, Ch Guid Div NY St Dept Mentl
Hyg; Staff Psych't, Rochester Guid Centr, Syracuse Univ; Asst
Prof, Assoc Prof, Coord Ch Stud Centr, Ohio St Univ.  PUBL:
Contrbu of arts on psychodiagnosis & except ch for var jrnls.

Smith, Dora
  Prof Emeritus Educ, Univ Minn, Minneapolis.

Smith, Frank
  Mem of Staff of The Ont Inst for Studs in Educ, Toronto,
Can at time of publ, 1971.

Smith, Helen K.  BEd, MA, PhD
  Assoc Prof Educ Rdng, Univ Miami.  EXPR: Tchr H Schl
Engl, Spch & Remed Rdng & Rdng Consult, Ill; Diagnost, Rdng
Clin, Univ Chicago; Resrch Asst Rdng, Instrctr, Asst Prof Educ
& Dir Rdng Clin, Univ Ill.  PUBL: Co-ed of Clin Studs in
Rdng, III in add to arts for IRA & Rdng Resrch Quart & other
bks.
Smith, Henry P.  
(Dec) Former Memb of Staff of Univ of Kans.

Smith, Nila Banton, BA, MA, PhD  
Distng Serv Prof Educ, Univ of So Calif, Los Angeles.  
EXPR: Tchr, Supervsr Rdnq, Detroit; Head Dept Educ, Greensboro Coll; Dean Schl Educ, Whittier Coll; Assoc Prof Educ, Ind Univ; Prof Educ, Univ So Calif; Prof Educ, Dir Rdnq Inst, NYU; Distng Serv Prof Educ, Glassboro St Coll.  
PUBL: Auth of Rdnq Instrctn for Today's Ch, Am Rdnq Instrctn, The Best in Ch's Lit in add to ch's series & H Schl series, other bks & num arts for var jrnls.

Smith, Phillip G. AB, PhD  
Prof & Chrmn, Dept Hist & Philo Educ, Ind Univ.  
EXPR: Univ Tchng, Ohio St Univ, Western Reserve Univ, Univ Va, Univ Tenn, Ind Univ.  
PUBL: Auth of Reflective Thnknq: The Methd of Educ in add to bks on educ philo & arts for jrnls.

Smith, William L.  
Memb of Staff of Univ Ga at time of publ, 1971.

Smock, Charles D. BS, PhD  
Prof Psy, Assoc Dir Resrch & Devlmt Centr Educ, Univ Ga.  
EXPR: Asst Prof Ch Welfare Resrch Station, Univ Ia; Dir Resrch, Ch Stud Centr Inst, Pa Hosp; Assoc Dept Psychtr Univ Pa; Assoc Prof, Prof Dept Psy, Dir Ch Clin, Univ Ga.  
PUBL: Contrbu of arts on cogntv devlmt & cogn & motiv for profnl psy & educ jrnls.

Spache, George D. BS, MA, PhD  
Prof Coll Educ, Head Rdnq Lab & Clin, Univ Coll Univ Fla.  
EXPR: Tchr, NYC; Schl Psy, Friends Seminary, NYC; Schl Psy, Bd Educ, Chappaqua, NY; Couns Psy, Rohrer, Hibler & Replogle; Instr, NY Univ Schl; Schl Head, Rdnq Lab & Clin, Bd Educ Westchester, NY.  
PUBL: Auth of Texts on rdnq such as Rdnq in Elem Schl, Diagnost Rdnq Tests & Auth of resrch reports & arts of var jrnls.

Spence, Allyn G.  
Memb of Staff Univ Ariz at time of publ, 1971.

Spencer, Doris U BS, MED, EdD  
Prof Educ, Dir Rdnq Clin, Johnson St Coll.  
EXPR: Elem Tchr Grs 1-8, Vt; Vis Prof Grad Educ, Univs of Vt, Conn.  
PUBL: Co-auth of Wd Analysis Pract, manls & wrkbk for Grade One, World Bk Com & arts for The Rdnq Tchr & Leadership.
Spencer, Gary D. BS, MA, EdD
Prof & Chrmn Dept Rdn & Lang Arts, Dir Assoc Clins, Jersey City St Coll. EXPR: Grad Asst, Ariz St. Univ; Resrch Asst, Tex A&M Univ; Psy Eval, Maricopa Juvenile Detent Home, Ariz; Clsrm Tchr, Slow Lrnrs & Remed Rdnng, Ariz; Consult Rdnng, Fac Assoc Educ, Ariz St Univ; Asst, Assoc Prof Educ, Dir Rdnng Clin, Auburn Univ. PUBL: Auth of handbks for tchrs among which is A Handbk for Remed Tchrs; Auth/ed of Rdnng Conf Procdngs, Ariz St, Auburn; Auth of arts on rdnng for newspapers in Southwest.

Spitzer, Lillian
Loc of auth not given.

Staats, Arthur W. BA, MA, PhD Psy
Prof Psy & Educ Psy, Univ Hawaii. EXPR: Instrctr Psy, Ariz St. Univ; Asst Prof, Assoc Prof, Prof, Ariz St. Univ; Vis Prof Educ Psy, Univ Calif, Berkeley; Natnl Sci Found Fac Fel, Univ London. PUBL: Ed Bd of Jrnl of Applied Beh Analysis; Auth of arts for var educ & psy jrnls in add to bks.

Staiger, Ralph C. AB, MA, EdD
Exec Secretary, IRA, Newark, Del, Adjunct Prof Educ, Univ of Del. EXPR: Rdnng Consult, NY; Dir Rdnng Clin, Prof Psy, Univ So Miss. PUBL: Auth of num publs for IRA & var other jrnls.

