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ABSTRACT

A large body of research literature is made available through this bibliography to teachers, administrators, and others who are concerned with school reading programs. It contains citations and annotations for research reports on four general aspects: school organization, classroom organization, administrative and supervisory policies, and organization and administration of special school programs and services. The effects of various types of school organization on reading are studied in documents included in Part 1. Class grouping methods and utilization plans are the focus of some of these documents. Specific means of ordering instruction within a classroom are discussed in documents in Part 2. Individual and innovative plans are often compared to other more traditional procedures. Part 3 contains studies of policies and practices determining such school-wide concerns as class and curriculum scheduling, enrollment, and teacher qualifications and supervision. New and proven special programs designed for specific age and ability groups are the subject of documents in Part 4. Included are summer school and correspondence programs. The studies cover the years 1950 to 1969 and were taken from ERIC/CRIER's data base. A description of the basic references that compose this data base and a list of ERIC/CRIER publications are included. (Author/DH)

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# Organization and Administration of School Reading Programs

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## Organization and Administration of School Reading Programs

Compiled by

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January 1971

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The International Reading Association attempts, through its publications, to provide a forum for a wide spectrum of opinion on reading. This policy permits divergent viewpoints without assuming the endorsement of the Association.

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#### **Information on the ERIC System:**

##### **ERIC and ERIC/CRIER**

ERIC is a decentralized, national information system which acquires, abstracts, indexes, stores, retrieves, analyzes, and disseminates significant and timely educational information. ERIC's full name is the Educational Resources Information Center, and it is funded through the Bureau of Research, USOE. ERIC was founded to reduce limitations in the identification, transfer, and use of educational information. In short, the major goal of ERIC is to enable school administrators, teachers, researchers, information specialists, professional organizations, graduate and undergraduate students, and the general public to keep up-to-date on research and research-related knowledge in education. ERIC accomplishes this through strengthening existing educational information services and providing additional ones.

Each of the clearinghouses in the ERIC system operates within a specific area of education defined in its "scope" note. ERIC/CRIER's domain of operation includes:

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

## Introduction

Designing school reading programs which meet the needs of a student population demands an understanding of the intricate relationship of organizing and administering such programs to total school operations. This bibliography acquaints the user with a large body of research literature on the role of school organization and administration in reading programs. It contains citations for research reports on four general aspects: school organization, classroom organization, administrative and supervisory policies, and organization and administration of special school programs and services.

The effects of various types of school organization on reading are studied in documents included in Part I. Class grouping methods and utilization plans are the focus of some documents, many of which are comparison studies.

Specific means of ordering instruction within a classroom are discussed in documents in Part II. Individual and innovative plans are often compared to other more traditional procedures.

Part III contains studies of policies and practices determining such school-wide concerns as class and curriculum scheduling, enrollment, grading, and teacher qualification and supervision.

New and proven special programs designed for specific age and ability groups are the subject of documents in Part IV. Included are summer school and correspondence programs.

Citations in *Organization and Administration of School Reading Programs* are arranged alphabetically according to the author's last name within each of its four parts. The studies included cover the years 1950 to 1969 and were taken from ERIC/CRIER's data base which is composed of materials selected from published journal literature, dissertations, USOE sponsored research, and the conference proceedings of the International Reading Association.

Following is a description of the Basic References that compose this data base. Each of these reference sources can be ordered by ED number in microfiche and hard copy reproductions at listed prices from the ERIC Document Reproduction Service (EDRS), 4936 Fairmont Avenue, Bethesda, Maryland 20014. This information follows the title of each reference. (See the Appendix for complete EDRS ordering information.) Information on the availability of the documents within each reference is included in the descriptive paragraph.

### ERIC/CRIER Basic References

\* *Published Research Literature in Reading, 1900-1949*  
(ED 013 970, microfiche \$2.00, hard copy \$24.90 from EDRS.)

\* *Published Research Literature in Reading, 1950-1963*  
(ED 012 834, microfiche \$1.50, hard copy \$19.90 from EDRS.)

\* *Published Research Literature in Reading, 1964-1966*  
(ED 013 969, microfiche \$0.75, hard copy \$9.10 from EDRS.)

These references present citations and annotations of published research literature taken from the annual Summary of Investigations Related to Reading. Complete bibliographic data for all entries are given, and the entries are arranged alphabetically by author in yearly segments. The bibliographies cover the complete reading spectrum from preschool to college and adult years and present research on all aspects of reading, including physiology, psychology, sociology, and the teaching of reading. The articles in these references have appeared in the published journal literature and are available in libraries which have good journal collections.

Bibliographies published as part of the *Reading Review Series* include material taken from the annual summaries of 1900 to 1968. New articles are incorporated each year as the annual Summary is completed.

\* *USOE Sponsored Research on Reading*  
(ED 016 603, microfiche \$0.50, hard copy \$5.30 from EDRS.)  
Covers 1956 through 1965.

\* *USOE Sponsored Research on Reading, Supplement 1*  
(ED 031 606, microfiche \$0.50, hard copy \$3.05 from EDRS.)

Covers 1966 through June 1969.

These references provide a comprehensive review of USOE projects on reading and closely related topics funded by the Bureau of Research since its inception in 1956. Each entry includes citation data, index terms, and a descriptive abstract of the contents of the documents. (Supplement 1 uses index terms only.) Individual documents are available from EDRS; complete information on microfiche and hard copy prices is included with each entry, along with the ED number necessary for ordering.

\* *Recent Doctoral Dissertation Research in Reading*  
(ED 012 693, microfiche \$1.00, hard copy \$11.05 from EDRS.)  
Covers 1960 to 1965.

\* *Recent Doctoral Dissertation Research in Reading, Supplement 1*  
(ED 028 055, microfiche \$0.75, hard copy \$9.00 from EDRS.)  
Covers 1966 to 1968.

\* *Recent Doctoral Dissertation Research in Reading, Supplement 2*  
(ED 035 793, microfiche \$0.50, hard copy \$5.25 from EDRS.)  
Covers July 1968 through June 1969.



These bibliographies list dissertations completed in colleges and universities in the areas of preschool, elementary, secondary, college, and adult reading. Relevant issues of *Dissertation Abstracts* were reviewed, and dissertations on reading were selected. Information on the procedures, design, and conclusions of each investigation is given in the abstract. Each entry includes complete bibliographic data and is listed alphabetically by author.

Copies of the documents in these references can be ordered from University Microfilms, Ann Arbor, Michigan, in positive microfilm or hardbound xerographic form. (See the Appendix for complete ordering information.)

*\* International Reading Association Conference Proceedings Reports on Elementary Reading*

(ED 013 197, microfiche \$4.25, hard copy \$56.88 from EDRS.)

This basic reference lists the important papers published in the yearly conference proceedings of the International Reading Association in elementary reading from 1960 to 1966. The complete text of each paper is provided, and the 345 papers are presented within 16 subject categories. The documents in this reference can be ordered only as a complete unit.

*\* International Reading Association Conference Proceedings Reports on Secondary Reading*

(ED 013 185, microfiche \$2.25, hard copy \$30.70 from EDRS.)

This companion volume to the preceding reference lists the important papers on junior and senior high school reading published in the yearly conference proceedings of the International Reading Association from 1960 to 1966. The complete text of each paper is provided, and the 180 papers are presented within 12 subject categories. The documents in this reference can be ordered only as a complete unit.

*\* Indexes to ERIC/CRIER Basic References*

(ED 030 004, microfiche \$1.75, hard copy \$21.95 from EDRS.)

Covers 1950 to June 1967.

This reference tool provides indexes to ERIC/CRIER Basic References by broad subject, grade level, and author. The broad subjects are defined with descriptive phrases chosen from the documents.

## Part I School Organization

The references on school organization in Part I include documents in which the effects of various types of school organization on reading are studied. Ability grouping, self contained classes, and various kinds of multigrade and ungraded classes, including the Joplin Plan, are considered. Utilization plans, such as those related to staggered or divided school days and to team teaching, are studied in some documents. Many articles compare the effects of two or more types of organization on reading instruction.

Aaron, I.E.; Goodwin, Frances; and Kent, Vada. "Fourth Grade Teachers Experiment with Cross-Class Grouping for Reading Instruction," *Elementary English*, 36 (May 1959) 305-07.

Reports the progress achieved during 6 months of instruction in which all the pupils in three fourth-grade rooms were divided into six reading groups on the basis of their reading ability; each teacher taught two groups.

Berkun, Mitchell M.; Swanson, Lloyd W.; and Sawyer, David M. "An Experiment on Homogeneous Grouping for Reading in Elementary Classes," *Journal of Educational Research*, 59 (May-June 1966) 413-14.

Reports a comparison made of 441 third-, fourth-, and fifth-grade children grouped homogeneously by reading ability and their reading achievement, after 7 months, with 657 controls who were heterogeneously grouped for reading instruction.

Bernard, Mary J. "Homogeneous Grouping for Reading Instruction: Upper Grade Rooms Divided for Reading Lessons," *The Chicago Schools Journal*, 40 (December 1958) 135-39.

Reports the results of a year of reading instruction given to nine classes which had been classified into homogeneous groups on the basis of the Chicago Reading Test.

Carlson, Esther Skonnard and Northrup, Joyce. "An Experiment in Grouping Pupils for Instruction in Reading," *Reading for Today's Children*. Yearbook of the National Elementary Principal, 34 (1955) 53-57.

Describes the plans adopted in an experiment involving 127 fourth-grade pupils to determine the comparative efficiency of classifying them into relatively homogeneous groups for purposes of reading instruction as contrasted with the traditional plan of heterogeneous grouping.

### Reading Programs

Carson, Roy M. and Thompson, Jack M. "The Joplin Plan and Traditional Reading Groups," *Elementary School Journal*, 65 (October 1964) 38-43.

Compares reading gains made during a school year by 129 experimental and 121 control pupils in grades 4, 5, and 6, the former grouped according to the Joplin Plan, and gives reactions of teachers, pupils, and parents to the plan.

Cushenbery, Donald Clyde. *The Intergrade Plan of Grouping for Reading Instruction as Used in the Public Schools of Joplin, Missouri*. 166 p. (Ed.D., University of Missouri, 1964) *Dissertation Abstracts*, 25, No. 3, 1780-81. Order No. 64-9352, microfilm \$2.75, xerography \$7.80 from University Microfilms.

Presents a detailed study of the intergrade plan of grouping for reading instruction as carried out in Joplin, Missouri, concluding that improvements in classroom grouping methods, reading achievements, and faculty and parental approval result from the plan.

Floyd, Cecil. "Meeting Children's Reading Needs in the Middle Grades: A Preliminary Report," *Elementary School Journal*, 55 (October 1954) 99-103.

Reports the results at the end of a 4-month period of an experiment in which all pupils in the fourth, fifth and sixth grades of a city elementary school were organized into groups on the basis of their reading achievement for purposes of basic instruction in that subject.

Halliwell, Joseph W. "A Comparison of Pupil Achievement in Graded and Nongraded Primary Classrooms," *Journal of Experimental Education*, 32 (Fall 1963) 59-64.

Gives a comparison of achievement scores of 146 pupils in grades 1 to 3 who had been taught for approximately 1 year under a nongraded organizational plan for reading and spelling with those of 149 pupils who had always been taught in a graded class structure.

Hart, Richard H. "The Effectiveness of an Approach to the Problem of Varying Abilities in Teaching Reading," *Journal of Educational Research*, 52, No. 6 (February 1959) 228-31.

