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ABSTRACT

This bibliography is a first edition designed to aid the work of the Textual Communication Research Unit and will be followed by a further edition in two years' time. Sources relevant to textual communication, except those pertaining exclusively to broadcasting or children's texts, are arranged as either pertaining to language or to visual design. A few useful references not directly relevant to the design of texts are included at the beginning as a matter of record. The language area is divided into philosophy, linguistics, instructional psychology, programmed learning, readability, analysis of texts, reading and writing style. The visual design area is divided into general, graphs-charts-tables, scientific and technical diagrams, algorithms, maps, typography, scripts and symbols. (WH)



The Open University
Institute of Educational Technology

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MONOGRAPH No. 3

Bibliography for
Textual Communication

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BIBLIOGRAPHY FOR
TEXTUAL COMMUNICATION

Publications relevant to research on
the design of texts for the adult
learner.

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Institute of Educational Technology
Monograph No. 3
January 1974

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Preface

This bibliography is the first production of the Textual Communication Research Unit (TCRU). The work has taken twelve months, and the products include a filing system containing reprints and research reports as well as the present bibliography. I am grateful to the Board of the Institute for providing funds from its research budget (incidentally, the total cost of this work came to under £1000), and to the Director, Professor David Hawkrige, for his support and encouragement.

My chief debt is to Mrs. Eleanor Smith, an information scientist who was appointed part-time consultant for the duration of the project. Her initiative and hard work has made a major contribution to the bibliography, and I am truly grateful to her.

The comments that precede each section are, of course, mine. They help to explain why the bibliography is structured the way it is, and act as a running commentary on the current status of textual research as it appears to me. Also, the responsibility for the structure of the bibliography (and any mistakes that may exist) is mine.

This is the first edition. I hope to benefit from the advice of experts in the major fields covered by the bibliography; and expect to produce a further edition in two years' time. Therefore, any comments on the structure or content of the bibliography are welcome and may be addressed to me at the Institute.

M. Macdonald-Ross
Institute of Educational Technology
December 1973

Introduction

A bibliography is produced for a purpose, and its whole structure is dictated by that purpose. The primary function of this bibliography is to support the work of the Textual Communication Research Unit (TCRU) which I direct as part of the Institute's research programme. The aim of the TCRU is to conduct research into Open University printed materials (correspondence texts, set books, etc.) and to advise on the construction of these materials.

Although the bibliography is thus adapted to meet the needs of the Open University, it will no doubt have its uses elsewhere. We are not the only people who face the problems of designing sophisticated messages in printed form. Therefore, a secondary function of the bibliography is to make links with the invisible college of researchers whose interests are in some way similar to ours.

It is as well to be clear about what the bibliography has not attempted to do. We have not listed research into the design of texts for young children (unless it has relevance for adults). We have not listed research into broadcasting (unless it has relevance for texts). We have not tried to list every single reference where there already exist perfectly good review sources. Above all, remember that a bibliography lists things that exist; not things that don't exist (but ought to). Some areas of great concern are virtually unrepresented in the literature: they may form the basis of future work, but cannot be catered for here.

The reader will notice the striking variations in the quality and quantity of research in different sections of this bibliography. These variations are real, and cause great trouble for the TCRU, since the practical problems which face us are no respecters of discipline boundaries and state-of-the-art limitations.

The format of the bibliography deserves a few notes of explanation. Most journal style codes make use of italic; usually titles of books and names of journals are in italic. This has led some authors to use underscoring instead of italic when a bibliography is produced from typescript. The resultant mish-mash of horizontal black lines distracts the eye and make the bibliography inelegant and almost certainly less readable. In this bibliography we have adopted a "clean" style stripped bare to the essentials. Thus, instead of:

Klare, G.R. The Measurement of Readability. Ames (Ia.)
Iowa State University Press (1963)

Pressey, L.C. "The Determination of the Technical
Vocabularies of the School Subjects." School and
Society (1924) 20, pp. 91-96

We type thus:

KLARE, G.R. (1963) The measurement of readability. Iowa
State U. Press

PRESSEY, L.C. (1924) The determination of the technical
vocabularies of the school subjects. School and
Society 20: 91-6

Note the removal of all distracting features: underscoring, quotation marks and unnecessary capital letters. The author and date are stressed because they are often used by the reader in deciding whether to read further. The date should usually be the date of first publication (it is a trifle strange to read references like "Darwin, C (1971)" !). Place of publication is left out whenever possible, and in our case that means whenever the place is London or the publisher is a University Press. If a book is simultaneously published in two countries in hardback and paperback we list just one publisher - usually the British hardback, or if this is out of print, the British paperback. This brevity should not cause hardship, for standard reference sources will reveal the full publishing history of any book in or out of print.

The classification system is the simplest we could devise for our purposes (we are "lumpers" rather than "splitters"). At the start of the bibliography are general references of indirect relevance to the design of texts. Here we list a few key works, and make no attempt to be comprehensive. Later, the bibliography lists references of direct practical significance. Here we have tried to be comprehensive by listing all relevant items, or by listing key review papers (for example, the list of references on ordinary language algorithms - 6.4 - is as complete as we could make it).

A. GENERAL

The first part of the bibliography contains references which are not of direct relevance to the design of texts. They were reached after back-tracking from more practical concerns, and are placed in the bibliography as a matter of record.

A.1 Communication

This short section contains a number of works on communication which go beyond the province of language, and so do not fit comfortably in part B.

BECKENBACH, E.F. and TOMPKINS, C.B. (1971) Concepts of communication. New York, Wiley

BROOKES, B.C. (1970) The limits of human communication. Institute of Scientific & Technical Communicators (PTI: DG 35; see section B.8.2.1.)

BRYSON, L., ed. (1948) The communication of ideas. New York, Cooper Square

CHERRY, C. (1966) On human communication. 2nd ed. MIT Press

DE VITO, J. (1971) Communication: concepts and processes. New Jersey, Prentice-Hall

KINNEAVY, J.L. (1972) Theory of discourse. New Jersey, Prentice-Hall

LAO TZU (1962) The way of life according to Lau Tzu, ed. by W. Bynner. New York, Capricorn

MACKAY, D.M. (1969) Information, mechanism and meaning. MIT Press

MCLUHAN, M. (1962) The Gutenberg galaxy: the making of typographic man. Routledge

MCLUHAN, M. (1964) Understanding media, the extension of man. Routledge

MCLUHAN, M., and FIORE, Q. (1967) The medium is the message, an inventory of effects. Penguin

MEREDITH, P. Instruments of communication: an essay on scientific writing. Pergamon

MILLER, G.A. (1967) The psychology of communication. Penguin

A.1. Communication - continued

PIAGET, J. (1959) The language and thought of the child.
3rd ed. Routledge

RUESCH, J., and BATESON, G. (1951) Communication: the
social matrix of psychiatry. New York, Norton

SHANNON, C.E. (1949) The mathematical theory of
communication. U. of Illinois Press

WATZLAWICK, P., ed. (1969) Pragmatics of human
communication. Faber

A.2 Thinking

This section owes its genesis to my discontent at the present status of content analysis (see section B.6.3 below). Briefly, the argument runs thus: our experimental work (for instance, learner strategies x structure of text) presupposes adequate ways of describing the meaning structure of a text. We need content analysis methods which describe not just the cognitive content, but the style and structure of the writer's arguments. No such methods exist. Therefore, we are driven back either a. to construct improved procedures for content analysis, or b. to make better use of non-quantitative textual criticism. Both these avenues are explored in this bibliography. The present section asks "what is known about human thinking and reasoning?" If some consensual framework existed, it could form the basis of the analysis procedures we seek. Judging from the works listed below, no such consensus yet exists; the variety of conceptual schemes erected in this field is quite striking.

ABERCROMBIE, M.L.J. (1960) The anatomy of judgement, an investigation into the processes of perception and reasoning. Hutchinson

ADAMS, P., ed. (1972) Language and thinking. Penguin

BARTLETT, Sir F. (1958) Thinking: an experimental and social study. Allen & Unwin

BOERWINKEL, F. (1971) Inclusive thinking. Lutterworth

BOLTON, N. (1972) The psychology of thinking. Methuen

BRUNER, J.S., GOODNOW, J., and AUSTIN, G.A. (1956) A study of thinking. New York, Wiley

CRAWFORD, R.P. (1964) Direct creativity with attribute listing. Wells, Vermont, Fraser Pub.Co.