St. John, Nancy H. BA, MA, EdD

Stanchfield, Jo M. MS, PhD
Prof Educ, Occidental Coll, Los Angeles. EXPR: Tchr Elem, H Schl, Adult Educ; Supervr Tchr Educ, Unv Calif, Los Angeles. PUBL: Auth of series of nine rdnng bks for Crs 1-3; Co-auth of Action Series, a sec basic rdnng progr of eight bks; Auth of reports of resrch for IRA in add to other jrnls arts.

Stanners, Robert F. BS, PhD
Prof Psy, Okla St Univ. EXPR: Asst Prof Psy, Washburn Univ, Assoc Prof Psy; Resrch Consult, Menninger Found, Topeka Va Hosp; Assoc Prof Psy, Okla St Univ; Resrch Consult, Hisson Mem Trng Schl. PUBL: Auth/co-auth of 17 arts for jrnls such as Jrnl of Verb Lrnq & Verb Beh.
Stark, Joel  BA, MA, PhD
  Prof Communc Arts & Sci, Queens Coll, CUNY. EXPR:
  Instrctr, LI Univ; Asst Prof City Coll, CUNY; Assoc Prof,
  Stanford Univ Schl Med. PUBL: Contrbu of arts on spch & hear-
ing & pathol for profnl jrnls.

Stauffer, Russell G.
  H. Rodney Sharp Prof, Schl Educ Univ Del. EXPR: Tchr
  Pub Schls, Pa; Resrch, USAF; Asst Dir Rdng Clin, Temple Univ;
  Prof Univ Del. PUBL: Auth of maj texts on rdng as thinkng
  process in add to num other publs.

Steinacher, Richard
  Doct Student, Fla St. Univ.

Stevens, Decn D.
  Asst Prof Educ, Univ Utah. EXPR: Dir St Louis-Normand
  Schl Dist Rdng Centr, Univ Mo; Dir Topeka (Kans) Pub Schls
  Rdng Clin Centrs & Servs. PUBL: Contrbu of profnl educ arts
  to var jrnls.

Stevens, George L.
  Consult to Govt Agencies & Schl Sys, Wash, DC at time
  of publ, 1963.

Stevenson, Harold L.
  Memb of Staff of Inst of Ch Devlmt Univ Minn at time
  of publ, 1971.

Stith, Marjorie M.  BS, MRE Soc Work, MS Ch Devlmt, PhD
  Prof & Head Family & Ch Devlmt, Kans St Univ. EXPR:
  Tchr Home Econ, H Schl; Secretary of Youth Work, Ala Women's
  Missionary Univ; Grad Asst Resrch & Tchng, Fla St Univ; Proj
  Dir, Kans St Bd Heal; Consult Early Chhd Educ & Devlmt, OEO.
  PUBL: Contrbu to var profnl educ jrnls.

Stolarz, Theodore J.  BS, MA, PhD
  Prof Psy, Chicago St Coll. EXPR: Educ Psy Asst, US
  Army; Psych't, Chicago Pub Schls; Instrctr, Assoc Prof, Asst
  Dean, Dean Grad Schl, Dean of Students, Tchrs Coll, Chicago.
  PUBL: Auth of many arts on rdng & educ psy for var jrnls.

Stone, David R.  BA, MA, PhD
  Prof Dept Psy, Utah St. Univ. EXPR: Tchr & Resrch, Utah
  St Univ; Sr Intervr, US Employmt Serv; St of Utah Textbk Eval;
  Consult, Sci Educ Proj, Logan-Cache Tutorial Proj, Utah. PUBL:
  Auth of The Cache-Logan Self Stud Spell Series & arts for var
  jrnls.
Stonecipher, B. L.

Stout, Doris BA, MA
Cur Spec for Elem Levels, Milwaukee Pub Schls. EXPR: Tchr Grs 4-6; Vice Principl, McKinley Schl, Milwaukee. PUBL: Auth of arts for IRA, Delta Kappa Gamma Bulletin & other jrnls.

Strang, Ruth M. PhD
Dir Rdnng Devlmt centr, Univ Ariz. EXPR: Tchr, NYC Pub Schls; Asst in Nutrition, Instrctr Heal Educ, Resrch Asst Psy, Resrch Fel, Tchrs Coll, Columb Univ. PUBL: Auth of Diagnost Tchnq of Rdnng, Helping Your Ch Improve His Rdnng in add to many other bks; Auth of arts for var profnl jrnls.

Strickland, Ruth G. BS, MA, PhD
Resrch Prof Educ (Retired), Ind Univ. EXPR: Tchr, Duluth Pub Schls, Minn; Tchr, St Tchrs Coll, Winona, NY St Tchrs Coll, Genesco, Wash St Tchrs Coll; Instrctr, Temple Univ; Dir Elem Educ, Kans St Tchrs Coll; Prof Ind Univ. PUBL: Auth of The Lang Arts in Elem Grs, Engl Is Our Lang Guide for Grs I, II; Co-auth of other works in add to arts for var jrnls.

Suchman, Joseph R. BA, MA, PhD Ch Devlmt
Dir Ortega Park Tchrs Lab. EXPR: Tchr Elem Schl, NY; Asst Prof Ch Devlmt, Asst Prof Educ, Assoc Prof, Univ Ill; Dir Cur Div Resrch, USOE, Div Elem & Sec Resrch; Consult, SRA. PUBL: Auth of Observ & Analysis in Ch Devlmt Inquiry Devlmt Progr in Earth Sci & co-auth of other bks; Auth of arts & chptrs for var bks.

Summers, Edward G. BS, MA, PhD
Asst Prof Schl Educ, Ind Univ. EXPR: Clin Fel, Tchng Asst, Instrctr, Univ Minn. PUBL: Auth of "Eval of Rdnng Gains in a Sec Schl Rdnng Lab," The Rdnng Tchr & arts for var other jrnls.

Sussman, Harvey M.
Memb of Staff, Univ Wisc, Madison at time of publ, 1970.

Sutton, Rachel
Member of Staff, Univ Ga at time of publ, 1960.