Reports the results of a study of the fourth- and fifth-grade levels to test the hypothesis that achievement in reading is significantly greater when pupils are grouped homogeneously according to ability than when grouped heterogeneously, all other factors being equal.

### School Organization

Hendrickson, Harry C. "Team Teaching at the Elementary School Level," *Improvement of Reading Through Classroom Practice*. International Reading Association Conference Proceedings, 9 (1964) 51-52.

Reports that reading and language arts are major areas of team instruction and cites successful examples.

Hillson, Maurie, *et. al.* "A Controlled Experiment Evaluating the Effects of a Non-Graded Organization on Pupil Achievement," *Journal of Educational Research*, 57 (July-August 1964) 548-50.

Studies the performances of 52 first graders to assess the effectiveness of a nongraded organization on reading achievement.

Ingram, Vivien. "Flint Evaluates Its Primary Cycle," *Elementary School Journal*, 61 (November 1960) 76-80.

Compares language arts and reading scores for 68 children who had first completed a 3-year ungraded primary cycle with those of other third graders in the city, and also with those of third graders in the same school for the 5 years preceding the experiment.

Kluwe, Mary Jean. "The Non-Graded Primary," *Reading and Inquiry*. International Reading Association Conference Proceedings, 10 (1965) 418-20.

Presents the problems and organization of nongraded primary schools while presenting a comparison with graded schools.

Koontz, William F. "A Study of Achievement as a Function of Homogeneous Grouping," *Journal of Experimental Education*, 30 (December 1961) 249-53.

Reports a study in which about 100 grade-4 pupils were grouped homogeneously in arithmetic, language, and reading and at the end of the school year mean achievement scores were compared with those of a control group following a regular course of study.

Lambert, Philip, *et. al.* "A Comparison of Pupil Achievement in Team and Self-Contained Organizations," *Journal of Experimental Education*, 33 (Spring 1965) 217-24.

Reports a study including 299 and 381 pupils from grades 1 through 6 in two

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consecutive years who were assigned to either a team or a self-contained organization and given achievement tests in the beginning and at the end of each year.

Larson, Howard L.; Black, Donald B.; and Browne, M. Patricia. "An Evaluation of an Experimental Method of Teaching Language to Low Ability Grade X Students," *Alberta Journal of Educational Research*, 6 (September 1960) 163-75.

Presents an evaluation of an experimental language (including reading) and literature program in which groups were homogeneous and curriculum and instruction were altered in comparison with matched heterogeneous groups using traditional organization and program.

Martin, Majorie. "Organizing Instruction in Ungraded Primary Schools," *Vistas in Reading*. International Reading Association Conference Proceedings, 11, Part 1 (1966) 136-40.

Defines and discusses benefits of nongraded primary school units.

Miller, William George. *Ability Grouping by Means of Multiple Discriminant Function and Multiple Regression Techniques*. 211 p. (Ph.D., The University of Iowa, 1967) *Dissertation Abstracts*, 28, No. 9, 3513-A. Order No. 68-961, microfilm \$3.00, xerography \$9.70 from University Microfilms.

Evaluates the accuracy of homogeneous grouping techniques used in English and concludes that discriminant analysis was an acceptable alternative method for determining ability sections where moderately high error rates could be tolerated.

Moorhouse, William F. "Interclass Grouping for Reading Instruction," *Elementary School Journal*, 64 (January 1964) 280-86.

Examines a comparison of mean gains in reading for all pupils and for those of high, average, and below-average IQ from two schools in the middle grades, one of which used the Joplin Plan with seven groups of 159 pupils while in the matched control school, regular grouping continued.

Morgan, Elmer F., Jr. and Stucker, Gerald R. "The Joplin Plan of Reading Vs. a Traditional Method," *Journal of Educational Psychology*, 51 (April 1960) 69-73.

Reports on a 1-year experiment in which 90 matched pairs of fifth and sixth graders were divided into fast and slow, experimental and control groups for each

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grade, making a total of eight groups; teachers were randomly selected; and the California and Durrell-Sullivan reading tests were used for comparison.

Nichols, Nancy J. "Interclass Grouping for Reading Instruction: Who Makes the Decisions and Why?" *Educational Leadership*, 26 (March 1969) 588-92.

Compares mean gain scores in reading achievement for two pairs of second-grade above-average classrooms matched on IQ and readiness; the sample consisted of two suburban self-contained heterogeneous and two urban superior and below-average classes.

Powell, William R. "The Joplin Plan: An Evaluation," *Elementary School Journal*, 64 (April 1964) 387-92.

Presents a comparison of achievement scores of fourth-, fifth-, and sixth-grade pupils who were taught reading under two different organizational plans, the Joplin Plan and the self-contained classroom.

Ramsey, Wallace. "An Evaluation of a Joplin Plan of Grouping for Reading Instruction," *Journal of Educational Research*, 55 (August 1962) 567-72.

Presents an evaluation of the use of the Joplin Plan in the fourth, fifth, and sixth grades in two schools located in Logansport, Indiana, during the school years 1958-1960.

Rothrock, Dayton G. "Heterogeneous, Homogeneous, or Individualized Approach to Reading?" *Elementary English*, 38 (April 1961) 233-35.

Presents a comparison of reading progress of four classes using each of three approaches at grades 4 and 5.

Sartain, Harry W. "Applications of Research to the Problem of Instructional Flexibility," *Progress and Promise in Reading Instruction*, D.L. Cleland and Elaine C. Vilseck, Eds. A Report of the Annual Conference and Course on Reading, University of Pittsburgh, 22 (1966) 97-113.

Presents findings from 48 references under such headings as reading in the departmentalized school, homogeneous sectioning, interclass ability sectioning, variability in reading development, and practices increasing flexibility.

### Reading Programs

Skapski, Mary King. "Ungraded Primary Reading Program: An Objective Evaluation," *Elementary School Journal*, 61 (October 1960) 41-45.

Presents a comparison of the reading achievement of one ungraded primary group with two heterogeneous classes, subgrouped within.

Spache, George D. *Classroom Organization for Reading Instruction - An Annotated Bibliography*. (Newark, Delaware: International Reading Association, 1965) 19 p.

Annotates 111 items on classroom organization for reading instruction divided into areas such as homogeneous-heterogeneous, cross-class, nongraded, team teaching, individualized, and comparative studies.

Tobin, John Francis. *An Eight Year Study of Classes Grouped Within Grade Levels on the Basis of Reading Ability*. 234 p. (Ed.D., Boston University School of Education, 1965) *Dissertation Abstracts*, 26, No. 9, 5141-42. Order No. 66-345, microfilm \$3.05, xerography \$10.60 from University Microfilms.

Concludes that the practice of grouping children within grade levels on the basis of reading ability results in positive and upward trends in general achievement and in reading achievement throughout the six experimental years.

## Part II Classroom Organization

Part II, classroom organization, deals with specific means of ordering instruction within a classroom. References included concern reports of studies comparing traditional with innovative grouping procedures. Individual reading plans are described in a majority of the reports in this category. Often the individualized plans are compared to other plans, frequently to the effectiveness of small reading groups. Traditional reading group practices, whether based on intelligence, achievement, or test scores, are included, as are random grouping, team reading plans, and differentiated instruction.

**Andresen, Oliver S.** "An Experiment in Class Organization for High School Freshmen," *Improvement of Reading Through Classroom Practice*, International Reading Association Conference Proceedings, 9 (1964) 57-58.

Discusses the merits of scheduling 3 required class days per week and 2 optional days during which the students engage in independent study.

**Appleby, Bruce Charles.** *The Effects of Individualized Reading on Certain Aspects of Literature Study with High School Seniors*, 150 p. (Ph.D., The University of Iowa, 1967) *Dissertation Abstracts*, 28, No. 7, 2592-A. Order No. 67-16,771, microfilm \$3.00, xerography \$7.00 from University Microfilms.

Reports greater ability to interpret literature, greater awareness of contributions of literature to life, and fewer dislikes of fiction in high school seniors who took part in a 1-semester individualized reading program.

**Aronow, Miriam S.** "A Study of the Effect of Individualized Reading on Children's Reading Test Scores," *Reading Teacher*, 15 (November 1961) 86-91.

Reports on a comparison made of reading scores of 351 sixth graders who had individualized reading in the fourth and/or fifth grades with those of the remainder of sixth graders.

**Balow, Bruce and Curtin, James.** "Ability Grouping of Bright Pupils," *Elementary School Journal*, 66 (March 1966) 321-26.

Reports the achievement scores on 10 basic skills for four groups to determine whether grouping bright pupils by narrow IQ bands would reduce the range of achievement over that represented by a heterogeneous group.



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Balow, Bruce and Curtin, James. "Reading Comprehension Score as a Means of Establishing Homogeneous Classes," *The Reading Teacher*, 19 (December 1965) 169-73.

Compares the reading comprehension scores of 150 bright third graders, who were classified into one heterogeneous and three homogeneous groups on the basis of this score, with scores on other basic skills.

Bloom, Benjamin S. "Appraising Reading Progress Under Different Patterns of Grouping," *Reading Instruction in Various Patterns of Grouping*. Supplementary Educational Monographs, No. 89, 180-84. (Chicago: The University of Chicago Press, 1959.)

Distinguishes between exploratory and demonstration research and discusses requisites of the latter as applied to the study of different patterns of grouping.

Bond, Guy L. "Unsolved Problems in Secondary Reading," *Changing Concepts of Reading Instruction*. International Reading Association Conference Proceedings, 6 (1961) 200-03.

Discusses problems related to instructional outcomes and problems related to adjusting to ability differences.

Borg, Walter R. "Ability Grouping in the Public Schools, A Field Study," *Journal of Experimental Education*, 34 (Winter 1965) 1-97.

Reports the results of a 4-year study in which a battery of various tests and measures was administered to about 4,000 pupils in grades 4, 6, 7, 8, and 9 in two school districts which employed either a random-grouping or an ability-grouping system.

Bremer, Neville. "First-Grade Achievement Under Different Plans of Grouping," *Elementary English*, 35 (May 1958) 324-26.

Reports the results of a 2-year experiment, involving 255 first-grade pupils each year, to determine the progress in reading during the first grade of heterogeneous grouping and of grouping on the basis of low-, average-, and high-readiness status.

Briggs, Daniel A. "Grouping Guidelines," *Improvement of Reading Through Classroom Practice*. International Reading Association Conference Proceedings, 9 (1964) 50-51.

Suggests basic principles to be considered in establishing a grouping program.

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Burrows, Alvina Trent. "Classroom Organization for Learners and Teachers," *Vistas in Reading*. International Reading Association Conference Proceedings, 11, Part 1 (1966) 134-36.

Proposes suggestions for classroom improvement in order to achieve an optimal learning situation: appropriate goals, variety of activities and classroom arrangements, equipment, grouping, skills, and teacher flexibility.

Bush, Clifford L. "Three Kinds of Grouping in the Same Classroom," *Improvement of Reading Through Classroom Practice*. International Reading Association Conference Proceedings, 9 (1964) 50-51.

Asks teachers to avoid creating, or allowing, passive learning situations and to attempt active cooperative experiences between teacher and student.

Byron, Sister Mary. *A Critical Study of the Individualized Approach to Reading Instruction in the Elementary School*. 162 p. (Ph.D., The Catholic University of America, 1967) *Dissertation Abstracts*, 28, No. 6, 2134-A. Order No. 67-15,459, microfilm \$3.00, xerography \$7.60 from University Microfilms.