DE BONO, E. (1969) The five day course in thinking. Penguin

DIESING, P. (1972) Patterns of discovery in the social sciences. Routledge

FISCHER, D.H. (1971) Historian's fallacies: toward a logic of historical thought. Routledge

GORDON, W.J.J. (1961) Synectics: the development of creative capacity. New York, Harper & Row

HARRIS, R.T., and JARRETT, J.L. (1956) Language and informal logic. Longman

JOHNSON, D.M. (1972) Systematic introduction to the psychology of thinking. New York, Harper & Row

A.2 Thinking - continued

JONES, O.R., ed. (1971) The private language of argument.
Macmillan

KOESTLER, A. (1970) The act of creation. Pan Books

LEONARD, H.S. (1967) Principles of reasoning: an
introduction to logic, methodology and the theory of
signs. New York, Dover

MCDONALD, D. (1971) The language of argument. Scranton,
Chandler

NEISSER, U. (1967) Cognitive psychology. New York,
Appleton

NEWELL, A.N. and SIMON, H.A. (1972) Human problem solving.
Englewood Cliffs, N.J. Prentice-Hall

MINSKY, M. and PAPERT, S. (1971) Artificial intelligence.
A.I. Laboratory, MIT

POLYA, G. (1957) How to solve it, a new aspect of
mathematical method. 2nd ed. New York, Doubleday

PRINCE, G.M. (1970) The practice of creativity: a manual
for dynamic group problem solving. New York, Collier

RICHARDS, I.A. (1938 reissued 1973) Interpretation in
teaching. Routledge

ROKEACH, M. (1960) The open and closed mind. Basic Books

STEBBING, L.S. (1939) Thinking to some purpose. Penguin

THOULESS, R.H. (1953) Straight and crooked thinking.
Rev.ed. Pan Books

TOULMIN, S.E. (1958) The uses of argument. Cambridge
U. Press

WASON, P.C., and JOHNSON-LAIRD, P.N. (1968) Thinking
and reasoning. Penguin

WASON, P.C. and JOHNSON-LAIRD, P.N. (1972) Psychology of
reasoning: structure and content. Batsford

WERTHEIMER, M. (1959) Productive thinking. 2nd.ed. New York
Harper & Row

A.3 Information science

Apart from its intrinsic interest, recent work in information science touches our research needs in three ways. First, it shows what may be obtained by a macro-level type of content analysis. Second, it offers some quite interesting insights into those systems of technical terminology which are so integral a part of science, technology and mathematics. Third, it faces the task of representing the structure of knowledge in an unambiguously straightforward manner. The references chosen centre around the problems of building, representing and using classification schemes based on technical terms.

A.3.1 Indexing

ARTANDI, S. (1963) Roles and links, or forward to Cutter. American Documentation 14:74-7

AUSTIN, D. (1969) Prospects for a new general classification. J. Librarianship 1:149-69

AUSTIN, D. (1969) PRECIS, a rotated subject index system. British National Bibliography.

BERNIER, C.L. (1956) Correlative indexes I: Alphabetical correlative indexes. American Documentation 7:283-8

BERNIER, C.L. (1957) Correlative indexes II: Correlative indexes. American Documentation 8:47-50

BERNIER, C.L. (1957) Correlative indexes III: Semantic relations among semantemes - the technical thesaurus. American Documentation 8:211-20

BERNIER, C.L. (1962) Correlative indexes VIII: Subject-indexing vs word-indexing. J. Chemical Documentation 2:117-22

BERNIER, C.L. (1964) Correlative indexing IX: Vocabulary control. J. Chemical Documentation 4:99-103

CLEVERDON, C.W. (1960-62) ASLIB Cranfield Research Project: Indexing systems. ASLIB

COSTELLO, J.C. (1961) Some solutions to operational problems in concept co-ordination. American Documentation 12:191-7

COSTELLO, J.C. (1961) Uniterm indexing principles: problems and solutions. American Documentation 12:20-26

COSTELLO, J.C. (1964) A basic theory of roles as syntactical control devices in coordinate indexes. J. Chemical Documentation 4:116-24

A.3.1 Indexing - continued

DOYLE, L.B. (1959) Programmed interpretation of text as a basis for information retrieval systems. Proceedings of the Western Joint Computer Conference

DOYLE, L.B. (1961) Semantic road maps for literature searchers. J. Association for Computing Machinery 8:553-78

DOYLE, L.B. (1962) Indexing and abstracting by association. American Documentation 13:278-90

JOHNSON, A. (1959) Experience in the use of unit concept coordinate indexing applied to technical reports. J. Documentation 15:146-55

SPARCK-JONES, K. (1970) The use of automatically obtained keyword classifications for information retrieval. Information Storage and Retrieval 5:175-201

A.3.2. Thesaurus compilation

AITCHISON, J. (1972) Thesaurus construction, a practical manual. ASLIB

AITCHISON, J. and GILCHRIST, A. (1979) Thesaurus construction. ASLIB

BLAGDEN, J.F. (1968) Thesaurus compilation methods. ASLIB Proceedings 20:345-59

COLBACH, R. (1970) Thesaurus structure and generic posting in Handling of nuclear information: pp585-95 International Atomic Energy Agency

ENGINEERS Joint Council (1967) Thesaurus of engineering and scientific terms. New York

GILCHRIST, A. (1971) The thesaurus in retrieval. ASLIB

GREER, F.L. (1965) User vocabulary in thesaurus development. Perceptual and Motor Skills 21: 827-37

NEVILLE, H.H. (1970) Feasability study of a scheme for reconciling thesauri covering a common subject. J. Documentation 25:313-36

PAPIER, L.S. and CORTELYON, E.H. (1962) Use of a technical word association test in the preparation of a thesaurus. J. Documentation 18:183-7

A.3.3 Information retrieval

- ALLEN, T.J. (1968) Organizational aspects of information flow in technology. ASLIB Proceedings 20:433-54
- CARLSON, G. (1964) Search strategy by reference librarians. Sheman Oaks, California, Hughes Dynamics Inc. (PB166 102)
- CONANT, R.C. (1968) Information transfer in complex systems with applications to regulation. U.of Illinois, Electrical Engineering Research Laboratory, Technical report no.12
- FARRADANE, J.E.L. (1952) A scientific theory of classification and indexing. J. Documentation 8:73-92
- FARRADANE, J.E.L. (1955) The psychology of classification. J. Documentation 11:187-201
- FARRADANE, J.E.L. (1965) Problems in analysis and terminology for information retrieval. J. Documentation 21:287-90
- FARRADANE, J.E.L. (1967) Concept organisation in information retrieval. Information Storage and Retrieval. 3:297-314
- FARRADANE, J.E.L. (1970) Analysis and organisation of knowledge for retrieval. ASLIB Proceedings 22:607-616
- FOSKETT, A.C. (1969) The subject approach to information. Bingley
- JOLLEY, J.L. (1968) Data study. Weidenfeld & Nicolson
- McGARRY, K.J. (1972) Semantics in the organisation of knowledge: a programmed text for students of information retrieval. Bingley
- MOERS, C.N. (1960) The next twenty years in information retrieval. American Documentation 11:229-236
- NEEDHAM, R.M. and SPARCK-JONES, K. (1964) Keywords and clumps: recent work on information retrieval at the Cambridge Language Research Unit. J. Documentation 20:5-15
- RICHMOND, P.A. (1960) Hierarchical definition. American Documentation 11:91-6
- ROLLING, L. (1964) Role of graphic display of concept relationships. International Study Conference on Classification Research, 2nd. Elsinore, Denmark
- SARACEVIC, T., ed. (1970) Introduction to information science. New York, Bowker
- VICKERY, B.C. (1973) Information systems. Butterworth

B. LANGUAGE

One of the denoting marks of the twentieth century is a self-conscious interest in the uniquely human tool of language. The century opened with the realisation by philosophers that language was not the transparent, trouble-free medium they had so long taken it for; and by the close we shall surely have natural language communication with machines. The size and scope of this part of the bibliography is directly related to this progress in human understanding, for language plays the primary role in most kind of textual communication.

B.1 Philosophy

This section lists major works in the philosophy of language. It serves as a cultural background to the research which follows in later sections.

AUSTIN, J.L. (1962) How to do things with words. Oxford U. Press

AYER, A.J. (1936) Language, truth and logic. Gollancz

BLACK, M. (1971) Margins of precision: essays in logic and language. New York, Cornell U. Press

BLACK, M. (1968) The labyrinth of language. Praeger

BORSODI, R. (1967) The definition of definition: a new linguistic approach to the integration of knowledge. Boston, Porter Sargent

CARNAP, R. (1956) Meaning and necessity: a study of semantics and modal logic. 2nd ed. Chicago, U. of Chicago Press

GELLNER, E. (1959) Words and things. Gollancz

GOODMAN, N. (1969) Languages of art: an approach to a theory of symbols. Oxford U. Press

KOLAKOWSKI, L. (1972) Positivist philosophy from Hume to the Vienna circle. Penguin

MAGEE, B. (1971) Modern British philosophy: Dialogues. Secker & Warburg

MORRIS, C. (1938) Foundations of the theory of signs. U. of Chicago Press

MORRIS, C. (1946) Signs, language and behaviour. Braziller

OGDEN, C.K. and RICHARDS, I.A. (1923) The meaning of meaning. Routledge

QUINE, W. van O. (1960) Word and Object. MIT Press

B.1. Philosophy - continued

QUINE, W. van O. (1963) From a logical point of view. 2nd ed. New York, Harper & Row

RESCHER, N. (1966) The logic of commands. Routledge

ROBINSON, R. (1950) Definition. Oxford U. Press

SAUNDERS, J.T. and HENZE, D.F. (1967) The private-language problem: a philosophical dialogue. New York, Random House

SEARLE, J.R. (1970) Speech acts: an essay in the philosophy of language. Cambridge U. Press

TARSKI, A. (1965) Introduction to logic and to the methodology of deductive sciences. Oxford U. Press

TAYLOR, D.M. (1970) Explanation and meaning. Cambridge U. Press

WAISMANN, F. (1968) The principles of linguistic philosophy. Macmillan

WITTGENSTEIN, L. (1922) Tractatus logico-philosophicus. Routledge

WITTGENSTEIN, L. (1953) Philosophical investigations. Oxford, Blackwell

WOODGER, J.H. (1952) Biology and language. Cambridge U. Press

B.2 Linguistics

In this section we get closer to practical concerns. Most papers on readability and instructional psychology have some direct or indirect dependence on linguistics. We have included semantics and general semantics under this section; they could have been placed separately, but we preferred to use the term linguistics with a broad connotation.