Svedman, Shirley BS Food, Nutrition, MEd
Tabachnick, B. Robert  BA, MA, EdD
  Prof, Chrmn Dept Cur & Instrctn, Univ Wisc.  EXPR:
  Tchr Grs 3-6, NY, Calif; Asst Prof, San Jose Coll; Asst Prof,
  Assoc Prof, Prof Dept Cur & Instrctn, Univ Wisc.  PUBL: Auth
  of arts for var jrnls incl "A Linguist Looks at Rdng: Leonard

Tagatz, Glenn E.  BS, MS, PhD
  Prof Educ, Chrmn Dept Educ Psy, Marquette Univ, Msmt
  Consult to Med Coll Wisc.  EXPR:  Lang Arts Soc Stus Tchr,
  Devlmtl Rdng Tchr, Wisc; Tchng & Resrch Asst, Univ Wisc; Asst
  Prof Educ Psy, Elem Educ, Wisc St Univ; Assoc Prof, Marquette
  Univ.  PUBL:  Auth of six resrch monogrs & 18 arts for profnl
  educ jrnls.

Talbert, Dorothy G.  BS, BS, MA, DEd
  Intermed Grade Supervsr, Tucson, Ariz.  EXPR:  Tchr Elem
  Schls Minn, N Mex, Wisc; Tchr, Intermed Grs, Ariz; Tchng Asst
  Univ Minn; Vis Instrctr, Univ Ariz.  PUBL:  Co-auth of "The
  Relative Effn of Two Approaches to Tchng Rdng in Grade Five,"
  The Rdng Tchr & other publs.

Tatham, Susan M.
  Memb of Staff, Univ Wisc, Milwaukee at time of publ,
  1970.

Taylor, Stanford  BFA Art Educ, MA Commun
  Resrch Devlmt Consult, EDL, NY; Act Adm Taylor Centr
  for Controlled Idng & Resrch, Consult Hum Resrch & Trng Inst,
  LI, NY.  EXPR:  Consult Supervsr Rdng on all levels; Vis Trng
  Supervsr; Rdng Consult for Popular Sci Mag; Instrctr Rdng
  Instructnl Methds, Wagner Coll.  PUBL:  Auth/co-auth Rdng
  Instructnl Progrs & tests, arts & monogrs.  Inventor of Aud-X
  Tach-X, Controlled Reader.

Thatcher, David A.
  Loc of auth not given.

Theophemia, Sister Mary
  Archdiocese of Milwaukee at time of publ, 1960.

Thompson, Bertha B.  MA, EdM
  Co-dir, Tchr Educ Centr, Western Coll Ohio.  EXPR:
  Tchr Nurs Schl, Elem Schl & Sec Soc Stus, Coord; Remed Spch
  & Rdng Tchr; Prof, Chrmn Educ Western Coll.  PUBL: Co-auth
  of Lab Manl & Stud Guide for Kendall's Introduction to Geogr;
  Auth/co-auth Test Item Files I, II, Kendall Bk Series & arts
  for var jrnls.
Thompson, Richard A.  BS, MS, EdD  
Assoc Prof Educ, Fla Technological Univ.  EXPR: Tchr Grs 5-6, Ind; Asst Prof Elem Educ, McNese St Coll, La.  PUBL: Auth of *Energizers for Rdngr Instrctn* (In Press) & arts for var profnl jrnls.

Thorn, Elizabeth A.  BA, MA, PhD, Certificate for Advncd Stud in Rdngr  
Chairn Dept of Cur & MA, North Bay Tchrs Coll, Ont, Can.  EXPR: Tchr of Elem Grs; Princl, Instrctr, Insrv Lang Arts, Ont Dept Educ; Lectr, Wrkshp Leader in Br, USA, Can.  PUBL: Auth of arts for var profnl jrnls; Co-auth of *Lang Expr Rdngr Progr, Levels 1-5*, Tchr Ref Bks, Pupil Texts, Pract Bks, other.  bk series, instrctnl aid & arts.

Thornton, John T.  BA, Med, EdD  
Prof Educ & Coord Grad & Undergrad Rdngr Progr, Univ Miami.  EXPR: Clsrm Tchr, Tchng-Princl, Supervsn Princl, Ark Pub Schls; Grad Asst, Univ Ark, Instrctr; Assoc Prof Educ, Stephen F Austir St Univ.  PUBL: Co-ed of *Selected Bks for Tchrs* in add to arts for IRA.

Tinker, Miles A.  AB, AM, PhD  
Prof Emeritus Psy, Univ Minn.  EXPR: Tchng Asst, Clark Univ; Tchng Asst Instrctr, Asst Prof Educ, Stanford Univ; Asst Prof, Assoc Prof, Prof Univ Minn.  PUBL: Auth of *Bases of Eff Rdngr* among others & extn no of reports of resrch & arts for jrnls.

Tolor, Alexander  BA, MA, PhD  
Dir Inst Hum Devlmt & Resrch Prof Psy, Fairfield Univ, Consult to Dr H. Philip Dinan Eval Centr, Conn.  EXPR: Jr Grad Asst, NYU; Intern to Staff Psy at Neurolog Inst, Columb-Presbyt Hosp, NYC; Clin Psy, Base Hosp, Parks AFB; Sr Clin Psy, Inst Living, Hartford Conn; Lectr, Univs of Hartford, Bridgeport; Dir Psy Servs, Fairfield Hills Hosp; Consult to West Haven VA Hosp; Clin Dir Diagnost & Treatment Clin, Kennedy Centr, Conn.  PUBL: Adv Ed, *Jrnl of Consult & Clin Psy*; Consult Ed of *Personlty--An Internatnl Jrnl*; Auth/co-auth of 88 resrchl reports.