Analyzes the philosophical basis supporting the individualized approach to reading instruction, on the elementary level and reports that a naturalistic philosophy was dominant as shown in the learner-choice concept as a means of studying reading.

Camper, Virgie Lake. *A Comparison of Two Methods of Teaching Reading, Individual and Group, in the Teaching of Reading Skills in Combined Classrooms to Selected Fourth, Fifth and Sixth-Grade Children in the Public Schools of Howard County, Maryland*. 195 p. (Ph.D., New York University, 1966) *Dissertation Abstracts*, 27, No. 11, 3768-A. Order No. 67-4886, microfilm \$3.00, xerography \$8.80 from University Microfilms.

Studies the relative effectiveness of the individual method and the group method of teaching reading skills to intermediate-grade students and reports significantly higher achievement gains made by students under the individualized method.

Clark, Bernice T. "Organization Based on Appraisal," *Reading and Inquiry*. International Reading Association Conference Proceedings, 10 (1965) 139-41.

Discusses various ways to assess students' abilities and several means for utilizing grouping.

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Cushenbery, Donald C. "Constructive Ways of Grouping for Reading Instruction," *Vistas in Reading*. International Reading Association Conference Proceedings, 11, Part 1 (1966) 140-42.

Discusses the Joplin Plan, the individualized approach, and the basic materials approach.

DeBoer, John J. "Through Organizational Practices," *New Frontiers in Reading*, J.A. Figurel, Ed. International Reading Association Conference Proceedings, 5 (1960) 36-40.

Discusses the problems and criteria of grouping, makes provision for individualization in regular classes, and offers proposals for a reading program.

Dechant, Emerald. "Why an Eclectic Approach in Reading Instruction?" *Vistas in Reading*. International Reading Association Conference Proceedings, 11, Part 1 (1966) 28-32.

Explains how individualizing and personalizing instruction results in a student's more successfully learning to read.

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

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

Durrell, Donald D. "Pupil-Team Learning: Objectives, Principles, Techniques," *Changing Concepts of Reading Instruction*. International Reading Association Conference Proceedings, 6 (1961) 75-78.

Explains why pupil-team learning is a natural for many classroom situations, points out conditions which contribute to its success, and discusses the role of the teacher in this learning technique.

Fay, Leo. "Implications of Classroom Organization for Reading Instruction," *Improvement of Reading Through Classroom Practice*. International Reading Association Conference Proceedings, 9 (1964) 59-60.

Presents characteristics of new organizational approaches.

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Feuers, Stelle. "Individualizing Instruction in the Reading Skills Class," *Improvement of Reading Through Classroom Practice*. International Reading Association Conference Proceedings, 9 (1964) 98-99.

Describes the approach, technique, and organizational patterns of the remedial reading program in a Beverly Hills school district.

Fisher, William Wallis. *Appraisal of the "Self-Managing Reading Group Plan."* 94 p. (Ed.D., University of California, Los Angeles, 1964) *Dissertation Abstracts*, 25, No. 6, 3428-29. Order No. 64-12,219, microfilm \$2.75, xerography \$4.80 from University Microfilms.

Reports no significant superiority for intermediate-grade children in a Self-Managing Reading Group Plan over children in a traditional three-group basal reader plan over an 8-month period.

Flierl, Nina T. "Large Group Reading Instruction," *Reading as an Intellectual Activity*. International Reading Association Conference Proceedings, 8 (1963) 50-52.

Suggests that large group reading instruction, 50 to 300 students, has been and can be successful when skillfully administered.

Gardner, George R. "Programming Instruction to Meet Individual Differences," *Vistas in Reading*. International Reading Association Conference Proceedings, 11, Part 1 (1966) 150-53.

Attempts to offer a rationale for the position that the educator's task is to seek and use new ideas and techniques flexibly, effectively, and professionally, in the best interest of his students.

Gold, Lawrence. *Comparative Study of Group and Individualized Reading Instruction with High School Students: An Evaluation of the Effectiveness of Group and of Individualized Reading Instruction for the Improvement of Reading Achievement and Personality Adjustment of Tenth Grade Students*. 147 p. (Ph.D., New York University, 1963) *Dissertation Abstracts*, 25, No. 2, 1042-43. Order No. 64-6554, microfilm \$2.74, xerography \$7.00 from University Microfilms.

Investigates the effects of a group and an individualized reading program on the improvement of reading achievement, on the improvement of personality adjustment, and on the improvement in the level of self-perceived reading problems

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and needs for two groups of 20 tenth graders each and reports no significant differences between the groups.

**Groff, Patrick.** "Comparisons of Individualized and Ability Grouping Approaches to Teaching Reading: A Supplement," *Elementary English*, 41 (March 1964) 238-41.

Presents the findings of 22 studies comparing individualized and ability-grouping approaches to teaching reading.

**Groff, Patrick J.** "A Survey of Basal Reading Grouping Practices," *Reading Teacher*, 15 (January 1962) 232-35.

Reports a survey made of the number and percentages of 2,166 pupils in 66 classes of 44 schools at second, third and fourth grades who were changed from one basal reading subgroup to another over a 13-week period.

**Gurney, David.** "The Effect of an Individual Reading Program on Reading Level and Attitude Toward Reading," *The Reading Teacher*, 19 (January 1966) 277-80.

Examines a comparison made of the scores of two groups of matched fourth graders on a reading achievement test with those on a reading attitude survey, after an experimental group had received an individualized reading program for 14 weeks.

**Harvilla, Lorraine.** "Initiating the Individualized Reading Program: Various Transitional Plans," *The Individualized Reading Program: A Guide for Classroom Teachers*, Lyman C. Hunt, Ed. International Reading Association Conference Proceedings, 11, Part 3 (1966) 7-12.

Discusses various practical ways for transition into an Individualized Reading Program from a traditional program and lists helpful references.

**Hawkins, Michael L.** "Mobility of Students in Reading Groups," *The Reading Teacher*, 20 (November 1966) 136-40.

Surveys changes made in reading group composition in a total of 34 classrooms, grades 1 through 6, over a 17-week period.

### Classroom Organization

**Humphrey, Jack W.** "Effective Ways of Organizing Classroom Activities," *Vistas in Reading*. International Reading Association Conference Proceedings, 11, Part 1 (1966) 147-50.

Concludes that although there are numerous methods of organizing for successful classroom reading programs, the vital point is teacher dedication and willingness to serve the needs of each student.

**Hunt, Lyman C., Jr.** "The Individualized Reading Program: A Perspective," *The Individualized Reading Program: A Guide for Classroom Teachers*. International Reading Association Conference Proceedings, 11, Part 3 (1966) 1-6.

Defines Individualized Reading Programs and elaborates on teacher roles and procedures, materials, classroom organization, skills, evaluation, and program expansion.

**Hunt, Lyman C., Jr.** "Philosophy of Individualized Reading," *Reading and Inquiry*. International Reading Association Conference Proceedings, 10 (1965) 146-48.

Supports the theory that a child's pattern of learning cannot be predetermined in either rate or manner and is best guided within a flexible atmosphere.

**Huser, Mary Kathryn.** *The Efficacy of Individualized Reading in Achievement and Attitude*. 127 p. (Ed.D., University of Illinois, 1965) *Dissertation Abstracts*, 26, No. 5, 2547-48. Order No. 65-11,798, microfilm \$3.00, xerography \$6.20 from University Microfilms.

Investigates the effects on reading achievement and attitudes toward reading of a traditional textbook approach and an individualized approach at the intermediate level and reports no significant differences in achievement but more favorable attitudes as a result of the individualized program.

**Johnson, Loren Wesley.** *The Effect of Grouping by Sex and Reading Method on Reading Achievement*. 92 p. (Ed.D., Stanford University, 1966) *Dissertation Abstracts*, 27, No. 10, 3313-A. Order No. 67-4307, microfilm \$3.00, xerography \$4.80 from University Microfilms.

Investigates the effects of varying degrees of reinforcement and feedback and the effects of grouping by sex and concludes that, while low IQ boys achieve better when grouped with girls, the opposite is true at middle- and high-IQ levels.

### Reading Programs

Johnson, Lorenzo Gail. *A Description of Organization, Methods of Instruction, Achievement, and Attitudes Toward Reading in Selected Elementary Schools*. 187 p. (Ed.D., University of Oregon, 1964) *Dissertation Abstracts*, 25, No. 11, 6433-34. Order No. 65-5739, microfilm \$2.75, xerography \$8.60 from University Microfilms.

Investigates organization, methods of instruction, and children's achievement and attitudes toward reading in four elementary schools and concludes that regardless of method, the organizational patterns were similar; individualized reading has different interpretations; children in lower grades indicated better attitudes toward reading; and girls generally showed more favorable attitudes than boys.

Johnson, Rodney Howard. *Relationships Between Socioeconomic Status, Sex, and Reading Achievement in Basal and Individualized Primary Reading Programs*. 146 p. (Ph.D., The University of Wisconsin, 1967) *Dissertation Abstracts*, 28, No. 11, 4378-A. Order No. 68-1089, microfilm \$3.00, xerography \$7.00 from University Microfilms.

Examines the concept that certain kinds of children profit more from basal reading programs while others profit more from individualized reading programs using sex, socioeconomic status, and reading achievement as the variables with 343 primary students divided into 14 basal and 14 individualized classes.

Karlin, Robert. "Methods of Differentiating Instruction at the Senior High School Level," *Improvement of Reading Through Classroom Practice*. International Reading Association Conference Proceedings, 9 (1964) 60-62.

Discusses different features of both individualization and grouping in reading instruction.

Liotta, Casmiro. *Individualized Reading Versus Ability Group Reading in the Reading Growth of Intermediate Grade Children*. 122 p. (Ed.D., Columbia University, 1967) *Dissertation Abstracts*, 28, No. 4, 1343-A. Order No. 67-12,693, microfilm \$3.00, xerography \$6.00 from University Microfilms.

Presents the history of the individualized reading versus ability grouping controversy, the positions of both sides, and reviews of related research; concludes that pupil needs could be served with either kind of organization.

MacDonald, James B., et. al. *An Experimental Study of Group Versus the One-to-One Instructional Relationship in First Grade Basal Reading Programs*. 55 p. (CRP-2674, University of Wisconsin, Madison, 1966) ED 010 330, microfiche \$0.25, hard copy \$2.75 from EDRS,

### Classroom Organization

Studies the relationship of the traditional basal three-group pattern of instruction, used by 10 control groups, and the one-to-one pattern of instruction, used by 10 experimental groups, to various aspects of beginning reading instruction and reports that, while no significant differences existed between the two groups on reading achievement, significant differences favoring the one-to-one pattern existed on measures of attitude toward reading and on friendship choices.

Marita, Sister M. *A Comparative Study of Beginning Reading Achievement Under Three Classroom Organizational Patterns—Modified Individualized, Three-to-Five Groups, and Whole-Class Language-Experience.* 79 p. (CRP-2659, Marquette University, Milwaukee, 1965) ED 003 477, microfiche \$0.50, hard copy \$3.95 from EDRS.

Reports on a comparative study made to assess differences in reading achievement, reading attitude, and reading progress of 810 first graders of high and low abilities using three organizational patterns and reports greater achievement in modified, individualized, and whole-class language-experience treatment conditions than in a three-to-five groups condition.

McCracken, Robert A. "Using Reading as a Basis for Grouping," *Education*, 84 (February 1964) 357-59.

Compares performances of 971 children on a standardized reading test and an informal reading inventory in terms of instructional reading levels.