B.2.1 General

BARBER, C.L. (1972) The story of language. 5th ed. Pan Books

BAR-HILLEL, Y. (1964) Language and communication. Reading (Mass.) Addison Wesley

BLOOMFIELD, L. (1933) Language. New York, Holt, Rinehart & Winston

BODMER, F. (1944) The loom of language. New York, Norton

BROWN, R. (1958) Words and things. New York, Free Press

BROWN, R. ed. (1970) Psycholinguistics: selected papers. New York, Free Press

CARROLL, J.B. and FREEDLE, R.O., eds. (1972) Language comprehension and the acquisition of knowledge. Washington, Winston

CHAO, Y.R. (1968) Language and symbolic systems. Cambridge U. Press

CHOMSKY, N. (1957) Syntactic structures. The Hague, Mouton

CHOMSKY, N. (1968) Language and mind. New York, Harcourt

CHOMSKY, N. (1972) Problems of knowledge and freedom. Fontana/Collins

CLARK, H.H. and CLARK, E.V. (1968) Semantic distinctions and memory for complex sentences. Qu.J Experimental Psychology 20:129-38

CRYSTAL, D. (1971) Linguistics. Penguin

EPSTEIN, W. (1961) The influence of syntactical structure on learning. American J. Psychology 74:80-5

FLORES D'ARCAIS, G.B. and LEVELT, W.J.M., eds. (1970) Advances in psycholinguistics. Amsterdam, North-Holland Pub.Co.

FOSTER, B. (1970) The changing English language. Penguin

B.2.1. Linguistics, general - continued

- HARRIS, Z.S. (1962) String analysis of sentence structure. The Hague, Mouton
- HAYAKAWA, S.I. (1965) Language in thought and action. 2nd ed. Allen & Unwin
- HEATH, S., MacGABE, C. and PRENDERGAST, C., eds. (1972) Signs of the times, introductory readings in textual semiotics. Granta
- HERZEBERGER, H.G. (1961) The joints of English. Symp. App. Maths 12:99-103
- HOGBEN, L. (1943) Interglossa: a draft of an auxiliary for a democratic world order, being an attempt to apply semantic principles to language design. Penguin
- HUDDLESTON, R.D. (1971) The sentence in written English: a syntactic study based on an analysis of scientific texts. Cambridge U. Press
- JAKOBSON, R. and HALLE, M. (1956) Fundamentals of language. The Hague, Mouton
- JESPERSON, O. (1933) Essentials of English grammar. Allen & Unwin
- JOHNSON, R.E. (1970) Recall of prose as a function of the structural importance of the linguistic units. J. Verbal Learning and Verbal Behaviour 9:12-20
- JOHNSON, W. (1946) People in quandaries: the semantics of personal adjustment. New York, Harper & Row
- KATZ, J.J. (1972) Semantic theory. New ed. New York, Harper & Row
- KORZYBSKI, A. (1958) Science and sanity: an introduction to non-Aristotelian systems and general semantics. 4th ed. New York, Science Press
- LEECH, G.N. (1971) Meaning and the English verb. Longman
- LYONS, J., ed. (1970) New horizons in linguistics. Penguin
- MACKEY, W.F. (1965) Language teaching analysis. Longman
- MARKEL, N.N. (1969) Psycholinguistics: an introduction to the study of speech and personality. Dorsey
- MARKS, M.R. (1952) Verbal context and memory span for meaningful material. American J. Psychology 65:298-300
- MILLER, G.A. (1951) Language and communication. New York, McGraw-Hill
- MILLER, G.A. (1962) Some psychological studies of grammar. Amsterdam Psychologist 17:748-62

B.2.1. Linguistics, general - continued

- MILLER, G.A. and SELFRIDGE, J.A. (1950) Verbal context and the recall of meaningful material. American J. Psychology 63:176-85
- OSGOOD, C.E., SUCI, G.J. and TANNENBAUM, P.H. (1967) The measurement of meaning. U. of Illinois Press
- POSTMAN, N. and WEINGARTNER, C. (1966) Linguistics: a revolution in teaching. New York, Dell Pub.Co.
- SAPIR, E. (1949) Culture, language and personality. U. of California Press
- SAUSSURE, F. de (1966) Course in general linguistics. New York, McGraw-Hill
- SCHAFF, A. (1962) Introduction to semantics. Pergamon Press
- SCHLESINGER, I.M. (1968) Sentence structure and the reading process. The Hague, Mouton
- SHEPARD, R.N. (1967) Recognition memory for words, sentences and pictures. J. Verbal Learning and Verbal Behaviour 6:156-63
- SKINNER, B.F. (1957) Verbal behaviour. New York, Appleton
- SMITH, F. and MILLER, G.A. (1968) The genesis of language, a psycholinguistic approach. MIT Press
- STEINBERG, D.D. and JAKOBVITS, L.A. (1971) Semantics, an interdisciplinary reader in philosophy, linguistics and psychology. Cambridge U.Press
- STRANG, B.M.H. (1968) Modern English structure. 2nd ed. Arnold
- TERWILLIGER, R.F. (1969) Meaning and mind: a study in the psychology of language. Oxford U.Press
- ULLMANN, S. (1951) The principles of semantics. Oxford, Blackwell
- ULLMANN, S. (1962) Semantics: an introduction to the science of meaning. Oxford, Blackwell
- VYGOTSKY, L.S. (1962) Thought and language. MIT Press
- WHORF, B.L. (1956) Language, thought and reality. MIT Press
- WILKS, Y.A. (1972) Grammar, meaning and the machine analysis of language. Routledge
- WINOGRAD, T. (1972) Understanding natural language. Edinburgh U.Press

B.2.1. Linguistics, general - continued

YNGVE, V.H. (1960) A model and an hypothesis for language structure. Proceedings of the American Philosophical Society 104: 444-66

ZIERER, E. (1970) The theory of graphs in linguistics. The Hague, Mouton

ZIPF, G.K. (1935) The psycho-biology of language. Boston, Houghton Mifflin

B.2.2 Sociology

BERNSTEIN, B. (1971) *Class codes and control. Vol.I: Theoretical studies towards a sociology of language.* Routledge

CARSWELL, E.A. and ROMMETVEIT, R., eds. (1971) *Social contexts of messages.* Academic Press

CREBER, J.W.P. (1972) *Lost for words: language and educational failure.* Penguin

LAWTON, D. (1968) *Social class, language and education.* Routledge

OPIE, I. and OPIE, P. (1959) *The lore and language of school children.* Oxford U.Press

B.3 Instructional psychology

This section represents the efforts of experimental psychologists to tackle some of the problems of meaningful learning from texts. Virtually all the references are post - 1965, which is a sign that the chains of certain theoretical prisons are at last being cast off.