Torrance, E. Paul  PhD  
Chrm & Prof Educ Psy, Univ Ga.  EXPR: H Schl Couns, Tchr, Princl; Coll Couns, Tchr, Couns Bur Dir; Dir Air Force Survival Trng Resrch Progr; Dir Bur Educ Resrch, Prof Educ Psy, Univ Minn.  PUBL: Ed Bd of *Gifted Ch Quart*, Highlights for Ch, *Jrnl of Creat Beh*.  Auth of ten bks incl *Gifted Ch in Clsrm*, instrctnl aids for encouraging creativity.
Tovey, Duane R.
Memb of Staff of Wisc St Univ at time of publ, 1972.

Townsend, Agatha
Rdng Consult, Stroud Union Schl Dist at time of publ, 1963.

Travers, Robert M. W.  BS, PhD
Distng Univ Prof, Western Mich Univ.  EXPR: Resrch Assoc, Tchr Coll, Columb Univ; Instrctr, Ohio St Univ; Resrch Psy, US War Dept; Assoc Prof Educ & Psy, Univ Mich; Chrmn Dept Educ Psy, Dir. Bur Educ Resrch, Univ Utah.  PUBL: Exec Bd, Bd of Consult Eds, Am Educ Resrch Jrl, Bd of Eds of Handbook on Resrch on Tchnq; Auth of four bks in add to 120 reports of resrch & monogr.

Traxler, Arthur E.  BS, MA, PhD
Adjnt Lectr Educ, Univ Miami.  EXPR: Supt of Schls, Kans; Principl, Rural Schl; Psy, Univ Chicago H Schl; Asst Dir Educ Records Bur, Assoc Dir, Exec Dir.  PUBL: Auth of Techns of Guid & bks on rdng in add to educ arts.

Trusty, Kay.  BS, MEd
Instrctr Tchr Educ, Miami Univ, Ohio, Doct Cand.  EXPR: Tchr Grs K-12 Lab Schl, Ohio Univ.  PUBL: Auth of arts for The Rdng Tchr, Schl of Educ Rev & other jrnls.

Turner, Elizabeth

Tyler, Priscilla  BA, MA, PhD
Prof Educ & Engl, Univ Mo, Kans City.  EXPR: Tchr Engl, Latin, Ohio; Asst Prof Engl, Western Reserve Univ; Asst Prof Educ, Harvard Grad Schl Educ; Assoc Prof Engl, Univ Ill; Prof Educ & Engl, Univ Mo, Kans City.  PUBL: Ed of Writers the Other Side of the Horizon, Lings & Rdng & Auth of arts for Engl Jrl & Coll Engl.

Tyler, Ralph W.  AB, AM, PhD
Dir Emeritus, Centr for Advncd Stud Beh Sci, Stanford.  Sr Consult for SRA, Inc.  EXPR: H Schl Tchr, S Dak; Univ Tchr at Univs of Nebr, NC, Chicago & Ohio St Univ; Chrmn Dept Educ, Univ Chicago, Univ Exam, Dean Div Soc Sci.  PUBL: Auth of num publs on var phases of educ.

Tyler, Richard
Dir Centr for Advncd Stud in Beh Sci, Stanford, Calif at time of publ, 1958.
Uhl, Norman P.  BS, MA, PhD
Resrch Psy, ETS.  EXPR:  Electr Engnr, US Dept Defense, Proj Leader Data Processing Sys; Resrch Coord, NIMH Grant, Univ Md; Prof Psy & Educ, Dir Testing & Eval, Emory Univ.  PUBL:  Contrib to Jnl of Exprmntl Psy & Rdnq Resrch Quart in add to resrch reports & chptr in the bk Mgmt Information Sys: St of the Art.

Umstattd, Diana R.  BS, MA, EdD, Profnl Dipl Rdnq

Van Allen, Roach  BA Engl, MA, EdD
Prof Elem Educ Coll Educ, Univ Ariz.  EXPR:  Elem Tchr, Tex; Dir Elem Tchr Educ, So Meth Univ; Dir Div Instrctn Harlinger Pub Schls, Tex; Dir, Cur Coord, Dept Educ, San Diego Co.  PUBL:  Adv Ed of Encyclop Brit; Auth of five bks among which are Lrng to Rd Through Exprs, Indep Acts for Creat Lrng, & Lang Exprs in Rdnq in add to over 100 arts for profnl jrnls & bulletins.

Vanderlinde, Louis F.  AB, MA, EdD
-Prof Elem Educ, Wayne St Univ.  EXPR:  Asst Instrctr, Instrctr, Asst Prof, Assoc Prof Elem Educ, Wayne St Univ.  PUBL:  Co-auth of Choosing Mats to Tch Rdnq; Auth of arts for Elem Schl Jrnl & other publs.

Van Riper, Charles  BA Engl, MA, PhD Clin Psy

Van Waganen, R. Keith  BA, MA, PhD Educ Psy
Prof & Chrmn Dept Educ Psy, Ariz St Univ.  EXPR:  Elem & H Schl Tchr, Tchnng Princpl, Asst Princpl; Resrch Asst Dept Educ Psy, Univ Utah; Resrch Assoc, Bur Educ Resrch, Tchnng Asst; Asst Resrch Prof, Dept Educ Psy, Act Dir Bur Educ Resrch, Univ Utah; Asst Prof, Assoc Prof Educ Psy, Ariz St Univ; Resrch Assoc in Neurol, The Barrow Neurolog Centr.  PUBL:  Contrib to var profnl educ jrnls.
Veatch, Jeanette AB, MA, PhD
Prof Educ, Ariz St Univ. EXPR: Tchr Elem Schls, Mich; Staff Memb, Dept Educ Am Museum of Natural Hist; Resrch Spec, NY St Dept Educ; Assoc Prof, Pa St Univ, Goucher Coll; Prof Engl, Jersey City St Coll. PUBL: Auth of Indiv Your Rdng Prog, Rdng in Elem Schl & Co-auth of three other bks in add to arts written for var jrnls.