McInnes, John. "Can Organization Patterns Enable Us to Improve Reading Skills?" *Improvement of Reading Through Classroom Practice.* International Reading Association Conference Proceedings, 9 (1964) 58.

Stresses importance of constant testing of organizational patterns for instructional possibilities or limitations.

Moses, Paul James. *A Study of the Effect of Inter-Class Ability Grouping on Achievement in Reading.* 78 p. (Ph.D., Louisiana State University, 1965) *Dissertation Abstracts*, 26, No. 8, 4342. Order No. 66-741, microfilm \$3.00, xerography \$4.20 from University Microfilms.

Analyzes the effect of interclass ability grouping on the reading achievement of 450 students, grouped into 27 fourth-, fifth- and sixth-grade classes, consisting of nine each at the high-, average-, and low-ability levels and reports no significant difference in mean gains for any of the three ability levels.



### Reading Programs

Putnam, Lillian R. "Controversial Aspects of Individualized Reading," *Improvement of Reading Through Classroom Practice*. International Reading Association Conference Proceedings, 9 (1964) 99-100.

Criticizes, on the basis of observations, certain practices in individualized reading programs and gives some suggestions for improvement.

Ramsey, Russell R. "Developing and Supervising Individualized Reading on a School-Wide Basis," *The Individualized Reading Program: A Guide for Classroom Teachers*, Lyman C. Hunt, Ed. International Reading Association Conference Proceedings, 11, Part 3 (1966) 57-63.

Introduces the development and supervision of Individualized Reading Program (IRP) on a school-wide basis with the IRP of Harvey School, Massillon, Ohio, as a reference point.

Ramsey, Wallace. "An Evaluation of Three Methods of Teaching Sixth Grade Reading," *Challenge and Experiment in Reading*, J. Allen Figurel, Ed. International Reading Association Conference Proceedings, 7 (1962) 151-53.

Evaluates a comparison made of the reading progress, during 1 year, of 223 sixth graders who were taught according to three ways: individualized, but not as conventionally described, inclass grouped, and cross-class grouped.

Safford, Alton L. "Evaluation of an Individualized Reading Program," *The Reading Teacher*, 13 (April 1960) 266-70.

Analyzes the scores made on the reading section of the California Test Battery by pupils in seven classes, representing grades 3 through 4, who had been taught by the individualized teaching technique to determine extent of growth as compared with that of pupils taught by other techniques.

Sartain, Harry. *Individualized Reading—An Annotated Bibliography*. (Newark, Delaware: International Reading Association, 1964) 8 p.

Presents a 62-item annotated bibliography on individualized reading including descriptions of programs, book lists, research summaries, and experimental studies.

Sartain, Harry W. "The Roseville Experiment with Individualized Reading," *The Reading Teacher*, 13 (April 1960) 277-81.

### Classroom Organization

Reports a carefully planned study including 10 second-grade classes to compare the progress of pupils taught by individualized self-selection and by basic readers and organized in ability groups with a variety of supplementary books.

Savard, William G. "An Evaluation of an Ability Grouping Program," *California Journal of Educational Research*, 11 (March 1960) 56-60.

Compares the progress of more than 1,200 pupils in grades 4 to 8 under conditions of limited-range grouping with that of the previous year under usual heterogeneous class groupings; also explores the relationship between intelligence and the effects of limited-range grouping.

Scarborough, G.C.; Bruns, Richard F.; and Frazier, Alexander. "Improvement of Reading Through Ability-Level Assignments," *School Review*, 65 (Winter 1957) 474-80.

Summarizes the results of an experiment, including three eighth-grade sections, to determine the value of making reading assignments on the basis of levels of reading ability.

Skolnick, Sidney. *A Comparison of the Effects of Two Methods of Teaching Reading on the Reading Achievement of High and Low Anxious Children*. 87 p. (Ph.D., The University of Connecticut, 1963) *Dissertation Abstracts*, 24, No. 11, 4588. Order No. 64-3564, microfilm \$2.75, xerography \$4.60 from University Microfilms.

Compares the effects of individualized reading instruction and three-ability group instruction on the reading achievement of high- and low-anxious second and third graders over a 6-month period.

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

Compares the students' performance on a battery of reading tests administered to all first-grade children in 12 classes taught by the Individualized Reading Method and 10 classes following a basal reading program.

Sperry, Florence Boyd. *The Relationship Between Patterns of Reading Instruction and Reading Achievement in the Primary Grades*. 423 p. (Ed.D., University of Southern California, 1961) *Dissertation Abstracts*, 22, No. 1, 129. L.C. Card No. Mic 61-2593, microfilm \$5.40, xerography \$19.15 from University Microfilms.

### Reading Programs

Reports the results of an 80-item questionnaire submitted to 42 specialists and/or administrators in elementary education schools, 30 reading instruction specialists, and 145 primary teachers to evaluate basal, individualized, and unclassified reading instruction methods; concludes that individualized reading provides readiness experience and instruction in word recognition, comprehension, and study skills and that it can be used by experienced teachers in average-sized classrooms without elaborate materials.

Summers, Edward George. *An Evaluation of Reading Growth and Retention Under Two Plans of Organization for Seventh Grade Developmental Reading*. 320 p. (Ph.D., University of Minnesota, 1963) *Dissertation Abstracts*, 25, No. 4, 2386-87. Order No. 64-7282, microfilm \$4.10, xerography \$14.40 from University Microfilms.

Evaluates a seventh-grade developmental reading program using reading achievement scores to determine the effectiveness of two modes of scheduling and the effectiveness of the program according to intellectual ability, sex, retention, and the regular classroom teacher's ability to teach a developmental sequence.

Teigland, Anna Elizabeth. *A Comparison of the Effectiveness of Two Approaches to Teaching Reading - The Individualized and the Basal Reader*. 149 p. (Ed.D., The University of Florida, 1966) *Dissertation Abstracts*, 27, No. 9, 2754-A. Order No. 67-3521, microfilm \$3.00, xerography \$7.00 from University Microfilms.

Presents the results of a 2-year study which found no significantly greater effectiveness for an individualized over a basal approach to reading instruction in teaching vocabulary, comprehension skills, and attitude development to 134 randomly selected kindergarten students after completion of first grade.

Townsend, Agatha. "What Research Says to the Reading Teacher: Ten Questions of Individualized Reading," *The Reading Teacher*, 18 (November 1964) 145-49.

Reviews questions on individualized reading and cites 17 references.

Underwood, William J. "Effective Grouping in Junior High School," *Reading and Inquiry*. International Reading Association Conference Proceedings, 10 (1965) 136-39.

Traces the various trends in grouping and reviews a current plan.

Vite, Irene W. "Individualized Reading—The Scoreboard on Control Studies," *Education*, 81 (January 1961) 285-90.

### Classroom Organization

Reports seven significant research studies and their results concerning two approaches to the teaching of reading: individualized approach used in the experimental group and ability grouping used in the control group.

Wilson, Richard C. and Harrison, Robert. "Skill Growth with Individualized Reading." *Elementary English*, 40 (April 1963) 433-35.

Uses the California Reading Test at the beginning and end of the school year to compare the reading achievement of two sixth-grade classes in which one class followed the conventional reading program and the other used the individualized approach.

Wyatt, Nita M. *Reading Achievements of First Grade Boys Versus First Grade Girls Using Two Approaches—A Linguistic Approach and a Basal Reader Approach with Boys and Girls Grouped Separately*. 179 p. (CRP-2735, Kansas University, Lawrence, 1965) ED 003 358, microfiche \$0.75, hard copy \$8.95 from EDRS.

Uses a standard basal reader approach and a linguistic approach over a 140-day instructional period to study sex differences in the reading achievement of 633 first graders.

### Part III

#### Administrative and Supervisory Policies and Practices

Part III contains studies of policies and practices affecting total school population. The school-wide policies include those determining class size, early and late entrants, promotion and retention policies, and parent-teacher conferences. Among the classroom management practices are those determining time allotments for subjects, arrangement of learning situations, and grading policies. Teacher preparation is also considered here in studies dealing with preservice education, with inservice programs whether required or voluntary, and with on-the-job supervision of classroom teachers.

Applebec, Roger K. "National Study of High School English Programs, A Record of English Teaching Today," *English Journal*, 55 (March 1966) 273-81.

Reports findings of a 2½-year survey of high school English programs in 168 selected public high schools and a cross section of independent and parochial schools and of comprehensive high schools involved in experimental programs with data related to use of class time, teaching methods, teacher preparation, teaching conditions, and sources of student reading.

Ashley, Donald Philip. *A Comparison of the Reading Progress of Primary Pupils Taught in Split Sessions and Regular Sessions*. 231 p. (Ed.D., University of California, Los Angeles, 1963) *Dissertation Abstracts*, 24, No. 2, 647. Order No. 63-4520, microfilm \$3.00, xerography \$10.60 from University Microfilms.

Reports greater reading achievement for 1,351 matched pairs of primary pupils under a split-day schedule over those on a regular schedule, and relates advantages and disadvantages of a split-day schedule as described by 140 teachers who preferred the split-day schedule.

Bacher, Jesse Hiram. *The Effect of Special Class Placement on the Self-Concept, Social Adjustment, and Reading Growth of Slow Learners*. 156 p. (Ph.D., New York University, 1964) *Dissertation Abstracts*, 25, No. 12, Part 1, 7071. Order No. 65-6570, microfilm \$2.75, xerography \$7.40 from University Microfilms.

Investigates the effect of special class placement on the self-concept, social adjustment, and reading growth of slow learners, consisting of 30 students in two special classes for the slow learner on the sixth-, seventh-, and eighth-grade levels and a control group of 30 slow students in regular classes on the sixth-, seventh-, and eighth-grade levels.

### Policies and Practices

Boesel, Florence Fitzgerald. *Effects of Non-Promotion on Reading Achievement and Behavior Problem Tendencies in the Primary Grades*. 164 p. (Ph.D., University of Michigan, 1960) *Dissertation Abstracts*, 21, No. 8, 2191. L.C. Card No. Mic 60-6839, microfilm \$2.75, xerography \$7.60 from University Microfilms.

Follows 2 groups of 43 children selected at the end of the first grade through the primary program and concludes that promotion or nonpromotion had little effect on the progress made by the students.

Bosworth, Ben Gess, Jr. *A Study of the Relationship Between the Adaptation of Certain Practices in Local Public School Administration in Virginia and Pupil Achievement in Reading*. 149 p. (Ed.D., University of Virginia, 1960) *Dissertation Abstracts*, 21, No. 9, 2545-46. L.C. Card No. Mic 60-6601, microfilm \$2.75, xerography \$7.00 from University Microfilms.

Examines the relationship between the introduction and diffusion of 16 practices such as free textbooks, standardized pupil permanent records, and use of supervisory personnel, in all public school systems in Virginia and pupil achievement in reading.

Braam, Leonard S. and Roehm, Marilyn A. "Concepts of a High School Reading Program and the Role of a Reading Teacher," *Journal of the Reading Specialist*, 7 (December 1967) 55-61.

Surveys reading programs in 12 high schools and administers a questionnaire containing three items to nine subject area teachers, the school reading teacher, and the principal in each school.

Brekke, Gerald W. "Actual and Recommended Allotments of Time for Reading," *The Reading Teacher*, 16 (January 1963) 234-37.

Reports the responses to a questionnaire regarding time allotted to basal reading in grades 1-8 in 1,224 schools and that allotted to other reading in 1,087 schools and compares the results with those of eight previous studies and with time recommended by authorities.