B.3.1 General

- ALLEN, I. (1970) Some effects of advance organisers and level of question on the learning and retention of written social studies material. J. Ed. Psychology 61:333-9
- ALLEN, J.E. and TRAVERS, R.M.W. (1967) Retention as a function of rate of information transmission and degree of compression. Florida J. Ed. Res. 9:3-9
- ANDERSON, R.C. (1970) Control of student mediating processes during verbal learning and instruction. Rev. Ed. Res 40:349-69
- ANDERSON, R.C. and AUSUBEL, D.P. (1965) Readings in the psychology of cognition. New York, Holt, Rinehart & Winston
- AUSUBEL, D.P. (1963) The psychology of meaningful verbal learning. New York, Grune & Stratton
- AUSUBEL, D.P. (1969) Proactive effects in meaningful verbal learning and retention. J. Ed. Psychology 60:59-64
- CARROLL, J.B. (1968) On learning from being told. Ed. Psychology 5:5-11
- CASHEN, V.M. (1970) Role of the isolation effect in a formal educational setting. J. Ed. Psychology 61:484-86
- CHAPANIS, A. (1965) Words, words, words. Human Factors 7:1-17
- COLEMAN, E.B. (1968) A measure of information gained during prose learning. Reading Res.Qu. 3:369-86
- CONRAD, R. (1962) The design of information. J. Occup. Psychology 36(3)159-62
- CONRAD, R. (1967) Mass technological systems. Listener 78 No.1998 (July 13):39-40
- CROUSE, J.H. (1970) Transfer and retroaction in prose learning. J. Ed. Psychology 61:226-8

B.3.1 Instructional psychology, general - continued

FRASE, L.T. (1967) Learning from prose materials. J. Ed. Psychology 58:266-72

FRASE, L.T. (1969) Paragraph organisation of written materials. J. Ed. Psychology 60:394-401

FRASE, L.T. (1969) Structural analysis of the knowledge that results from thinking about text. J. Ed. Psychology Monograph 60:6 pt 2

FRASE, L.T. (1969) Tabular and diagrammatic presentation of verbal materials. Perceptual & Motor Skills 29:320-22

FRASE, L.T. (1970) Influence of sentence order and amount of higher level text processing upon reproductive and productive memory. Am.Ed.Res.J. 7:307-19

FRASE, L.T. (1971) A heuristic model for research on prose learning. New York, American Educational Research Association

FRASE, L.T. and SILBINGER, F. (1970) Some adaptive consequences of searching for information in a text. Am.Ed.Res.J. 7:553-60

GAGNÉ, R.M. Context, isolation and interference effects on the retention of fact. J.Ed. Psychology 60:408-14

GEISERT, P. (1970) A comparison of the effects of information mapped learning materials and traditional materials on the learning of concepts via the printed page and computer cathode ray tube. Florida State University

GLASER, R. and RESNICK, L.H. (1972) Instructional psychology. Annual Review of Psychology 23:207-76

GROTELUESCHEN, A. (1968) Effects of differentially structured introductory materials and learning tasks on learning and transfer. Am.Ed.Res.J. 5:191-202

HERSHBERGER, W.A. (1964) Self-evaluation reading and typographical cueing: techniques for programming self-instructional reading materials. J.Ed.Psychology 55:288-296

HERSHBERGER, W.A. (1965) Typographical cueing in conventional and programmed texts. J.Applied Psychology 49(1)55-60

HOVLAND, C.I. (1957) The order of presentation in persuasion. Yale U. Press

HOVLAND, C.I. (1963) Communication and persuasion: psychological studies of opinion change. Yale U. Press

B.3.1. Instructional psychology, general - continued

JAMES, D.W. JOHNSON, M.L. and VENNING, P. (1956) Testing for learnt skill in observation and evaluation of evidence. *Lancet* 271:379-83

JENSEN, L. (1970) Retroactive inhibition of difficult and unfamiliar prose. *J.Ed.Psychology* 61:305-9

JESTER, R.E. and TRAVERS, R.M.W. (1966) Comprehension of connected meaningful discourse as a function of rate and mode of presentation. *J.Ed.Res.* 59:297-302

JONES, S. (1966) Decoding a deceptive instruction. *Brit.J.Psychology* 57:405-411

JONES, S. (1968) Instructions, self-instructions and performance. *QU.J.Exp.Psychology* 20(1):74-78

KLARE, G.R., MABRY, J.E. and GUSTAFSON, L.M. (1954) The relationship of verbal communication variables to immediate and delayed retention and to acceptability of technical training materials. *Research Bulletin, AFPTRC TR 54-103* San Antonio, USAF Personnel and Training Center, Lackland Air Force Base.

KLARE, G.R., MABRY, J.E. and GUSTAFSON, L.M. (1955) The relationship of patterning (underlining) to immediate retention and to acceptability of technical material. *J.Applied Psychology* 49:40-42

KLARE, G.R., SHUFORD, E.H. and NICHOLS, W.H. (1958) The relationship of format organisation to learning. *Ed. Res.Bull* 37:39-45

KOEN, F. (1969) The psychological reality of the paragraph. *J.Verbal Learning and Verbal Behaviour* 8:49-53

MACCOBY, N. (1969) Communication and learning. Paper presented at the International Communication Association Symposium at Western Speech Association meeting, San Diego, California November 25 1969

McLAUGHLIN, G.H. (1967) Psychologic, a possible alternative to Piaget's formulation. *Brit.J.Ed.Psychology* 33:61-67

MURRAY, F.B. (1970) Research briefs: note on the utility of advanced organisers. *J.Ed.Res.* 64:141

RABBITT, P.M.A. (1964) Ignoring irrelevant information. *Brit.J.Psychology* 55:403-14

RÖTHKOPF, E.Z. (1965) Some theoretical and experimental approaches to problems in written materials. in *Learning and the educational process*, ed. J.D.Krumboltz. Chicago, Rand McNally

RÖTHKOPF, E.Z. (1968) Textual constraint as function of repeated inspection. *J.Ed.Psychology* 59:20-25

B.3.1. Instructional psychology, general - continued

- ROTHKOPF, E.Z. and JOHNSON, P.E., eds. (1971) Verbal learning research and the technology of written instruction. New York, Teachers College Press, Columbia University
- SERRA, M.C. (1953) The concept burden of instructional materials. Elem.Sch.J. 53:508-12
- SHEPARD, R.N. (1967) Recognition memory for words, sentences and pictures. J.Verbal Learning and Verbal Behaviour 6:156-63
- SMITH, K.U. and SMITH, M.F. (1966) Cybernetic principles of learning and educational design. New York, Holt, Rinehart and Winston
- WASON, P.C. (1957) The effect of compressing information on its retention. Institute of Scientific and Technical Communicators (PTI: DG 10; see section B.8.2.1.)
- WASON, P.C. (1962) Psychological aspects of negation. Communications Research Centre, University College London
- WASON, P.C. (1965) The contexts of plausible denial. J. Verbal Learning and Verbal Behaviour
- WONG, M.R. (1970) Retroactive inhibition in meaningful verbal learning. J.Ed.Psychology 61:410-15

B.3.2. Instructional psychology: Questions

- BOYD, W.M. (1973) Repeating questions in prose learning. *J.Ed. Psychology* 64:31-38
- BULL, S. (1973) The role of questions in maintaining attention to textual materials. *Rev.Ed.Res.* 43(1)83-7
- FRASE, L.T. (1968) Effect of question location, pacing and mode upon retention of prose material *J.Ed. Psychology* 59(4)244-49
- FRASE, L.T. (1968) Some data concerning the mathemagenic hypothesis. *Am. Ed.Res.J.* 5:181-9
- FRASE, L.T. (1968) Some unpredicted effects of different questions upon learning from connected discourse. *J.Ed. Psychology* 59:197-201
- FRASE, L.T. (1970) Boundary conditions for mathemagenic behaviour. *Rev.Ed.Res.* 46(3)337-48
- HARRAH, D. (1963) *Communication: a logical model.* MIT Press
- LADAS, H. (1973) The mathemagenic effects of factual review questions on the learning of incidental information. *Rev.Ed.Res.* 43(1) 71-82
- MORASKY, R.L. (1972) Eye movement as a function of adjunct question placement. *Am.Ed.Res.J.* 9:251-61
- MORASKY, R.L. and WILCOX, H.H. (1970) Time required to process information as a function of question placement. *Am.Ed.Res.J.* 7:561-7
- NATKIN, G. (1969) The effects of adjunct questions on short and long-term recall of prose materials. *Am.Ed. Res.J.* 6:425-32
- PAYNE, S.L. (1951) *The art of asking questions.* New Jersey, Princeton U. Press
- PEECK, J. (1970) Effect of pre-questions on delayed retention of prose material. *J.Ed. Psychology* 61:241-6
- ROTHKOPF, E.Z. (1966) Learning from written materials, an exploration of the control of inspection behaviour by test-like-events. *Am.Ed.Res.J.* 3:241-9
- ROTHKOPF, E.Z. (1967) Selective facilitative effects of interspersed questions on learning from written material. *J.Ed. Psychology* 58:56-61
- ROTHKOPF, E.Z. (1970) The concept of mathemagenic activities. *Rev.Ed.Res.* 40:325-36

B.3.2 Instructional psychology: Questions - continued

ROTHKOPF, E.Z. (1970) Effects of interpersonal interaction on the instructional value of adjunct questions in learning from written materials. J.Ed.Psychology 61:417-27

ROTHKOPF, E.Z. (1972) Variable adjunct question schedules. Bell Telephone Labs. Inc. J.Ed.Psychology 63:87-92

SANDERS, N.M. (1966) Classroom questions: what kinds? New York, Harper & Row

WEINTRAUB, S. (1969) The question as an aid in reading. Reading Teacher 22:751, 753-5

B.4 Programmed learning

If this bibliography had been constructed ten years ago the literature of programmed learning would have figured prominently. For these programs were instructional texts designed according to theoretical specifications, and subsequently subjected to extensive empirical tests. But we now have to accept that programmed learning is no longer a coherent movement. Isolated groups of workers exist here and there, but very few programs are now written in the old formal styles. The better ideas have been absorbed into instructional psychology and educational technology.