Venezky, Richard L. BEE, MA Lings, PhD Lings
Assoc Chrmn Computer Sci Dept, Univ Wisc, Madison; Consult in Rdng & Spell, SRA. EXPR: Part-time Sys Progrmr, Technical Writer, Controlled Data Corp, Calif; Asst Prof Engl, Computer Sci, Univ Wisc; Vis Resrch Assoc, Tel Aviv Univ, Israel. PUBL: Reviewer for Computing Revs, Computers & the Humanities.

Vernon, M. D. BA, MA, ScD
Prof Psy (Retired), Univ of Reading, Eng. PUBL: Auth of many publs for The Rdng Tchr & other jrnls.

Vilscek, Elaine
Asst Prof Educ at Univ Pittsburgh at time of publ, 1967.

Vinacke, Edgar W. AB, PhD
Prof Psy, SUNY, Buffalo. EXPR: Resrch Asst, NY Psychtr Inst; Resrch Asst, Committee on Selection & Trng of Aviators, NYC; Asst Prof, Assoc Prof, Prof Psy, Univ Hawaii. PUBL: Auth of Psy of Thinkng, Found of Psy in add to editing & co-editing other bks & arts.

Vite, Irene W. PhD

Wagner, Guy BA, MA, PhD
Head Dept Tchng, Univ No Ia; Prof Educ, Univ for GI's, Shrivenham, Eng. EXPR: Supt of Schls, Ia; Elem & Jr H Supervsr, Ia; Prncipl Lab Schl, Oswego St Coll. PUBL: Sr Auth of ten profnl bks & over 272 arts for profnl jrnls; Columnist for Educ.
Wakefield, Mary W.  BS, MA, EdD
Dir Rdng Centr, Sam Houston St Univ.  EXPR:  Tchr Grs 2-4, Tex; Head Prim Schl Grs 1-5, Ariz; Clin, Ariz St Univ; Assoc Prof, Coll Level, Tex.  PUBL: Co-auth of Lrnq Modules for Lang Handicap Ch. & arts for var jrnls.

Walcutt, Charles C.
Memb of Staff, Queens Coll, CUNY at time of publ, 1967.

Walter, Richard W.
Memb of Staff of Univ of Toronto at time of publ, 1962.

Wanat, Stanley F.  BA Engl Lit, MA, PhD
Dir Resrch IRA, Newark, Del.  EXPR:  Asst Prof Educ (Sum), Harvard Univ Grad Schl Educ; Asst Prof Lings, Stanford Univ Committee on Lings; Natnl Inst Heal, Postdoc Fel Psy, Stanford Univ; Reviewer-Eval, Lit Search in Rdng, USOE.  PUBL: Co-ed of Urban Educ: Before the Fall & auth of arts for profnl educ.

Ward, Byron J.  BS Bus Adm, MED, PhD Rdng
Chf of Serv, Syracuse St Schl, NY.  EXPR:  Bus Tchr, Ia; Couns, Sr H Schl, Nebr; Dir Guid, Ia; Sr Clin Psy (Part Time) St of NY, Dept Mentl Hyg; Clin, Syracuse Univ Rdng Clin, Staff Psy NDEA Rdng Inst; Assoc Clin Psy, St NY Dept of Mentl Hyg; Dir Rdng, W Genesee Centrl Schls; Co-dir Rdng Clin (Sum), Syracuse Univ; Princpl Psy.  PUBL: Auth of arts for profnl jrnls incl arts for The Rdng Tchr.

Wardeburgh, Helen L.  BA, MA, PhD
Chrmn Dept Educ, Cornell Univ.  EXPR:  Tchr Grs 3-4, Tchr-Supervsr, Sixth Grade Supervsr, Minn; Grad Asst, Univ Minn; Instrctr Elem Educ, San Diego St Coll (Sum); Asst Prof Elem Educ, Supervsr Student Tchng, Cortland St Tchrs Coll; Prof Educ, Cornell Univ.  PUBL: Auth of The Tchnq of Rdng & other monogrs; Co-auth of Eval Elem Schl Pupils & auth of many educ arts.

Wardhaugh, Ronald  PhD
Prof Lings, Univ Mich.  PUBL: Auth of Introduction to Lings & Rdng: A Linguist's Perspective in add to arts on profnl educ.

Warner, Delores
Asst Prof Dept Educ, Univ Calif, Los Angeles at time of publ, 1969.
Wattenburg, William W.  BS, MA, PhD

Waugh, Ruth  BS, MS, PhD
Asst Prof Dept Spec Educ, Coll Educ Univ Ore.  EXPR:  Elem Tchr, Idaho, Ore; Lrng Disabils Tchr, Ore; Instrctr Spec Educ, Univ Ore; Coord, DeBusk Centr, Ore; Asst Prof Spec Educ, Univ Ore.  PUBL:  Contrbu of arts on rdng to Elem Schl Jnl, Educ & Jrnl Lrng Disabils.

Weaver, Wendell, W.  PhD
(Dec) Former Memb of Staff, Schl Educ, Univ Ga.

Webster, Staten W.  AB Journalism, MA Sec Educ, PhD
Prof Dept Educ, Univ Calif, Berkeley.  EXPR:  Sec Tchr Soc Stus, Calif; Supervsr Tchr Educ, Univ Calif, Berkeley; Assoc Resrch Dir, St Resrch Proj Calif Commission on Pub Schl Adm, Burlingame; Lectr Educ, Assoc Prof Educ, Univ Calif, Berkeley.  PUBL:  Auth of Discipline in the Clsrn; Ed of The Disadv Lrnr: Knowing, Understanding, Educating & auth of arts & monogr.

Weener, Paul D.  BA, MA, PhD
Assoc Prof Dept Educ Psy, Pa St Univ.  EXPR:  Jr H Schl Math Tchr; Resrch Asst, Ypsilanti Pub Schls, Centr for Resrch on Lang & Lang Beh, Univ Mich; Asst Prof, Pa St Univ.  PUBL:  Auth & Dir of Resrch reported for var jrnls as well as arts on profnl educ.