Brzeinski, Joseph E. "Early Introduction to Reading," *Reading and Inquiry*. International Reading Association Conference Proceedings, 10 (1965) 443-46.

Reexamines early childhood education and reports that recent attention to this period has resulted in research on teaching young children to read.

### Reading Programs

Carlson, Mildred Arlene. *Actions to Strengthen the Reading Program in the Elementary Schools of Minneapolis, Minnesota*. 217 p. (Ed.D., Columbia University, 1967) *Dissertation Abstracts*, 28, No. 4, 1336-A. Order No. 67-12,682, microfilm \$3.00, xerography \$9.90 from University Microfilms.

Evaluates the reading program of the elementary schools of Minneapolis, Minnesota, by determining the reading achievement status of the children, and makes recommendations to strengthen the program.

Chansky, Norman M. "Progress of Promoted and Repeating Grade I Failures," *Journal of Experimental Education*, 32 (Spring 1964) 225-37.

Makes comparisons between two groups, consisting of 63 teacher-identified low achievers (33 of whom were to be retained and 30 of whom were to be advanced to grade 2) on intelligence, personality, and achievement tests given during the last month of first grade and again 9 months later when different forms of the personality and achievement tests were given.

Downing, John. "Classroom Organization in England," *Reading and Inquiry*. International Reading Association Conference Proceedings, 10 (1965) 397-98.

Indicates that English philosophy of reading instruction operates under freedom of method choice for each classroom teacher.

Durrell, Donald D., et. al. "Success in First Grade Reading," *Journal of Education*, 140 (February 1958) 1-8.

Presents the results of a detailed study extending throughout a school year and involving over 2,000 first-grade children to determine the conditions and services which produce high achievement and eliminate unnecessary failure in reading.

Ernatt, Raymond. *A Survey of Pupils' Attitudes Toward Intergrade Ability Grouping for Reading Instruction*. 167 p. (Ph.D., Wayne State University, 1963) *Dissertation Abstracts*, 25, No. 3, 1651-52. Order No. 64-9533, microfilm \$2.75, xerography \$7.80 from University Microfilms.

Investigates the attitudes of 582 intermediate-grade children toward intergrade ability grouping for reading instruction, using a Pupil Opinionnaire and an Interview Schedule as the measuring instruments.

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

Examines the influence of class size on the reading achievement of 201 first graders enrolled in small classes (30 or less) and 219 in large classes (36 or more).

Glass, Gerald G. "Let's Not Read So Soon! (Even Those Who Can)," *Vistas in Reading*. International Reading Association Conference Proceedings, 11, Part 1 (1966) 458-61.

Explores the problems and implications of initiating later instruction in reading into the school curriculum.

Goodman, Thomas L. *Instructional Programs in Secondary Schools Serving Contrasting Socioeconomic Areas in Large Cities*. 681 p. (CRP-S-117-Vol. 1-2, Ohio State University, Columbus, 1965) ED 002 977, microfiche \$2.75, hard copy \$34.25 from EDRS.

Studies the instructional programs and the human dimensions of junior and senior high schools serving contrasting socioeconomic areas of seven large cities of the Midwestern United States.

Grandison, Francis Leonidas. *An Investigation of the Effects of Two Schedules of Reading Instruction on Manifest Anxiety and Behavior Adjustment: A Comparison of Varied Amounts of Time Devoted to Reading Instruction and Their Effects on Level of Manifest Anxiety and School Behavior Adjustment Among Fifth and Sixth Grade Children in a Public School Setting*. 151 p. (Ph.D., New York University, 1961) *Dissertation Abstracts*, 24, No. 1 i, 4541. Order No. 62-1465, microfilm \$2.75, xerography \$7.20 from University Microfilms.

Studies the effects of reading improvement instruction and group counseling on the level of manifest anxiety and on school behavior adjustment of 44 fifth and sixth graders below grade placement in reading achievement.

Graves, Leroy. *A Survey of the Reading Instructional Program in the Intermediate Grades of Representative South Mississippi Public, Rural, White Elementary Schools*. 99 p. (Ph.D., University of Southern Mississippi, 1967) *Dissertation Abstracts*, 28, No. 10, 3887-A. Order No. 68-2934, microfilm \$3.00, xerography \$5.00 from University Microfilms.



### Reading Programs

Evaluates the methods of teaching reading in 54 intermediate-grade classes of 11 rural, white, southern Mississippi public schools and reports a need for improvement in critical, creative, content, and oral reading skills, accomodation of individual differences, and inservice reading insruction; development of library facilities and services was indicated.

Guszak, Frank J. *Relations Between Teacher Practice and Knowledge of Reading Theory in Selected Grade School Classes*. 127 p. (CRP-S-437, University of Wisconsin, Madison, 1966) ED 010 191, microfiche \$0.50, hard copy \$6.35 from EDRS.

Studies the relations that might exist between teacher knowledge of and practices in the development of reading comprehension of a sample consisting of second-, fourth-, and sixth-grade teachers drawn at random from 16 elementary schools in San Angelo, Texas.

Hale, Jack. *A Study of the Relationships Between Selected Factors of Organizational Climate and Pupil Achievement in Reading, Arithmetic, and Language*. 149 p. (Ed.D., University of Alabama, 1965) *Dissertation Abstracts*, 26, No. 10, 5817. Order No. 66-2904, microfilm \$3.00, xerography \$7.00 from University Microfilms.

Studies the effects of selected aspects of organizational climates of 13 schools on pupil achievement in reading, arithmetic, and language as measured by the California Achievement Test.

Hall, John Edward. *A Design for Organizing and Administering Reading Programs in Consolidated High Schools for Negroes in Mississippi*. 152 p. (Ed.D., New York University, 1961) *Dissertation Abstracts*, 23, No. 4, 1244-45. Order No. 62-3310, microfilm \$2.75, xerography \$7.20 from University Microfilms.

Presents the information which was used to prepare a handbook to guide principals in organizing high school reading programs in consolidated high schools for Negroes in Mississippi, after first ascertaining the reading status of students in such schools.

Hall, William F. and Demarest, Ruth. "Effect on Achievement Scores of a Change in Promotional Policy," *Elementary School Journal*, 58 (January 1958) 204-07.

Compares the average reading scores and intelligence quotients of pupils in the fourth and sixth grades in all schools of Phoenix, Arizona, for each of the school years during which there was a change in promotional policy.

### **Policies and Practices**

**Harper, Ray Grant.** *The Effect of Double-Session Attendance upon Pupil Achievement at the Primary Level.* 245 p. (Ph.D., State University of Iowa, 1964) *Dissertation Abstracts*, 25, No. 4, 2295. Order No. 64-994, microfilm \$3.15, xerography \$11.05 from University Microfilms.

Reports little effect of double-session attendance over regular session attendance on measured educational achievement of 2,232 students from grades 1 through 3.

**Hausdorff, Henry and Farr, S. David.** "The Effect of Grading Practices on the Marks of Gifted Sixth Grade Children," *Journal of Educational Research*, 59 (December 1965) 169-72.

Compares the relationship of dual and single marking systems, and of homogeneous and heterogeneous grouping, to marks and to achievement in five school subjects for 222 intellectually superior sixth graders in seven school districts.

**Heilman, Arthur W.** *Effects of an Intensive Inservice Program on Teachers' Classroom Behavior and Pupil Reading Achievement.* 94 p. (CRP-2709, Pennsylvania State University, University Park, November 1965) ED 003 359, microfiche \$0.50, hard copy \$4.70 from EDRS.

Investigates the effects of an intensive, inservice training program on teachers' classroom behavior and on the reading achievement of pupils taught by the 30 participating first-grade teachers.

**Hyman, Irwin A. and Kliman, Deborah Sill.** "First Grade Readiness of Children Who Have Had Summer Head Start Programs," *Training School Bulletin*, 63 (February 1967) 163-67.

Compares the performance on a reading readiness test of 20 beginning first-grade disadvantaged pupils who had attended a Head Start program with 20 comparable pupils who had not.

**Jackson, Ronald Burton.** *The Participation of Arizona Elementary Principals in Certain Aspects of the Building Reading Program in Grades One Through Six.* 142 p. (Ed.D., University of Arizona, 1961) *Dissertation Abstracts*, 22, No. 4, 1068-69. Order No. 61-4228, microfilm \$2.75, xerography \$6.80 from University Microfilms.

### Reading Programs

Compares the degree of principal participation in reading to that found in the literature, to that recommended by a nationally selected jury of educators, and to that perceived by a systematic sample of teachers.

Jarvis, Oscar T. "Time Allotment Relationships to Pupil Achievement," *Elementary English*, 42 (February 1965) 201-04, 210.

Studies 723 pupils in reading, 616 pupils in English, and 253 pupils in spelling who were taught under varying time allotments in grades 4, 5, and 6 to ascertain whether there is a difference between maximum and minimum instructional periods on school achievement in reading, English, and spelling.

Johnson, Mauritz and Scriven, Eldon. "Class Size and Achievement Gains in Seventh- and Eighth-Grade English and Mathematics," *School Review*, 75 (Autumn 1967) 300-10.

Examines achievement gains made by some 7,500 seventh- and eighth-grade pupils in 130 English and 135 mathematics classes to ascertain the effect of class size.

Karbal, Harold T. "A Principal Looks at Reading Instruction," *Reading and Inquiry*. International Reading Association Conference Proceedings, 10 (1965) 489-91.

Sees the principal as responsible for all aspects of the school curriculum, including reading.

Kelley, Harold Dean. *Effects of an In-Service Education Program Utilizing Simulated Classroom Procedures on Classroom Teachers' Awareness of Pupils' Instructional Reading Levels in the Classroom*. 307 p. (Ed.D., Case Western Reserve University, 1967) *Dissertation Abstracts*, 28, No. 10, 4026-A, Order No. 68-3315, microfilm \$3.95, xerography \$13.95 from University Microfilms.

Studies the effect of an inservice program that emphasizes the development and understanding of the reading inventory on the classroom teacher's awareness of pupils' instructional reading levels.

Kowitz, G.T. and Armstrong, C.M. "The Effect of Promotion Policy on Academic Achievement," *Elementary School Journal*, 61 (May 1961) 435-43.

Presents a longitudinal analysis of effects of promotion and retention on achievement, including reading.

### Policies and Practices

Lietwiler, Helena Keehne. *A Descriptive Study of Reading Programs and Practices in Public High Schools in the United States*. 199 p. (Ed.D., The George Washington University, 1967) *Dissertation Abstracts*, 28, No. 10, 3895-A. Order No. 68-5522, microfilm \$3.00, xerography \$9.00 from University Microfilms.

Suggests that while three-fourths of the public high schools offer reading programs and one-third offer both developmental and remedial programs, there is a lack of sufficient reading instruction due to factors such as lack of qualified reading specialists and of space.

Lipton, Aaron. *Relationship of Teacher Rigidity to Progress of Retarded Readers: A Study of the Relationship Between Teachers' Cognitive and Social Rigidity Patterns and the Reading Achievement Gains of Their Retarded Readers*. 173 p. (Ed.D., New York University, 1966) *Dissertation Abstracts*, 27, No. 12, 4170-A. Order No. 67-4927, microfilm \$3.00, xerography \$8.00 from University Microfilms.

Determines that a significant relationship exists between teacher rigidity and the progress of children with reading problems, using 26 third- to sixth-grade teachers in a suburban school system in New York.