In the early 1960s many psychologists tried their hands at programmed learning, usually to test the claims made by the rival schools of Skinner and Crowder. These studies are not listed here, not only because few such programs are now written, but because (alas!) many of these experiments were rather poorly designed, and the results of doubtful value. But we have listed certain source-books and reviews; from these the whole network of research papers can be retrieved.

The style of the Open University correspondence texts owes a lot to the programmed learning movement; we made a self-conscious attempt to use the concepts we regarded as valid, whilst discarding arbitrary rules about frame construction. The resultant correspondence text is, of course, the prime research object of the TCRU.

B.4 Programmed learning

FRY, E. (1964) A classification of variables involved in a programmed learning situation in Educational Technology ed. de Cecco. Holt, Rinehart & Winston

GILBERT, T.F. (1969) Mathetics: an explicit theory for the design of teaching programmes. Longmac

GLASER, R. ed (1965) Teaching machines and programmed learning II: data and directions. National Educational Association, Department of Audio-Visual Instruction

GROPPER, G.L. (1970) The design of stimulus materials in response orientated programs. AV Comm.Rev. 18:129-59,

HARTLEY, J., ed. (1972) Strategies for programmed instruction: an educational technology. Butterworth

HOLLAND, J.G. (1965) Research on programming variables in Teaching machines and programmed learning eds. Lumsdaine and Glaser. National Educational Association, Department of Audio-Visual Instruction.

LANGE, P., ed. (1967) Programmed instruction. NSSE Yearbook 16 pt II. U. of Chicago Press

B.4. Programmed learning - continued

LUMSDAINE, A.A. and GLASER, R. eds (1960) Teaching Machines and programmed learning. National Educational Association, Department of Audio-Visual Instruction

MACDONALD-ROSS, M. (1969) Programmed learning - a decade of development. Int.J. Man-Machine Studies 1:73-100

ROWNTREE, D. (1966) Basically branching, a handbook for programmers. Macdonald

SCHRAMM, W. (1964) The research on programmed instruction. U.S. Office of Education Bull. No.35

SKINNER, B.F. (1968) The technology of teaching. New York, Appleton Century Croft

B.5 Readability

Readability measures are one of the established methods of research into textual communication. The literature that supports them is extensive. There are two classic surveys of the field: Chall (1958), which is itself readable and a good introduction, and Klare (1963), by far the most complete source. This bibliography assumes that the serious researcher will have Klare's book at hand, and is consequently rather selective: earlier references are only provided where they meet a specific need.

Before he starts on this subject, the reader should note that there are certain familiar views or positions that are apt to occur whenever readability measures are used:

1. First, a few people tend to dismiss the usefulness of these measures entirely, either because they feel that humans are more reliable judges than any formula, or, contrarywise, because readability measures do work, but don't solve all the problems of human communication. The first view (naive common-sense) is just plain wrong: the better formulae are markedly more reliable than human judges at estimating the readability and comprehensibility of prose. The second view is too idealistic; if we waited for perfect solutions we would be paralysed; moreover it is not the intention of readability measures to solve all problems.
2. The position I take is that the job of readability measures is to identify, to point out those places where the act of communication may break down or run into trouble. More sophisticated methods of analysis can then be used to diagnose the cause of the trouble and advise on a cure. For example, the Open University produces three hundred correspondence texts and dozens of set books and readers every year: we cannot possibly submit every item to detailed critical scrutiny. What we need is to be sure our heads are pointing in the right direction; readability formulae are one way of achieving this. In passing, this view of readability explains the role played by content analysis and textual criticism in this bibliography (for, clearly, more sophisticated tools can be used once the span of attention has been suitably narrowed).
3. In contrast, a more ambitious position is taken by Bormuth. In his view, a modern readability formula should both identify trouble spots and diagnose the cause of the trouble. In his opinion this extra penetration is achieved by connecting modern readability formulae with the results of linguistic research.
4. Even more ambitious is to expect a formula to identify, diagnose and prescribe the treatment. Thus, a few people have thought that prose could be improved by

B.5. Readability - continued

shortening sentences and words in a crude fashion (that is, without re-thinking and re-designing the communication as a whole). As far as I know, no serious worker now holds this view. It is quite true that readability measures use sentence and word length as basic variables. These variables do correlate highly with measures of comprehension and readability; and this gives the formulae their predictive power. But what one then does to improve the communication is altogether a more complex affair.

B.5.1. General

BORMUTH, J.R. (1967) New developments in readability research. Elementary English 44:840-45

BORMUTH, J.R. (1968) New data on readability in Forging ahead in reading, ed. J.A. Figurel. IRA Proceedings v.12 pt 1 Newark, Delaware, 1968

BORMUTH, J.R. (1969) Development of readability analyses. Project No.7-0052 Washington, US Office of Education

CHALL, J.S. (1958) Readability: an appraisal of research and application. Ohio State U.Press

COLEMAN, E.B. (1968) Experimental studies of readability. Elementary English 45:166-78, 316-23, 333

GILLILAND, J. (1969) The examination of measures of readability. Reading 3:16-21

GILLILAND, J. (1971) The assessment of readability in Reading and the curriculum, ed. J.E. Merritt. UKRA/Ward Lock

GILLILAND, J. (1972) Readability. UKRA/U. of London Press

GLASERFELD, E.von (1970) The problem of syntactic complexity in reading and readability. J. Reading Behaviour 3:1-14

GRAY, W.S. and LEARY, B.E. (1935) What makes a book readable? U.of Chicago Press/University Microfilms

GUTHRIE, J.T. (1972) Learnability versus readability of texts. J.Educational Research 65(6)273-280

KINGSTON, A.J. and WEAVER, W.W. (1967) Recent developments in readability appraisal. J.Reading 11:44-7

KLARE, G.R. (1963) The measurement of readability. Iowa State U.Press

McLAUGHLIN, G.H. (1966) What makes prose understandable? an investigation into comprehension. PhD thesis, University College London

B.5.1. Readability, general - continued

McLAUGHLIN, G.H. (1968) Proposals for readability measures in Third International Reading Symposium, ed. A.L.Brown and J.Downing. Cassell

MANWILLER, C. (1954) Problems involved in the readability of instructional materials. A report of the tenth annual conference on Reading. U.of Pittsburgh Press, 83-93

MERRITT, J.E. ed. (1971) Reading and the curriculum. Part 4:Readability. Ward Lock

NEUBERGER, S. (1954) Readability. Institute of Scientific and Technical Communicators. (PTI:DG 5; see section B.8.2.1)

TINKER, M.A. (1965) Bases for effective reading. University of Minnesota Press

B.5.2 Readability in special disciplines

Readability formulae are basically designed to cope with continuous prose. Some formulae started life as measures of childrens' reading material; others were validated on adult material. All of them were originally standardised on ordinary language continuous prose. So, to what extent may they be used for scientific, technical or mathematical texts?

The problem can be put like this: any aspect of a text which is not ordinary language prose threatens the accuracy of prediction obtainable by the use of these formulae. In these disciplines a text may have a complex structure which is not specifically catered for by the formula. (The word "structure" is used here with these senses: first, the technical terms, diagrams, formulae and equations which are the visible structure of a discipline; and second, the meta-level discourse about the learning process - the objectives, instructions, questions and answers directed at the student).

Nevertheless, readability measures may have their uses in the scientific domain; after all, the dreadful quality of most scientific prose is renowned, and there is at least a prime facie case for using the measures on any type of continuous prose. The whole issue is complex; scientific texts differ so much in their structure; what would be a valid use of a formula in one case would be inappropriate in another case. The need for caution is clear.

BROWN, W.R. (1965) Science textbook selection and the Dale-Chall formula. Sch. Sci. & Maths 65:164-7

CHAINOVA, L.D., KOMAROVA, I.A. and ZONABEND, F.I. (1970) Complex psychophysiological evaluation of the readability of symbolic information. Voprosy Psikhologie 16(2)163-8
Text in Russian

CLINE, T.A. (1972) Readability of community college textbooks. J. Reading 16:3-37

CRAMER, W. and DORSEY, S. (1969) Science textbooks: how readable are they? Elementary Sch.J. 70:28-33

CROOKS, K.B.M. and SMITH, C.H. (1957) The reading problem in college science instruction. Sci.Ed. 41:54-7

EARP, N.W. (1971) Problems of reading in mathematics. Sch.Sci. & Maths 71:129-33

GILBERT, C.D. (1972) An examination of readability levels for selected basic science texts ED059860 (ERIC)

B.5.2. Readability in special disciplines - continued

JOHNSON, D.A. (1947) Readability of mathematics books.
Maths Teacher 50:105-10

KANE, R.B. (1970) The readability of maths textbooks
revisited. Maths Teacher 63:579-81

KLARE, G.R., MABRY, J.E. and GUSTAFSON, L.M. (1955)
The relationship of human interest to immediate
retention and to acceptability of technical material.
J. Applied Psychology 39:92-5

KLARE, G.R., MABRY, J.E. and GUSTAFSON, L.M. (1955) The
relationship of style difficulty to immediate retention
and to acceptability of technical material. J.Ed.
Psychology 46:287-95