Weinstein, Eugene A.  BA, MA, PhD
Chrmn Grad Studs Div, SUNY, Stony Brook, Prof Sociol.  EXPR:  Resrch Asst, Northwestern Univ; Soc Sci Resrch Counc Resrch Trng Fel; Russell Sage Found Postdoct Resident; Stud Dir, Fla Adoption Study; Assoc Prof, Prof Sociol, Dept Dir of Grad Studs, Vanderbilt Univ.  PUBL:  Asst Ed, Sociometry, Ed Consult, Ch Devlmt; GRE Committee for Exam in Sociol; Auth of The Self Image of the Foster Ch in add to other bks & arts.

Weinstein, Knona  Memb of Staff of Yale Univ at time of publ, 1971.

Weintraub, Samuel  BA, BS, MEd, EdD  
Assoc Prof Schl Educ, Ind Univ.  EXPR:  Tchr in var pub & priv schls; Supervsr of Student Tchrs, Univ Ill; Vis Lectr, Univ Albrta (Sum); Asst Prof, Western Reserve Univ; Resrch Assoc, Univ Chicago; Asst Prof Dept Educ, Univ Chicago; PUBL:  Contrbu of profnl educ arts to var jrnls; Co-ed Rdng Resrch Quart, Ed Advs Bd of The Rdng Tchr.
Weiss, Debrah  
Adncd Doct Student, Univ Chicago at time of publ, 1967.

Wepman, Joseph M. AB, PhM, PhD  
Prof Educ Dir Early Educ Resrch Centr; Dir Spch & Lang  
Clin & Resrch Lab, Univ Chicago. EXPR: Clin Instrctr Otolaryn-  
gology, Lectr Psy, Asst Prof, Assoc Prof, Univ Chicago. PUBL:  
Auth of approx 80 papers & reports of resrch in add to bks on  
tchng; Developer of batteries of tests such as The Auditory  
Discrimination Test.

West, Jeff E. BS, MA, DEd  
Dist Supervsr, N Centrl Dist, Miami, Fla. EXPR: Cur  
Dir, Dade Co Pub Schls; Asst Supt for Instrctn; Univ Instrctr  
(Part-time) Univ Miami, Tchrs Coll Columb Univ, Dalhousie Univ.  
PUBL: Assoc auth of three bks gen educ & the gifted ch in add  
to arts for var jrnls.

Wheelock, Warren H. BA, MS, EdD  
Assoc Prof Educ, Dir Rdng Clin, Univ of Mo, Kans City.  
EXPR: Tchr of Common Branches NYC Pub Schls; Tchr-Therapist,  
League for Emot Distrib Ch, Schl Psy, Ariz; Grad Asst Tchr,  
Ariz St Univ, Instrctr, Asst Prof, Dir Rdng Clin; Vis Lectr,  
Dir Rdng Progr, Mid Continent Regnl FJuc Lab, Mo. PUBL: Auth  
of arts for profnl jrnls; Co-auth of two pamphlets on disadv  
ch & new tchrs; Co-auth of H Intrst-Low Vocab Series for  
Jr & Sr H Students.

Whipple, Clifford I. BA, MA, PhD  
Assoc Prof, Chrmn Dept Psy, SW Mo St Coll. EXPR: Resrch  
Asst, Univ Ky; Dir Hearing & Spch Centr, Ky Soc for Crippl Ch;  
Assoc Prof, Ky So Coll; Consult, Div Schl Heal, St of Ky.  
PUBL: Contribu to var jrnls.

Whipple, Gertrude  
Memb of Lang Educ Dept of Pub Schls of Detroit, Mich at  
time of publ, 1960.

White, James D.  
Spch Supervsr, Pub Schls Farmingdale, NY at time of  
publ, 1960.

White, Kathleen M  
Memb of Staff of Dept Psy, Boston Univ at time of  
publ, 1971.

White, William F. PhD Educ Psy  
Prof Educ Psy, Univ Ga. EXPR: Asst Prof (Sum) Calif  
St. Coll; Prof Dept Educ Psy, Univ Ga; Grad Fac, Assoc Prof.  
PUBL: Auth of sev bks & monogrns incl Psychological Princpls  
Applied to Clsrm Tchng & many reports for profnl jrnls.
Wiener, Gerald  BA, MA, PhD
Assoc Prof Schl Hyg & Pub Heal, Johns Hopkins Univ.
EXPR:  Intern, Conn St Hosp; Clin Psych't, Seton Psychtr Inst;
Chf Psych't, Rosewood St Trng Schl, Md.  PUBL:  Auth of arts on
exprmtl & devlmtl psy for var jrnls.

Wildebush, Sarah W.
Memb of Staff Coll Educ Lang Arts Div, Fairleigh
Dickinson Univ.  PUBL:  Contribu to var educ jrnls.

Williams, David L.  BS, MEd, EdD
Assoc Prof Educ Dept Early Chhd-Elem Educ, Univ Md.
EXPR:  Vis Instrctr, Millikin Univ; Asst Educ, Univ Ill; Asst
Prof Educ, Univ of Md.  PUBL:  Co-auth of Current Resrch in Elem
Schl Sci & Auth of var profnl educ arts.

Williams, Maurice  BA, MA, PhD
Assoc Prof Dir Rdng Progr, Univ of Akron.  EXPR:  Elem
Schl Princpl, Tchng Princpl; Sec Schl Supt; Assoc Prof, Kent
St Univ; Dir Instrctn, Asst Supt, Kent City Schls, Ohio.
PUBL:  Auth of Diagnosis & Cor of Rdng Probs, Lrnq Sci Through
Testing, Grs 3-6 in add to var arts on educ.