Litwak, Eugene, et. al. *Relationship Between School-Community Coordinating Procedures and Reading Achievement*. 582 p. (CRP-1796, OEC-3-10-033, University of Michigan, Ann Arbor, December 31, 1966) ED 010 376, microfiche \$2.50, hard copy \$29.10 from EDRS.

Studies the relationship of the school and community to reading achievement and reports several school-community relationship factors to be taken into account in understanding their effects on children's academic performance.

Lloyd, Helen M. "Meeting the In-Service Needs of Elementary Teachers in Reading Instruction," *Improvement of Reading Through Classroom Practice*. International Reading Association Conference Proceedings, 9 (1964) 207-10.

Discusses a six-pronged action program as the answer to reading instruction problems related to heavy teacher turnover, excessive pupil mobility, ever-increasing numbers of socially disadvantaged, many non-English speaking children, and a wide range of abilities.

Loree, M. Ray. *Effects of an Intensive Inservice Program on Teacher's Classroom Behavior and Pupil Reading Achievement*. 127 p. (CRP-2608, Alabama University, University, 1965) ED 003 362, microfiche \$0.50, hard copy \$5.08 from EDRS.

### **Reading Programs**

Makes a comparison of the intellectual processes of children identified as successful problem solvers with the processes of children identified as unsuccessful, paying particular attention to the procedures used by children to arrive at the answers of test questions.

**Lytton, H.** "An Experiment in Selection for Remedial Education," *British Journal of Educational Psychology*, 31 (February 1961) 79-94.

Compares progress made by pupils selected by tests with those selected by teachers for instruction.

**Malmquist, Eve.** "Organizing Instruction to Prevent Reading Disabilities," *Reading as an Intellectual Activity*. International Reading Association Conference Proceedings, 8 (1963) 36-39.

States that improvement of ordinary classroom teaching would diminish the number of reading disability cases.

**Morrill, Katherine A.** "A Comparison of Two Methods of Reading Supervision," *The Reading Teacher*, 19 (May 1966) 617-21.

Compares reading achievement and other variables, as measured by a standardized reading test and informal inventories, of a control of 17 first grades whose teachers received individual reading consultant services and an experimental group of 18 first grades whose teachers, as a group, received consultant service ½-day semimonthly during the school year.

**Morrison, Coleman; Harris, Albert J.; and Auerbach, Irma T.** "Staff Aftereffects of Participation in a Reading Research Project: A Followup Study of the CRAFT Project," *Reading Research Quarterly*, 4 (Spring 1969) 366-95.

Describes practices and opinions of 10 administrators and 57 teachers who had taken part in a study of beginning reading methods for urban Negro children and examines the project's effect on teachers' use of methods and materials, on teachers' attitudes toward methods, on pupils' achievement and attitude, and on administrators' opinions and practices.

**Morrison, Virginia B.** "Teacher-Pupil Interaction in Three Types of Elementary Classroom Reading Situations," *The Reading Teacher*, 22 (December 1968) 271-75.

### Policies and Practices

Compares four dimensions of interaction recorded on videotaped observations of equal numbers of males and females, Negro and Caucasian elementary school teachers and equal numbers of Caucasian and Negro predominance pupil groups.

Moskowitz, Sue. "When Should Reading Instruction Begin?" *Reading as an Intellectual Activity*. International Reading Association Conference Proceedings, 8 (1963) 218-22.

Warns parents and educators not to rush children into early learning, stressing findings from current research.

Olson, Arthur V. and Rosen, Carl L. "A Study of Teacher Practices in Reading," *Reading Improvement*, 4 (n.m. 1967) 84-87.

Analyzes responses of 585 junior and senior high school teachers regarding their practices related to teaching reading and then compares these responses to those made by 41 principals of the schools where teachers taught.

Oyster, Mary Mercedes. *An Occupational Study of Reading Specialists in Elementary Schools*. 165 p. (Ed.D., University of Kansas, 1966) *Dissertation Abstracts*, 27, No. 6, 1156-A. Order No. 66-13,056, microfilm \$3.00, xerography \$7.60 from University Microfilms.

Surveyed the reading specialist's position in the elementary school through a questionnaire which indicated a need for more in-depth training and concluded that special reading programs did not seem to be reaching the culturally deprived.

Perry, Mary Glenn. "Policies Determining Which Young Children Are Reading," *Vistas in Reading*. International Reading Association Conference Proceedings, 11, Part 1 (1966) 266-68.

Explains the pressures that influence policy makers and the positive criteria schools may use in determining the readiness phase of reading instruction.

Roche, Helen. "Junior Primary in the Van Dyke Level Plan," *Journal of Educational Research*, 55 (February 1962) 232-33.

### **Reading Programs**

Compares the achievement of fourth graders who began to read shortly after leaving kindergarten with those who had reading readiness activities as long as teachers thought necessary.

**Rothrock, Dayton G.** "Teachers Surveyed: A Decade of Individualized Reading," *Elementary English*, 45 (October 1968) 754-57.

Analyzes replies of 150 teachers from five states to a questionnaire on the influence of individualized reading, including the extent, advantages, criticisms, and probable future of individualized reading.

**Sawyer, Rita and Taylor, Lucille B.** "Evaluating Teacher Effectiveness in Reading Instruction," *Journal of Reading*, 2 (March 1968) 415-18, 483-88.

Assesses change in teacher behavior in terms of the degree to which 61 (23 fourth-grade and 38 junior high) teachers adopted and used desirable practices in reading instruction stressed in a 10-week retraining program.

**Simmons, John S.** "Who Is Responsible?: The Need for Qualified Supervision of Reading Programs," *English Journal*, 52 (February 1963) 86-88, 93.

Presents the data, collected on questions of administration and supervision of the program and the training of those responsible for it, from questionnaire responses of 127 secondary schools in five North Central states.

**Simpson, Elizabeth A.** "Responsibility for Secondary Level Reading Programs," *Changing Concepts of Reading Instruction*. International Reading Association Conference Proceedings, 6 (1961) 203-06.

Discusses the components of a balanced program and the responsibilities and roles of the different members of the reading team.

**Slobodian, June Jenkinson.** *An Analysis of Certain Dimensions of Teacher Behavior During Reading Instruction in the First Grade*. 118 p. (Ph.D., Kent State University, 1966) *Dissertation Abstracts*, 28, No. 2, 552-A. Order No. 67-9430, microfilm \$3.00, xerography \$5.80 from University Microfilms.

Analyzes first graders' perceptions of their interactions with the teacher and the actual verbal behavior of first-grade teachers in reading group situations and concludes that children perceived discrimination against boys in reading situations but teacher observation did not reveal this.

### Policies and Practices

Spitzer, Herbert F. "Class Size and Achievement in Elementary Schools," *Elementary School Journal*, 55 (October 1954) 82-86.

Bases conclusions on the records of all pupils in third- and sixth-grade classes in those cities in Iowa with a population of 5,000 or over that participated in the 1953 administration of the Iowa Every-Pupil Tests of Basic Skills (1,108 pupils in small classes and 835 in large classes in grade 3; 1,145 pupils in small classes and 566 in large classes in grade 6).

Sullivan, Dorothy Douglas. *An Evaluation of a Proposed Teachers' Guide for Improvement of Reading Achievement of Tenth-Grade Vocational Agriculture Students in Selected Maryland High Schools*. 281 p. (Ed.D., University of Maryland, 1965) *Dissertation Abstracts*, 27, No. 6, 1724-A. Order No. 66-956, Microfilm \$3.65, xerography \$12.85 from University Microfilms.

Evaluates a guide for agriculture teachers that presents the nature of the reading process and the reader, the objectives of reading instruction in vocational agriculture, and the procedures for developing the various reading skills utilized in vocational agricultural programs.

Trione, Verdun. "The School Psychologist, Teacher Change and Fourth Grade Reading Achievement," *California Journal of Educational Research*, 18 (September 1967) 194-200.

Investigates the effect that the school psychologist serving as an inservice consultant has on the reading achievement of nine experimental fourth-grade classes (N=229) in comparison with eight control classes (N=162).

Trione, Verdun. *The School Psychologist, Teacher Change, and Fourth-Grade Reading Achievement*. 444 p. (Ed.D., University of California, Berkeley, 1966) *Dissertation Abstracts*, 27, No. 5, 1275-A. Order No. 66-8254, microfilm \$5.65, xerography \$20.05 from University Microfilms.

Examines the feasibility of having a school psychologist as an inservice training consultant to teachers.

Ungaro, Danici. "The Split-Vu Reading Program--A Follow-Up," *Elementary English*, 42 (March 1965) 254-57, 260.

Reports the reading achievement of 140 first graders taught with an approach emphasizing visual procedures in classes which were split so that half of each class reported for reading instruction in the morning and the other half stayed late in the afternoon.



### Reading Programs

**Walls, David Edward.** *Identification and Frequency of Incidence of the Administrative Factors Contributing to the Success of Remedial Reading Programs in School Systems of the United States.* 131 p. (Ph.D., The Catholic University of America, 1965) *Dissertation Abstracts*, 26, No. 4, 2032. Order No. 65-10,008, microfilm \$3.00, xerography \$6.40 from University Microfilms.

Studies the identification and classification of the administrative factors of 426 school systems in the Washington-Maryland-Virginia area to determine which contribute to the success of remedial reading programs.

**Warner, Dolores.** "The Divided-Day Plan for Reading Organization," *The Reading Teacher*, 20 (February 1967) 397-99.

Compares measured achievement in reading at the end of grade B-1 for three treatment groups (totally 372 pupils) equated for pupil intelligence and teacher preparation, but differing in organizational arrangements.

**Waters, Margaret O'Carroll.** *An Experimental Study of the Effects of Parent Workshops on the Reading Achievement of Primary Grade Children.* 157 p. (Ph.D., Fordham University, 1967) *Dissertation Abstracts*, 27, No. 9, 3391-A. Order No. 68-3723, microfilm \$3.00, xerography \$7.40 from University Microfilms.

Determines that the reading achievement of children in grades 2 and 3 was not significantly improved by conducting reading workshops for their parents and relates the positive opinions of parents concerning benefits they received from the workshops.

**Watson, Richard Lee.** *An Analysis of Nine Selected Factors Relating Good and Poor Readers in the Sixth Grade to Dropping Out Before the Completion of High School.* 130 p. (Ed.D., Indiana University, 1964) *Dissertation Abstracts*, 25, No. 12, Part I, 7033. Order No. 65-2404, microfilm \$2.75, xerography \$6.20 from University Microfilms.

Analyzes nine selected factors which relate to dropping out before completion of high school and reports that reading level, school absence, and school entrance age are valuable factors for early identification of dropouts.

**Weintraub, Samuel.** "Teacher Expectation and Reading Performance," *The Reading Teacher*, 22 (March 1969) 555, 557, 559.

Cites seven studies in a review of the effect of teacher expectancy on pupil performance and raises some questions as to their implications for instruction.

### Policies and Practices

Wichstrom, Rod A. "Pupil Mobility and School Achievement," *Alberta Journal of Educational Research*, 13 (December 1967) 311-18.

Investigates the nature and degree of pupil mobility and its relationship to intelligence, reading, and other school subjects for 1,185 eighth graders in the Saskatoon school system.

Williams, Richard Paul. *A Study to Determine the Effects of Time Allotment of Supervised Practice in the Reading Process*. 133 p. (Ed.D., Arizona State University, 1967) *Dissertation Abstracts*, 28, No. 7, 2607-A. Order No. 67-15,583, microfilm \$3.00, xerography \$6.40 from University Microfilms.