KLARE, G.R., SHUFORD, E.H. and NICHOLS, W.H (1957) The
relationship of style difficulty, practice and
ability to efficiency of reading and retention. J.
Applied Psychology 41:222-5

KULM, G. (1971) Measuring the readability of elementary
algebra using the cloze technique. New York, Teachers
College, Columbia University

LOCKWOOD, J.B. (1959) Research on problems in reading
science. Sch.Sci. & Maths 59:551-6

MALLINSON, G.G. (1951) The readability of high school
science texts. Sci.Teacher 18:253-6

MALLINSON, G.G. (1958) Textbook and reading difficulty
in science teaching. Sci.Teacher 25:474-75

MALLINSON, G.G. (1964) Reading and the teaching of science.
Sch.Sci. & Maths 64:148-53

MALLINSON, G.G., STURM, H.E. and MALLINSON, L.M. (1950)
The reading difficulty of textbooks for high-school
biology. Amer.Biology Teacher 12:151-6

MALLINSON, G.G., STURM, H.E. and MALLINSON, L.M. (1952)
The reading difficulty of textbooks for general science.
Sch.Rev.60:94-98

MALLINSON, G.G., STURM, H.E. and MALLINSON, L.M. (1952)
The reading difficulty of textbooks for high-school
chemistry. J.Chem.Ed. 29:629-31

MALLINSON, G.G., STURM, H.E. and MALLINSON, L.M. (1952)
The reading difficulty of textbooks for high-school
physics. Sci.Ed. 36:19-23

B.5.2. Readability in special disciplines - continued

- MALLINSON, G.G. STURM, H.E. and MALLINSON, L.M. (1954)
The reading difficulty of textbooks for general physical
science and earth science. Sch.Sci. & Maths 54:612-6
- MALLINSON, G.G., STURM. H.E. and MALLINSON, L.M. (1957)
The reading difficulty of some recent textbooks for
science. Sch.Sci. & Maths 57:364-6
- MARSHALL, J.S. (1957) The relationship between readability
and comprehension of high school physics textbooks.
Diss.Abs 17:64
- MARSHALL, J.S. (1962) Comprehension and alleged reada-
bility of high school physics textbooks. Sci.Ed. 46:335-46
- NEWPORT, J.F. (1965) The readability of science textbooks
for elementary school. ED010756 ERIC
- O'TOOLE, R.J. (1969) Science vocabulary and readability
level. J.Res.Sci.Teaching 6(2)161-2
- PETERSON, E.M. (1954) Aspects of readability in the social
studies. New York, Bureau of Publications, Teachers
College, Columbia University
- SHAW, J.A. (1967) Reading problems in maths texts.
San Diego State College
- SMITH, E.A. and KINCAID, J.P. (1970) Derivation and valida-
tion of the automated readability index for use with
technical materials. Human Factors 12:457-464
- STANDLEE, L.S. (1956) Readability of Navy publications.
J.Ed.Res. 49:471-3
- STEVENSON, E.N. (1937) An investigation of the vocabulary
problem in college biology. J.Educational Psychology
28:663-72
- TAQUE, J.V. (1953) Readability of texts. High Points
35.16-20
- WEINTRAUB, S. (1967) Research: textbooks (history and biology)
Reading Teacher 21:283-5
- WIEGAND, R.B. (1967) Pittsburgh looks at the readability
of maths textbooks. J.Reading 11:201-204
- WINTHROP, H. (1968) Problems of communication in science
education. Sci.Ed. 52:493-502
- ZAINIZER, K. (1956) The readability of economics textbooks.
Diss.Abs. 16:84

B.5.3 Formulae and techniques

The formulae listed below are all respectable and may be used with confidence. For a more complete list see Klare's book.

Cloze procedure

This is an important modern procedure, especially interesting in view of Bormuth's research aims. For a list of Cloze references see Klare, Sinaiko and Stolurow

BORMUTH, J.R. (1966) Readability, a new approach.
Reading Research Qu 1:79-132

BORMUTH, J.R. (1967) Comparable cloze and multiple-choice comprehension test scores. J.Reading 10:201-99

BORMUTH, J.R. (1967) The implications and use of cloze procedure in the evaluation of instructional programmes. Los Angeles, University of California, Center for the Study of Evaluation of Instructional Programs, Occasional report No.13

BORMUTH, J.R. (1968) Cloze readability procedures.
Elementary English 45:429-36

FROESE, V. (1971) Cloze readability versus the Dale-Chall formula. Newark, Delaware, International Reading Association

KLARE, G.R., SINAIKO, H.W. and STOLUROW, L.M. (1972) The cloze procedure, a convenient test for training materials and translations. Int.Rev. Applied Psychology 21(2)77-105

TAYLOR, W.L. (1953) Cloze procedure, a new tool for measuring readability. Journalism Qu. 30:415-33

Dale-Chall formula

This is the most extensively validated technique, and the soundest of the older methods. It is rather time-consuming owing to its use of vocabulary lists

DALE, E. and TYLER, R.W. (1934) A study of the factors influencing the difficulty of reading materials for adults of limited reading ability. Library Qu. 14:384-412

DALE, E. and CHALL, J.S. (1948) A formula for predicting readability. Ed.Res.Bull. 27:11-20, 28

DALE, E. and CHALL, J.S. (1948) A formula for predicting readability: instructions. Ed.Res.Bull. 27:37-54

DALE, E. and CHALL, J.S. (1949) The concept of readability. Elementary English 26:19-26

DALE, E. and CHALL, J.S. (1949) Techniques for selecting and writing readable materials. Elementary English 26:250-56

B. 5.3. Formulae and techniques - continued

Flesch formula

This is the formula I have been using on Open University materials. It uses syllabus counts, and so is quicker to use than Dale-Chall. The scores correlate highly with Dale-Chall, and there is an extensive literature describing its use.

BROWN, J.L. (1952) The Flesch formula through the looking-glass. *College English* 13:393-94

FARR, J.N., JENKINS, J.J. and PATERSON, D.G. (1951) Simplification of Flesch Reading Ease Formula. *J. Applied Psychology* 35:333-37

FLESCH, R.F. (1943) *Marks of readable style*. New York, AMS Press 1972

FLESCH, R.F. (1948) A new readability yardstick. *J. Applied Psychology* 32:221-33

FLESCH, R.F. (1949) New facts about readability. *College English* 10:225-6

FLESCH, R.F. (1950) Measuring the levels of abstraction. *J. Applied Psychology* 34:384-90

FLESCH, R.F. (1951) Reply to criticism by Jenkins and Jones. *J. Applied Psychology* 35:69

JENKINS, J.J. and JONES, R.L. (1951) Flesch's 'Measuring the level of abstraction' *J. Applied Psychology* 35:68

PITCHER, R.W. (1953) Experimental investigation of the validity of the Flesch readability formula as related to adult materials. University of Michigan, Unpub.doc.diss.

Lorge formula

This older formula is not much used now, but is quite sound.

LORGE, I. (1944) Predicting readability. *Teachers College Record* 45:404-19

LORGE, I. (1948) The Lorge and Flesch readability formulas, a correction. *School and Society* 67:141-2

LORGE, I. (1949) Readability formulae, an evaluation. *Elementary English* 26:86-95

LORGE, I. (1949) Reading and Readability. *Teachers College Record* 51:90-97

B.5.3. Formulae and techniques - continued

LORGE, I. (1959) The Lorge formula for estimating difficulty of reading materials. New York, Bureau of Publications, Teachers College, Columbia University

Other techniques

May I draw your attention to McLaughlin's SMOG method, and to the possibility of automated readability counts (Coke, below, and Smith and Kincaid in section B.5.2. above).

COKE, E.H. (1970) Note on a simple algorithm for a computer-produced reading ease score. J.Applied Psychology 54(3)208-10

FRY, E. (1968) A graph for estimating readability. J. Reading 11:577-81

FRY, E. (1968) A readability graph that saves time. J. Reading 11:513-6

KEARL, B.E. (1948) A closer look at readability formulas. Journalism Qu. 25:344-48

McLAUGHLIN, G.H. (1968) SMOG grading, a new readability formula. J. Reading 12:639-46

McLAUGHLIN, G.H. (1974) Temptations of the Flesch. Instructional Science, in press.

MUGFORD, L. (1970) A new way of predicting readability. Reading 4:31-5

POWERS, R.D., SUMNER, W.A. and KEARL, B.E. (1958) A recalculation of four adult readability formulas. J.Ed. Psychology 49:99-105

POWERS, R.D. and ROSS, J.E. (1959) New diagrams for calculating readability scores rapidly. Journalism Qu. 36:177-82

SWANSON, C.E. and FOX, H.G. (1953) Validity of readability formulas. J.Applied Psychology 27:114-8

B.5.4 Sentence structure

This and the following section could have been placed under linguistics or instructional psychology. For convenience they are left here next to the readability measures which so frequently refer to them.