Willerman, Lee  BA, MA, PhD
Resrch Psychit, Natnl Inst Heal, Bethesda, Md.  EXPR:
Resrch Asst, Psy Intern, Laf Clin, Detroit; Tchng Asst Wayne
St Univ.  PUBL:  Auth of arts on devlmtl psy & brain-beh rela-
tionships for profnl jrnls.

Willmon, Betty
Memb of Staff Coll Educ, Fla St Univ.  PUBL:  Contribu
to profnl jrnls.

Wilson, Louis Ada
Assoc Prof Educ, Wisc St Coll at time of publ, 1963.

Wilson, Richard C.
Asst Prof Elem Educ, Fla St Univ at time of publ, 1968.

Wilson, Robert M.  BS, MS, EdD
Prof Educ, Dir Rdng Centr Univ Md.  EXPR:  Elem Tchr;
Prof Educ, Dir Rdng Clin, Edinboro St Coll, Pa.  PUBL:  Auth of
Diagnost & Remed Rdng; Co-auth of many other bks in add to arts
for var jrnls.

Wilt, Miriam  PhD
Prof Early Chhd Educ & Elem Educ, Temple Univ.  EXPR:
Elem Tchr in Lab Schls.  PUBL:  Auth of Creat in Elem Schl,
Resrch on Listening & arts on lang arts for profnl educ jrnls.
Winitz, Harris  BA, MA, PhD
Prof Univ Mo, Kans City.  EXPR: Resrch Assoc, Univ Kans; Asst Prof, Case Western Reserve Univ.  PUBL: Auth of Articulation & Beh in add to profnl educ arts.

Winkley, Carol L.  BS, MEd, PhD
Prof Educ, No Ill Univ.  EXPR: Tchr of all levels Elem Schls, I11; Rdng Consult, Aurora Pub Schls, Rdng Imprvm Sum Schl Dir; Rdng Instrctrr, Aurora Coll; Asst Prof, Assoc Prof, No Ill Univ.  PUBL: Auth of arts for profnl jrnls such as The Rdng Tchr, IRA & Academic Therapy.

Winston, Gertrude C.

Winter, Clotilda  BS, MEd, EdD
Prof Educ, Tex Christian Univ.  EXPR: Elem Schl Tchr, Tex; Tchr Univ Lab Schl, Univ Tex; Head Tchr Prim Schl, Tex; Vis Prof, Univ Tex, Austin.  PUBL: Auth of reports of resrch & arts for profnl jrnls incl "Resrch in the Lang Arts," Elem Engl.

Wittick, Mildred L.  BS, MA, PhD
Prof Educ, Paterson St Coll.  EXPR: Elem Tchr, Kans Co Mo Pub Schls; Critic & Demstr Tchr, Tchrs Coll of Kans City; Lab Sch Tchr, Univ Mo, Univ Chicago; Rdng Consult Ed for Scott, Foresman & Co; Asst Prof Grad Schl Educ, Univ Chicago; Prof Engl, Paterson St Coll.  PUBL: Auth of over 40 arts for var profnl jrnls & the bk, Hello--Alas.

Witty, Paul A.  BA, MA, PhD

Wolfe, Willavene  BS, MA, PhD
Assoc Prof & Resrch Assoc Psy Dept & Bur Educ Resrch & Serv, Ohio St Univ.  EXPR: Engl Tchr, Ohio; Grad Asst, St Univ Ia; Engl Tchr, Univ H Schl, Ia; Resrch Asst, St Univ Ia; Head Plan Off, Ohio St Univ.  PUBL: Auth of arts on ch & educ psy for var profnl educ jrnls.

Wolfe, Josephine B.  BA, EdM
Memb of Staff, Grad Schl Univ of Scranton, Consult Educ Resrch Counct Am.  EXPR: Tchr, Pub Schls, Pa; Asst Princtl, Princtl, Pa; Supervsr; Dir Rdng Clin Lab Schl, Temple Univ;

Wolff, Joseph L.
Memb of Staff, Inst Educ Resrch, Ind Univ at time of publ, 1967.

Wolfram, Walter A. BA, MA, PhD
Resrch Assoc Sociolinguistics Progr, Centr for Applied Ling, Wash, DC. EXPR: Vis Lectr, Trinity Coll; Spec Lectr in Sociolinguistics, Georgetown Univ; Assoc Prof Communc Sci, Fed City Coll. PUBL: Auth of A Sociolinguistic Description of Detroit Negro Spch & many other publs.

Wolfson, Bernice J. BA Engl, MA, PhD
Prof Dept Educ Psy, Univ Wisc, Milwaukee. EXPR: Tchr H Schl Soc Stus & Engl, NYC; Instrctr in Dance, Morningside Coll, No Ill Univ; Elem Tchr Grs 3-4, Conn; Asst Prof, Assoc Prof, Dir Univ Wisc's Twelfth Street Proj; Dir, Inst in Educ, Univ of Wisc. PUBL: Co-auth of Early Chld Educ Today, Indiv Instrctn in add to resrch monogr & arts for var jrnls.

Wolman, Richard N. PhD

Wolpert, Edward M. EdD
Asst Prof Elem Educ, Ball St Univ. EXPR: Clsrm Tchr Grs 4-7, NYC; Instrctr, Univ Kans. PUBL: Auth of "Modality & Rdng: A Perspective," The Rdng Tchr.

Woodbury, Charles A. BS, EDM, EdD
Educ Rdng Texts, Ginn & Co, Boston. EXPR: Instrctr, Tchng Fel, Boston Univ; Assoc Prof Educ & Psy, Fla So Coll; Resrch Assoc, Harvard Univ. PUBL: Contrib of arts on rdng, educ psy, & elem educ.