Studies time allotment of supervised practice in the reading process as measured by reading achievement test scores among fourth grade students.

Wilson, John A. R. "Differences in Achievement Attributable to Different Educational Environments," *Journal of Educational Research*, 52 (November 1958) 83-93.

Compares time allotted to various school activities in grades 1 and 2, preparation required for teaching, class size, rates of acceleration and retardation, and third-grade achievement scores in reading of pupils in a school system in Southern California and in Alberta, Canada.

Wilson, Ralph Earl. *The Administrative Organization of Specialized Reading Programs in the Elementary Schools of Los Angeles County*. 300 p. (Ed.D., University of Southern California, 1966) *Dissertation Abstracts*, 27, No. 1, 94-A. Order No. 66-7087, microfilm \$3.85, xerography \$13.50 from University Microfilms.

Surveys the administrative organization of specialized reading programs in the Los Angeles public elementary schools regarding the following: specific policies and practices, the opinions of administrators as to what policies should be, the opinions of reading specialists as to desirable practices, and the major administrative problems encountered.

Wylie, R. E. "Diversified Concepts of the Role of the Reading Consultant," *The Reading Teacher*, 22 (March 1969) 519-22.

Compares the responses of 84 elementary teachers and 76 consultants to a four-item questionnaire dealing with topics, methods, and characteristics perceived to contribute to effective consultant service

#### Part IV

### Organization and Administration of Special Programs

Part IV contains reports of special types of programs. These are programs designed to meet the needs and goals of specific groups. Included are pre-school and kindergarten programs stressing readiness; remedial, clinical, and summer programs at various grade and high school levels; and college, adult, and correspondence courses aimed at reading improvement. The reports in this group describe programs of proven effectiveness, compare effects of new programs to previous conditions, and offer suggestions for schools interested in changing and improving their reading programs.

Aaron, Ira E. "Contributions of Summer Reading Programs," *Reading and Inquiry*. International Reading Association Conference Proceedings, 10 (1965) 413-15.

Describes a unique summer school program in which primary age children were taught with the express purpose of curbing high school leaving some 8 to 10 years in the future.

Amsden, Constance. *A Reading Program for Mexican-American Children. First Interim Report*. 157 p. (OEC-6-85-070, California State College, Los Angeles, October 1966) ED 010 532, microfiche \$0.75, hard copy \$7.85 from EDRS.

Discusses a preliminary developmental program in beginning reading established for Mexican-Americans in an East Los Angeles school and designed to develop oral language skills and to reinforce traditional cultural values in the Mexican-American community.

Belden, Bernard R. "Organizing and Managing Remedial Reading in Classroom," *Vistas in Reading*. International Reading Association Conference Proceedings, 11, Part 1 (1966) 252-54.

Defines the remedial reader and offers suggestions for classroom and total curriculum organization and management.

Black, Millard H. "Reading in a Compensatory Education Program," *Improvement of Reading Through Classroom Practice*. International Reading Association Conference Proceedings, 9 (1964) 160-61.

Explains various reading programs brought about by the cooperation of school systems, government, and social agencies.

### Special

**Blackman, Leonard S. and Capobianco, Rudolph J.** "An Evaluation of Programmed Instruction with the Mentally Retarded Utilizing Teaching Machines," *American Journal of Mental Deficiency*, 70 (September 1965) 262-69.

Compares the gains in reading and arithmetic and the in- and out-of-school behavior of an experimental group of 19 mentally retarded adolescents who were taught by using a teaching machine and an equated control group of 17 who were taught the same material by traditional special class techniques.

**Bliesmer, Emery P.** "Organizational Patterns and Materials in Secondary Reading Programs," *Combining Research Results and Good Practices*. International Reading Association Conference Proceedings, 11, Part 2 (1966) 47-53.

Reviews 37 research and fugitive articles on patterns and materials in reading programs from 1960 through 1965.

**Brzeinski, Joseph E.** "Beginning Reading in Denver," *The Reading Teacher*, 18 (October 1964) 16-21.

Summarizes the findings of reading performance of 4,000 pupils who were divided equally into control and pilot groups in a study of teaching reading in kindergarten and presents interim results of a project to determine whether parents under careful direction can provide direct instruction to prepare their preschool children for reading.

**Burtis, Eleanore.** *Effects of a Reading Program Presented Prior to Grade One on Reading Achievement and Pupil Behavior*. 216 p. (Ed.D., Rutgers-The State University, 1965) *Dissertation Abstracts*, 27, No. 2, 324-A. Order No. 66-6768, microfilm \$3.00, xerography \$9.90 from University Microfilms.

Investigates the effects of formal reading instruction or no formal reading instruction presented in the year prior to first grade on 112 students.

**Carlson, Eleanor Grace.** *An Investigation of the Effects of Developmental Reading Instruction in the Seventh and Eighth Grades*. 297 p. (Ph. D., University of Minnesota, 1967) *Dissertation Abstracts*, 28, No. 2, 490-A. Order No. 67-10, 402, microfilm \$3.85, xerography \$13.50 from University Microfilms.

Evaluates the reading achievement of 460 seventh graders and 424 eighth graders enrolled in reading classes and that of students not enrolled in reading classes in terms of general reading ability and ability to read in selected content areas.

### Reading Programs

Carpenter, Francis A. *A Study of the Reading Achievement of Negro "Head Start" First-Grade Students Compared with Negro "Non-Head Start" First-Grade Students.* 87 p. (Ed.D., The Florida State University, 1967) *Dissertation Abstracts*, 28, No. 7, 2593-A. Order No. 68-340, microfilm \$3.00, xerography \$4.60 from University Microfilms.

Looks at a Head Start Program and determines that culturally deprived Negro first graders who had the benefit of it did not learn to read more efficiently than first graders of similar background who were not exposed to Head Start.

Carter, John Leland. *The Effect of a Group Language Stimulation Program upon Negro Culturally Disadvantaged First-Grade Children.* 163 p. (Ph.D., University of Texas, 1966) *Dissertation Abstracts*, 27, No. 9, 2870-A. Order No. 67-3261, microfilm \$3.00, xerography \$7.60 from University Microfilms.

Discusses the effects of a language stimulation program on two groups on 32 Negro culturally disadvantaged children, who were matched on chronological age, sex, mental age, IQ, and total language age and reports significantly greater gains for the experimental group on mental age, language age, and IQ but not reading ability.

Cohn, Stella M. "Organizing and Administering Public School Reading Clinics," *Reading and Inquiry*. International Reading Association Conference Proceedings, 10, Part 2 (1966) 224-26.

Describes in detail the clinical program of the Special Reading Services of New York City.

Colvin, Charles R. "Objectives, Organization, and Administration of College Programs. Pennsylvania Revisited, Part I," *Journal of the Reading Specialist*, 7 (October 1967) 2-7.

Compares the findings of two studies (one done in 1957-58, the other in 1966-67) which describe the reading programs and services for students in Pennsylvania colleges and universities.

Colvin, Charles R. "Personnel in College Reading Programs. Pennsylvania Revisited, Part III," *Journal of the Reading Specialist*, 7 (March 1968) 90-94.

Analyzes data from questionnaires concerning personnel in college reading programs for 1957-58 and compares them with 1966-67 results.

## Special

**Corliss, William Sherman.** *A Comparative Study of Two Kindergarten Courses of Study: Development, Functioning, and Evaluation.* 225 p. (Ed.D., Wayne State University, 1965) *Dissertation Abstracts*, 28, No. 9, 3357-A. Order No. 66-1230, microfilm \$3.00, xerography \$10.15 from University Microfilms.

Determines the effect of an incidental-informal and a written subfirst-grade kindergarten course of study upon the reading readiness level attained by kindergarten children.

**Fox, Ester.** "What Can We Do for the Disabled Reader in the Senior High School?" *Improvement of Reading Through Classroom Practice.* International Reading Association Conference Proceedings, 9 (1964) 154-55.

Discusses both unique and common factors to be considered in setting up a secondary reading program.

**Galotto, John Vincent.** *The Comparative Effectiveness of Individual Reading Therapy and Group Reading Therapy: An Evaluation of Individual Reading Therapy and Group Reading Therapy on Reading Improvement and on Certain Attitudes and Personality Characteristics of Adolescent Boys Retarded in Reading.* 102 p. (Ph.D., New York University, 1961) *Dissertation Abstracts*, 22, No. 3, 801. Order No. 61-2550, microfilm \$2.75, xerography \$5.20 from University Microfilms.

Compares the effectiveness of individual therapy and group reading therapy on the basis of rate of improvement in reading ability, attitude toward reading, self-evaluated personal needs and problems, and classroom behavior and concludes that neither method is superior in dealing with adolescent boys.

**Goodman, Thomas L.** *Instructional Programs in Secondary Schools Serving Contrasting Socioeconomic Areas in Large Cities.* 681 p. (CRP-S-117-Vol. 1-2, Ohio State University, Columbus, 1965) ED 002 977, microfiche \$2.75, hard copy \$34.05 from EDRS.

Studies the instructional programs and the human dimensions of junior and senior high schools serving contrasting socioeconomic areas of seven large cities of the midwestern United States and concludes that little allowance was being made for differences in makeup, outlook and motivation of youth in depressed versus privileged socioeconomic area schools.

**Googins, Duane G.** "Helping Retarded Readers Within a Small School District," *Reading and Inquiry.* International Reading Association Conference Proceedings, 10 (1965) 178-79.

### Reading Programs

Discusses the organization and implementation of remedial reading services in a small school district.

**Greenleigh Associates Inc., New York, N.Y.** *Field Test and Evaluation of Selected Adult Basic Education Systems.* 220 p. (September 1966) ED 011 090, microfiche \$1.00, hard copy \$11.00 from EDRS.

Evaluates four reading systems: learning to read and spell, reading in high gear, Mott basic language skills programs, and systems for success, with functionally illiterate adults in three states.

**Grissom, Loren V.** "Characteristics of Successful Reading Improvement Programs," *English Journal*, 50 (October 1961) 461-64, 474.

Presents an intensive study of the organizational patterns of 15 reading programs selected from 107 in Illinois secondary schools.

**Harris, Phillip Lee.** *Experimental Comparison of Two Methods of Tutoring: Programmed Versus Directed.* 124 p. (Ed.D., Indiana University, 1967) *Dissertation Abstracts*, 28, No. 8, 3072-A. Order No. 67-16,405, microfilm \$3.00, xerography \$7.20 from University Microfilms.

Reports the effect of tutoring on the teaching of beginning reading, compares the effectiveness of programmed and directed tutoring, and determines the greater effectiveness of one or two tutoring sessions by examining 204 children tutored by nonprofessionals, who were high school graduates, for a 1-year period.

**Harvill, Lorraine.** "A Reading Program for Six-, Seven-, and Eight-Year-Olds," *Improvement of Reading Through Classroom Practice*, International Reading Association Conference Proceedings, 9 (1964) 94-95.

Develops a five-point reading plan for 6-, 7-, and 8-year-olds, describing organization, skills, conferences, overviews, and sharing by children.

**Helms, Walter Eugene, Sr.** *Guidelines for Equipment and Physical Facilities of Reading Clinics.* 202 p. (Ed.D., The University of Tennessee, 1967) *Dissertation Abstracts*, 28, No. 10, 3934-A. Order No. 68-3744, microfilm \$3.00, xerography \$9.25 from University Microfilms.

Projects guidelines for physical facilities and equipment for reading clinics.