COLEMAN, E.B. (1962) Improving comprehensibility by shortening sentences. *J. Applied Psychology* 46:131-4

HOLLAND, H.F. (1933) The effect of the length and structure of sentences on the silent reading process. *Psychological Bull.* 30:668-9

McGINITIE, W.H. (1969). Measures of sentence complexity as predictors of the difficulty of reading materials. 77th Annual Convention, American Psychological Association

OSGOOD, C.E. (1963) On understanding and creating sentences. *American Psychologist* 8:735-51

SHERMAN, L.A. (1893) The literary sentence-length in English prose in *Analytics of literature*. Boston, Ginn

SMITH, K.H. and McMAHON, L.E. (1970) Understanding order information in sentences in *Advances in psycholinguistics*, ed. by G.B. Flores D'arcais and W.J.M. Levelt. Amsterdam, North Holland Pub.Co.

B.5.5 Vocabulary

- BONGERS, H. (1947) The history and principles of vocabulary control. Holland, Wocopi-Woorden
- BORMUTH, J.R. (1964) Mean word depth as a predictor of comprehension difficulty. California J.Ed.Res. 15:226-231
- CHALL, J.S. and LORGE, I. (1963) Estimating the size of vocabularies of children and adults. J.Experimental Ed. 32:147-57
- DALE, E. (1965) Vocabulary measurement: techniques and major findings. Elementary English 42:895-901
- DOLCH, E. (1949) The use of vocabulary lists in predicting readability and in developing reading materials. Elementary English 26:17-25
- KLARE, G.R. (1968) The role of word frequency in readability. Elementary English 45:12-22
- LANGER, J. (1967) Vocabulary and concept development. J. Reading 10:448-56
- LUDWIG, M.C. (1949) Hard words and human interest, their effect on readership. Journalism Qu. 26:161-71
- PRESSY, L.C. (1924) The determination of the technical vocabularies of the school subjects. School and Society 20:91-6
- SMITH, W. (1972) Syntactic control in writing: better comprehension. J.Reading 15:355-8
- STAUFFER, R.G. (1966) A vocabulary study comparing reading, arithmetic, health and science texts. Newark, Delaware, International Reading Association
- THORNDIKE, E.L. and LORGE, I. (1944) The teacher's word book of 30,000 words. Columbia U.Press
- WEINTRAUB, S. (1968) The development of meaning vocabulary in reading. Reading Teacher 22:171, 173, 175 & 191
- WEST, M.P. ed. (1953) A general service list of English words, with semantic frequencies and a supplementary word list for the writing of popular science and technology. Longman
- WILLIAMS, C.B. (1970) Style and vocabulary: numerical studies. Griffin
- WITTY, P.A. (1930) Vocabulary and reading. School and Society 31:268-72

B. 5. 5. Vocabulary - continued

YULE, G.U. (1944) The statistical study of literary vocabulary. Cambridge U.Press

B.6 Analysis of texts

Once trouble spots have been located a wide variety of sophisticated tools of analysis and criticism can be used to clarify the problems faced by the reader. Clarification is, of course, a rather unfixed term. No text ever can be unambiguous, and every sentence uttered can be misconstrued. Nor do we suggest that difficult concepts may be grasped without interpretive skills on the part of the reader. Once again, we do not seek any simple solution to the fundamental problems of human communication (many of these problems almost have the status of laws, so closely united are they to our nature as human beings).

If we could adequately describe the meaning structure of a text we should be better placed to explain the difficulty students have in understanding some of our texts. Much of this difficulty is quite gratuitous, caused by the way texts are constructed, not by the intrinsic nature of the writer's conceptual schema or the inadequacy of the reader's decoding strategies.

B.6.1. Literary criticism

Which is the more fruitful way to describe the structure of a text and the task of interpretation faced by the reader: the critical methods of the humanities or the quantitative methods of the social sciences? This section is an oblique comment on present-day content analysis (below, B.6.3.).

CRYSTAL, D. (1969) Investigating English style. Longman

EMPSON, W. (1949) Seven types of ambiguity. Chatto

GOODMAN, P. (1972) Speaking and language: a defence of poetry. New York, Random

HEDDICK, W. (1965) Word for word: a study of authors' alterations with exercises. Faber

HIRSCH, E.D. (1967) Validity in interpretation. Yale U. Press

KAKONIS, T.E. and EVANS, D.A., eds. (1971) Statement and craft: means and ends in writing. New Jersey, Prentice-Hall

LEWIS, C.S. (1961) An experiment in criticism. Cambridge U. Press

PEACOCK, R. (1972) Criticism and personal taste. Oxford Clarendon Press

QUILLER-COUCH, Sir. A. (1921) On the art of reading. Cambridge U. Press

B.6.1. Literary criticism - continued

RICHARDS, I.A. (1943) How to read a page: a course in effective reading. Routledge

RICHARDS, I.A. (1924) Principles of literary criticism. Routledge

RICHARDS, I.A. (1929) Practical criticism. Routledge

VALLINS, G.H. (1960) The best English. Pan Books

WEITZ, M. (1972) Hamlet and the philosophy of literary criticism. Faber

B.6.2. Hermeneutics

This subject is closely allied to literary criticism. Hermeneutics started originally as a form of biblical criticism to tackle the question: how can one adjudicate between two different interpretations of the same piece of text? The literature of the subject (which can be retrieved from the short list below) raises fundamental questions about human communication in text form.

HABERMAS, J. (1972) Knowledge and human interests.
Heinemann

HODGES, H.A. (1969) Wilhelm Dilthey, an introduction.
3rd rev.ed. Routledge

PALMER, R.E. (1969) Hermeneutics: interpretation theory
in Schleiermacher, Dilthey, Heidegger and Gadamer.
Northwestern U.Press

SCMITHALS, W. (1968) An introduction to the theology of
Rudolf Bultman. SCM Press

B.6.3. Content analysis - general

The unsatisfactory state of content analysis is due, in my opinion, to an over-concentration on the problems of politics and mass communication. These are "soft" targets which yield to simple procedures; procedures which tend to be situation-specific because they are not well grounded in theory. Nevertheless, the idea of content analysis is important. For an optimistic view, see Carney, a good general introduction and an interesting attempt to bridge the methods of the humanities with the quantitative techniques of the social sciences.

AITKEN, A.J. (1973) The computer and literary studies. Edinburgh U.Press

AUSTER, D. (1956) Content analysis in audio-visual communication research. AV Comm.Rev. 4:2

BACKMAN, C.W. (1956) Sampling mass media content, the use of the cluster design. American Sociological Rev. 4:102-8

BERELSON, B.R. (1971) Content analysis in communication research. Hafner

BUDD, R.W., THORP, R.K. and DONOHEW, L. (1967) Content analysis of communications. New York, Macmillan

CARNEY, T.F. (1972) Content analysis: a technique for systematic inference from communications. Batsford

DANCE, E.H. (1964) History the betrayer; a study in bias. Hutchinson

DE SOLA POOL, I. (1959) Trends in content analysis. U.of Illinois Press

DE SOLA POOL, I. (1970) The prestige press: a comparative study of political symbols. MIT Press

GERBNER, G., et al. (1969) The analysis of communication content. New York, Wiley

KAPLAN, A. (1943) Content analysis and the theory of signs. Philosophy of Science 10:230-49

LASSWELL, H. (1952) The comparative study of symbols. Stanford U.Press

LASSWELL, H. (1968) The language of politics. MIT Press

B.6.3. Content analysis, general - continued

- LERNER, D., DE SOLA POOL, I. and LASSWELL, H. (1951)
Comparative analysis of political ideologies. Public
Opinion Qu. 15:713-33
- LINDZEY, G., ed. (1968) Handbook of social psychology.
2nd ed. Reading (Mass.) Addison-Wesley
- MACCOBY, E.E. (1958) Readings on social psychology.
New York, Holt, Rinehart & Winston
- MAEZIGER, R.O. (1963) Introduction to mass communication
research. Louisiana State U.Press
- NORTH, R.C., et al. (1963) Content analysis, a handbook
with applications for the study of international crisis.
Northwestern U.Press
- SPIEGELMAN, M., TERWILLIGER, G. and FEARING, F. (1953)
The reliability of agreement in content analysis.
J.of Social Psychology 37:175-87
- STEWART, M.D. (1943) Importance in content analysis.
Journalism Qu. 20:286-93
- STONE, P.J. (1962) The general inquirer, a computer system
for content analysis and retrieval based on the
sentence as a unit of information. Behavioural Science.
7:484-94
- STONE, P.J. (1968) User's manual for the General
inquirer. MIT Press
- STONE, P.J., et al. (1966) The general inquirer, a
computer approach to content analysis. MIT Press
- WILLIAMS, R. (1968) Britain in the sixties: communications.
Penguin

B.6.4. Content analysis : textbooks

The content analysis of textbooks is in a primitive state, but the items listed below do contain the occasional idea which might be of use.