Worley, Stinson E. AB, MA, EdM
Prof Educ, SW Tex St Univ. EXPR: Tchr Elem Schls, Tex; Elem Educ Consult, Elem Cur Coord, Tex; Instrctr, No Tex St Univ; Prof, Univ of Nev. PUBL: Auth of reports of resrch & educ arts for var profnl jrnls.
Wozencraft, Marian  PhD
Prof Educ, NY St Univ Coll of Arts & Sci, Genesco, NY.
PUBL: Contrib of arts on educ to Elem Engl, Jrnl of Rdng, Arith Tchr, Jrnl Educ Resrch, & other publs.

(Sundbye) Wyatt, Nita  BS, MS, EdD
Prof Educ, Univ Kans.  EXPR: Elem Gr Tchr; Remed Rdng Tchr, Kans; Asst Prof Educ, Centrl Mo St Coll; Asst Prof, Assoc Prof, Prof Educ, Univ Kans; Asso Prof Educ, Univ Hawaii (Sum).  PUBL: Co-auth of Basic Composition Series II, Writ Skills Lab, SRA; Tchrs Guide for Level 5 Rdng 360, The Kaleidoscope Readers in add to many other bks & arts on educ.

Young, Doris
Located in Laf, Inc at time of publ, 1966.

Youniss, James  BA, MA, PhD
Memb of Staff of Cath Univ of Am as Prof Psy.  EXPR: Resrch Assoc in Psy, Centr for Resrch on Thnkng & Lang, Cath Univ; Assoc Prof Psy; Princpl Invstgtr NIMH & USOE Grants.  PUBL: Auth of over 30 reports of resrch in var psy jrnls.

Zabawski, Irene  BA, MA, Profnl Dipl
Tchr of Fifth Grade, Northport, NY.  EXPR: Tchr Grs K-8, Rural Schls, NY; Tchr Grs 4-6, NY.  PUBL: Auth of Tchr's Manl for Regions & Their Needs, Silver Burdett in add to arts for The Rdng Tchr, Grade Tchr, & Educ & Technology.

Zeman, Samuel S.  BA, MA, EdD
Prof Rdng, Dir Rdng Centr, Shippensburg St Coll, Ed of Rdng World.  EXPR: Sixth Grade Tchr, NJ; Resrch Asst & Tchr, Lehigh Univ; Supervisory Duties & Tchr Grs 1-3 ITA Progrs.  PUBL: Auth of a booklet on tchng approaches in add to reports of resrch & arts for var jrnls.

Zeitz, Sister M. Bernetta, OP.  AB, MA, (Hon) LL.D.
Prof Educ, Chrmn Dept Aquinas Coll, Dir Rdng Centr.  
EXPR: Elem Tchr, Wisc, Mich; Elem Tchng Princpl, Mich; Supervsr Elem Grs, Mich, N Mex; Consult, Certified Psy.  PUBL: Co-auth of Cur Studs, Macmillan; Contemporary Guides in Tchng Mathematics Grs 1-8 & many other publs.
Zigler, Edward  BA, PhD
Dir, Off Ch Devlmt & Chf Ch's Bur, Dept HEW, Prof Psy & Ch Stud Centr, Yale Univ (leave-of-absence). EXPR: Staff Psy, Tex Ch Guid Clin; Psy Intern, Worcester St Hosp, Mass; Asst Prof Psy, Univ Mo; Asst Prof & Assoc Prof Psy, Yale. PUBL: Auth of approx 52 critiques, revs, & theoretical papers on ch devlmt; Auth or co-auth of approx 75 reports of resrch on ch devlmt.

Ziller, Robert C.  BA Math, MA, PhD
Prof Dept of Psy & Urban Studs Centr, Univ of Fla. EXPR: Tchr of Math, Ore; Resrch Psy, Bur Psy Servs, Exam & Eval, Div Air Force Personl & Trng Resrch Centr, Tex; Asst Resrch Prof, Assoc Prof, Assoc Resrch Prof, Centr for Resrch on Soc Beh & Devlmtl Psy, Univ Del; Prof Dept Psy, Chrmn Soc Personlty-Devlmt; Resrch Assoc, Univ Ore. PUBL: Ed/Ed Consult, Jrn1 Personlty & Soc Psy, Sociometry, & auth/co-auth of 52 reports of resrch & arts for var jrnls.

Zintz, Miles V.  BA, MA, PhD

Zirbes, Laura
Prof Emeritus Educ, Ohio St Univ. PUBL: Auth of Spurs to Creat Rdng in add to var other publs.
BIографICAL SKETCH OF THE AUTHOR

Mabel Young Laughter

Date of Birth: January 22, 1941
Parents: Herman and Cora Hill Young
Marital Status: Married, Husband--Joseph A. Laughter
Children: Tara 8, Alex 6

Professional Preparation

Flat Rock High School--1955-1959 Grades 8-12, 1959 College Prep
Western Carolina University--1959-1963, 1963 BS in Education
Western Carolina University, 1967-1970, part-time, 1970 MA in Education
University of Mississippi--1970-1972, 1972 EdD Elementary Education

Honors

N.C. Teacher's Scholarship, Who's Who in American Colleges and Universities, Alpha Phi Sigma, Freshman Girls' Counselor, Phi Kappa Phi, Kappa Delta Pi, Teaching Assistant

Major Interests

Reading in the primary and elementary grades, teacher preparation in reading instruction; individualized learning in teacher-preparation courses

Experience


Teacher, Lewisville School, Winston Salem, N. C., Grade 2, 1964-1965

Social Worker Forsyth County Welfare Department, Winston Salem, N. C., Aid to Dependent Children, 1965

Teacher, Balfour School, Balfour, N. C., 1966-1970, Grades 1, Combination 1-2, Summer preschool program
Career

Present Position--Assistant Professor of Elementary Education, University of Southwestern Louisiana, Lafayette, Louisiana

Career Objectives

To pursue individualized instruction on the university level as a professor of reading instruction or director of a reading center; publication of study aids for students of reading instruction.

Professional Affiliations

International Reading Association
Phi Kappa Phi
Kappa Delta Pi