**Special**

**Humphrey, Jack W.** "Well-Rounded Reading Experiences," *Reading and Inquiry*. International Reading Association Conference Proceedings, 10 (1965) 420-22.

Describes a reading program including content, materials, and class size.

**Ivanic, Rudolph.** *Effect of a Year of Pre-Reading Curriculum on Later Achievement and School Progress for Selected Children*. 95 p. (Ph.D., University of Pittsburgh, 1966) *Dissertation Abstracts*, 27, No. 12, 4166-A. Order No. 67-7148, microfilm \$3.00, xerography \$4.80 from University Microfilms.

Studies the effect of readiness instruction before first grade entrance on later achievement of subjects who were from a culturally deprived neighborhood and had mental ages between 5-0 and 5-11.

**Johnson, Marjorie S. and Kress, Roy A.** "Philadelphia's Educational Improvement Program," *The Reading Teacher*, 18 (March 1965) 488-92, 505.

Compares by the use of various standardized measures, including reading, the performances of the first-grade population before and after the educational improvement program was instituted, with special attention given to instructional materials, class size, and teacher qualification as means of increasing performance levels.

**Karlin, Robert.** "Characteristics of Sound Remedial Reading Instruction," *Reading and Inquiry*. International Reading Association Conference Proceedings, 10 (1965) 184-86.

Presents methods of instruction based upon well-known principles of learning.

**Kelley, Marjorie Lorraine.** *The Effects of Teaching Reading to Kindergarten Children*. 118 p. (Ed.D., University of California, Berkeley, 1966) *Dissertation Abstracts*, 27, No. 3, 703-A. Order No. 66-8247, microfilm \$3.00, xerography \$5.80 from University Microfilms.

Investigates the reading achievement and attitudinal attainments of children at the end of the second year who received reading instruction or reading readiness instruction in kindergarten.



### Reading Programs

Lowe, Alvin Jenkins. *An Evaluation of a College Reading Improvement Program*. 130 p. (Ed.D., University of Virginia, 1967) *Dissertation Abstracts*, 28, No. 9, 3512-A. Order No. 68-3139, microfilm \$3.00, xerography \$6.20 from University Microfilms.

Studies a college reading improvement program and determines that it was of benefit to the four subject groups who participated in it.

Lucar, Jan. "Initiating a Developmental Reading Program in High School," *Vistas in Reading*. International Reading Association Conference Proceedings, 11, Part 1 (1966) 42-45.

Cites a current example of a school system initiating a developmental reading program beyond grade 6, stressing the importance of continued experimentation and faculty cooperation.

Maxwell, Murray Clyde Fernie. *A Comparison of the Effectiveness of Three Instructional Material Approaches to the Teaching of Reading in a Summer Program*. 277 p. (Ed.D., University of Georgia, 1966) *Dissertation Abstracts*, 27, No. 10, 3230-A. Order No. 67-3572, microfilm \$3.60, xerography \$12.60 from University Microfilms.

Reports contradictory results of a comparison made of the effectiveness of three instructional material approaches used for reading instruction in a summer school program.

McDonald, Arthur S., Ed. "Research for the Classroom: Assessing the Effects of Reading Programs," *Journal of Reading*, 8 (May 1965) 417-21.

Reviews the values of high school and college reading programs along with 24 references.

Means, Margaret Collidge. *The Status of the State Mandated Reading Program in Secondary Schools of Third and Fourth Class School Districts in Nine Selected Counties of Western Pennsylvania*. 200 p. (Ed.D., The Pennsylvania State University, 1964) *Dissertation Abstracts*, 25, No. 11, 6343-44. Order No. 65-4395, microfilm \$2.75, xerography \$9.00 from University Microfilms.

Examines the status of the state-mandated reading program in grades 7 and 8 of the 19 third- and fourth-class school districts of nine selected counties of western Pennsylvania.

Special

Miller, J. O., Jr. *A Comparison of a Self-Improvement and Teacher-Oriented Approach to Reading Improvement at the College and University Level*. 94 p. (Ed.D., Oklahoma State University, 1967) *Dissertation Abstracts*, 28, No. 12, 4955-A. Order No. 68-8461, microfilm \$3.00, xerography \$4.80 from University Microfilms.

Makes a study of the effectiveness of a self-improvement approach to reading improvement as compared to a teacher-oriented approach and of the significance of reading-skill gains of freshman education majors enrolled in a reading improvement course as compared to those of students not enrolled in the course.

Miller, Lyle L. and Sawyer, Robert N. "A Double Track from Developmental Reading in High School," *Reading Improvement*, 5 (Fall 1968) 39-42.

Evaluates the effectiveness of a 10-hour program that 144 seniors entered voluntarily and that 117 freshmen entered as a requirement.

Miller, Wilma H. "Home Prereading Experiences and First-Grade Reading Achievement," *The Reading Teacher*, 22 (April 1969) 641-45.

Compares interview data from 55 mothers with performance of their children on readiness tests and first-grade reading achievement tests to note the influence of home prereading experiences.

Moskowitz, Sue. "Should We Teach Reading in the Kindergarten?" *Elementary English*, 43 (November 1965) 798-804.

Reports the results of various research studies which favor or oppose the teaching of reading to preschool children.

Newton, J. Roy. "Organizing and Scheduling a Developmental Reading Program," *Vistas in Reading*. International Reading Association Conference Proceedings, 11, Part 1 (1966) 153-55.

Considers the many problem areas involved in organizing for a developmental reading program, stressing the importance of including remediation, skill development, and college-bound materials.

Otto, Wayne and Ford, David. "Basic Literacy Programs for Adults: A National Survey," *Junior College and Adult Reading Programs: Expanding Fields*, George B.

### Reading Programs

Schick and Merrill M, May, Eds. Yearbook of the National Reading Conference, 16 (1967) 240-46.

Obtains specific information about 367 basic education programs for adults by conducting a survey of selected local programs in 36 states.

Pivnivk, Isadore. "The Big City Story—San Francisco," *Challenge and Experiment in Reading*. International Reading Association Conference Proceedings, 7 (1962) 105-07.

Discusses a school-community improvement project, offering details and observations.

Portman, Lisa. "A Reading Course for Labor Unions," *Journal of Reading*, 10 (October 1966) 29-32.

Describes reading classes emphasizing reading rate improvement for labor union leaders (mean age 49.6 years) which meet two or three times weekly for 3 weeks.

Roberk, Mildred C. "Effect of Laboratory Experience on Course Work in the Teaching of Remedial Reading," *California Journal of Educational Research*, 13 (September 1962) 154-59.

Compares relative gains between midterm and final examination scores of 102 university students enrolled in classes in the teaching of remedial reading and concurrently in additional laboratory sections to gains of students enrolled in the course but not in the laboratory.

Ross Totsie W. "Basic Considerations in a Junior High School Reading Program," *Vistas in Reading*. International Reading Association Conference Proceedings, 11, Part 1 (1966) 202-05.

Looks at the necessary parts of a total reading program: theory, leadership and personnel, organization, materials, and inservice training.

Roughton, Edgar L. "Reading Improvement in a Rural Community," *Reading and Inquiry*. International Reading Association Conference Proceedings, 10 (1965) 261-63.

Reports on a 5-year reading improvement program in a small agricultural community.

### Special

Scheffert, Ralph Edgar. *The Design, Implementation, and Evaluation of a Developmental Reading Program in Grades Seven and Eight at Mendham Borough School, Mendham, New Jersey*. 253 p. (Ed.D., New York University, 1967) *Dissertation Abstracts*, 28, No. 10, 4060-A. Order No. 68-4818, microfilm \$3.30, xerography \$11.50 from University Microfilms.

Reports on a study which designed, implemented, and evaluated a developmental reading program in grades 7 and 8 at Mendham Borough School, Mendham, New Jersey.

Schiffman, Gilbert Bernard. *An Investigation of the Effectiveness of Two Pedagogical Procedures in the Remediation of Remedial Retarded Readers*. 291 p. (Ed.D., University of Maryland, 1964) *Dissertation Abstracts*, 26, No. 3, 1434. Order No. 65-9893, microfilm \$3.75, xerography \$13.30 from University Microfilms.

Shows significant reading improvement of 597 students in the elementary and secondary schools of Baltimore County, Maryland, who remained in the developmental reading program, received corrective reading therapy, and received remedial reading therapy.

Schoephoerster, Hugh; Barnhart, Richard; and Loomer, Walter M. "The Teaching of Prereading Skills in Kindergarten," *The Reading Teacher*, 19 (February 1966) 352-57.

Compares the performance on a readiness test of 490 ability-grouped experimental kindergarten pupils who received prereading instruction based on a workbook and 496 controls who received informal prereading instruction without a workbook.

Scofield, Alice. "What's Wrong with Reading Programs?" *Combining Research Results and Good Practices*. International Reading Association Conference Proceedings, 11, Part 2 (1966) 61-65.

Suggests that some of the problems in reading programs are due to hasty organization, sparse research, and lack of concern for individual students' needs.

Shaw, Phillip B. "Integration of Reading Instruction with 'Regular' College Offerings," *Phases of College and Other Adult Reading Programs*, Emery P. Bliesmer and Albert J. Kingston, Jr., Eds. Yearbook of the National Reading Conference, 10 (1961) 113-26.

### Reading Programs

Analyzes questionnaire replies made by 350 colleges and universities revealing duration and plans for the program, administrative organization, and numbers of students served.

**Simmons, John Stephen.** *Comparison of a Theoretically Sound Reading Program with Current Practices of Secondary Schools in the Upper Mid-West.* 313 p. (Ph.D., University of Minnesota, 1962) *Dissertation Abstracts*, 24, No. 11, 4588. Order No. 64-4083, microfilm \$4.05, xerography \$14.20 from University Microfilms.

Compares a theoretically sound high school reading program with the current reading programs from randomly selected secondary schools in a five-state midwestern area.

**Smith, Ralph Briggs.** *The Organization and Administration of a Junior College Developmental Reading Program.* 161 p. (Ed.D., Brigham Young University, 1962) *Dissertation Abstracts*, 23, No. 2, 512. Order No. 62-3819, microfilm \$2.75, xerography \$7.60 from University Microfilms.

Studies the effect of a developmental reading program on the academic progress of freshman college students with low-level ability and the effectiveness of a developmental reading course.

**Spache, George; Standlee, Lloyd; and Neville, Donald.** "Results of Three College Level Remedial Reading Procedures," *Journal of Developmental Reading*, 4 (Autumn 1960) 12-16.

Compares the results of three remedial reading procedures: a class centered around a reading workbook; a class centered around an audiovisual instrument; and individualized self-improvement.

**Stiglmejer, John Joseph.** *A Longitudinal Study of the Growth and Achievement of Academically-Talented and Non-Academically-Talented Public Elementary School Children in Three Basic Skill Areas.* 298 p. (Ph.D., Fordham University, 1964) *Dissertation Abstracts*, 25, No. 3, 1761. Order No. 64-8594, microfilm \$3.85, xerography \$13.50 from University Microfilms.

Compares the achievement of academically talented and nonacademically talented students in reading comprehension, arithmetic concepts, and arithmetic problem solving over a 3-year period in grades 4 through 6.

Special

Tarrant, Katherine E. "Reading Centers and New Developments in the Teaching of Reading in the Junior High School," *Changing Concepts of Reading Instruction*. International Reading Association Conference Proceedings, 6 (1961) 124-27.

Presents a detailed picture of the reading program at Newton, Massachusetts, including research endeavors, roles of the specialists, available materials, and reactions to the program.

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## Author Index

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