- ALLAN, T. (1969) An approach to selecting social studies curricula. Washington U.
- BEARD, J.G. (1967) Comprehensibility of high school textbooks: association with content area. J. Reading 11:229-34
- BROADBELT, S. (1972) Using mathematical criteria for selecting social studies textbooks. Clearing House 46:487-92
- BROWN, R.A. (1969) Selecting social studies textbooks. Social Education 33:314-20, 324
- CHARTERS, W.W. (1950) Pre-testing a college textbook. Ed. Res. Bull. 29:85-95, 112
- CHILD, I.L., POTTER, E.H., and LEVINE, E.M. (1946) Children's textbooks and personality development. Psychological Monographs 60: No.3 whole No.279
- CHIPLEY, D.R. (1969) Structural criteria for textbook evaluation in art education. Studies in Art 11:61-5
- COLTHAM, V.B. (1970) Assessing history textbooks. Teaching History 1:213-8
- COMMITTEE of the National Council of Teachers of Mathematics. (1965) Aids for evaluation of mathematics textbooks. Maths Teacher 58:467-73
- COMPTON, C.A. (1970) Exercises are not problems. Physics Teacher 8:235-40
- CRONBACH, L.J. (1955) Text materials in modern education. U. of Illinois Press
- DUNFEE, M. (1967) Elementary school science, a guide to current research. Washington, Association for Supervision & Curriculum Development
- EBEL, R.L., ed. (1969) Encyclopedia of educational research. 4th ed. Macmillan. Textbooks: pp.1470-78
- EDUCATIONAL Products Information Exchange Institute. (1969) Evaluation practice used in the selection of educational materials and equipment. New York State.

B.6.4. Content analysis: textbooks - continued

NICHOLS, A.S. (1971) Evaluating textbooks for elementary social studies. Social Education 35:290-4, 304

RAYPAPORT, D. (1970) Definitions: concensus or confusion? Maths Teacher 63:223-8

RUDOLF, W.B. (1970) Estimates of the relative sequential constraint for selected passages from maths books and the relationship of these measures to reading comprehension. American Educational Research Association

STRAIN, J.E. (1969) A recent development in English Language education in Japan: materials analysis. Cambridge, Association Internationale de Linguistique Appliquee

WEINTRAUB, S. (1967) Research: textbooks. Reading Teacher 21:283-5

B.7 Reading

This bibliography is not concerned with research into the learning processes of young children; which explains why most of the extensive literature on reading has been omitted. We are interested in the reading strategies of adults and the basic limitations on speed of reading; the items below provide an introduction to these topics.

B.7.1. General

- AUGSTEIN, S. (1971) Reading strategies and learning outcomes. PhD thesis, Brunel.
- BRUNING, R.H. (1970) Short-term retention of specific factual information in prose contexts of varying organisation and relevance. *J.Ed. Psychology* 61:186-92
- CARROLL, J.B. and FREEDLE, R.O., eds. (1972) Language comprehension and the acquisition of knowledge. New York, Wiley
- DAVIS, F.B. (1972) Psychometric research in comprehension in reading. *Reading Research Qu.* 7:628-78
- DEARBORN, W.F., JOHNSON, P.R. and CARMICHAEL, L. (1949) Oral stress and meaning in printed material. *Science* 110:404
- GATTEGNO, C. (1969) Reading with words in colour. *Educational Explorers*
- GEERLOFS, M.W. and KLING, M. (1968) Current practices in college and adult developmental reading programs. *J. Reading* 11:517-20, 569-75
- GEYER, J.J. (1972) Comprehensive and partial models related to the reading process. *Reading Research Qu.* 7:541-87
- HUEY, E.B. (1968) The psychology and pedagogy of reading. MIT Press
- JUDD, C.H. and BUSWELL, G.T. (1922) Silent reading, a study of various types. *Supp.Ed. Monographs No.23* Chicago U. Press
- KING, M., ELLINGER, B.D. and WOLF, W., eds. (1967) Critical reading. Philadelphia, Lippincott
- KOLERS, P.A. (1972) Experiments in reading. *Scientific American* 227:84-91

B.7.1. Reading, general - continued

- MORTON, J. (1959) Investigation into the effects of an adult reading course. *Occupational Psychology* 33:222-37
- SMITH, H.K. (1967) The responses of good and poor readers when asked to read for different purposes. *Reading Research Qu.* 3:53-83
- THOMAS, L.F. and FARNES, J.F. (1971) A reading recorder. Brunel U.
- THOMAS, L.F. and AUGSTEIN, S. (1970) An experimental approach to learning from written material. Brunel U.
- VERNON, M.D. (1931) Characteristics of proof-reading. *Brit.J.Psychology* 21:368-81
- VERNON, M.D. (1971) Reading and its difficulties. Cambridge U.Press
- VERNON, P. (1962) The determinants of reading comprehension. *Educational and Psychological Measurement* 22:269-286
- WATTS, W.J. (1973) Reading to learn. *Brit.J.Ed.Tech.* 4:132-41
- WEAVER, W.W. (1969) Information-flow difficulty in relation to reading comprehension. *J.Reading Behaviour* 1:41-9
- WILSON, M.C. (1948) The effect of amplifying material upon comprehension. *J.Experimental Ed.* 13:5-8
- WRIGHT, P. (1968) Reading to learn. *Chemistry in Britain* 4:x,445-50

B.7.2. Reading speed

BUZAN, T. (1971) Speed reading. Sphere Books

DE LEEUW, M. and DE LEEUW, E. (1965) Read better, read faster, a new approach to efficient reading. Penguin

HANSON, E. (1968) Factors relating to reading rates. Reading Teacher 21:663-5, 667, 669

LETSON, C.T. (1959) The relative influence of material and purpose on reading rates. J.Ed.Research 52:238-40

PIERCE, J.R. and KARLIN, J.E. (1957) Reading rates and the information rate of the human channels. Bell System Technical J. 36:497-516

TINKER, M.A. (1939) Speed versus comprehension by level of difficulty. J.Ed.Psychology 30:81-94

B.8 Writing Style

This section is prescriptive rather than descriptive. It advises directly how good prose should be constructed; it contains the distilled experience of professional writers.

B.8.1. General

The books listed here are justly famous and influential. The advice to journalists (Evans and Sellars) deserves a wider audience: sub-editors have a whole range of tools that might be used to advantage by educational writers.

- BROWN, J.C. (1942) A word in your ear. Cape
- BROWN, J.C. (1943) Just another word. Cape
- CASSON, J. (1968) Using words: verbal communication in industry. Duckworth
- CHASE, S. (1938) The tyranny of words. New York, Harcourt, Brace
- EVANS, H. (1972) Editing and design, a five-volume manual of English, typography and layout. Heinemann
Book One: Newsman's English
Book Two: Handling newspaper text in preparation
Book Three: News headlines in preparation
- FLESCH, R.F. (1960) How to write, speak and think more effectively. New York, Harper & Row
- FOWLER, H.W. and FOWLER, F.G. (1931) The King's English. Oxford U.Press
- FOWLER, H.W. (1965) A dictionary of modern English usage. 2nd ed.rev. by Sir E. Gowers. Oxford U.Press
- FOWLER, H.W. (1965) Modern English usage. 2nd ed.rev. by Sir E. Gowers. Oxford U.Press
- GOWERS, Sir E. (1973) Complete plain words. 3rd ed.rev. by Sir B. Fraser. Penguin
- GRAVES, R. and HODGE, A. (1965) The reader over your shoulder, a handbook for writers of English prose. Cape
- GUNNING, R. (1968) The technique of clear writing. Rev.ed. New York, McGraw-Hill
- HERBERT, A.P. (1935) What a word! Methuen
- PARTRIDGE, E. (1953) You have a point there: a guide to punctuation and its allies. Hamilton

B.8.1. Writing Style, general - continued

- PARTRIDGE, E. (1965) Usage and abusage: a guide to good English. 6th ed. Hamilton
- PICKFORD, L.J. and SMITH, L.E.W. (1969) A student handbook on note-taking, essay-writing, special study and thesis presentation. Ginn
- QUILLER-COUCH, Sir A. (1916) On the art of writing. Cambridge U.Press
- RAY, R.M. (1970) Revising and refining a manuscript. Reading Teacher 23(5)436-9, 465
- READ, H. (1963) English prose style. Bell
- ROE, I. (1972) A style of your own: a commonsense guide to clear English. David & Charles
- SELLERS, L. (1968) Doing it in style: a manual for journalists, PR men and copy-writers. Pergamon Press
- SELLERS, L. (1968) The simple subs book: a manual for sub-editors (and would-be sub-editors) on newspapers, trade and house journals. Pergamon Press
- STRUNK, W.R. and WHITE, E.B. (1962) The elements of style. Collier-Mac
- THOMSON, K.G. (1970) Guide to letter writing, Pan Books
- THOMPSON, W.N. (1957) Fundamentals of communication: an integrated approach. New York, McGraw-Hill
- VALLINS, G.H. (1951) Good English: how to write it. Pan Books
- VALLINS, G.H. (1953) Better English. Pan Books
- WILLIS, H. (1973) Structure, style and usage. 3rd ed. New York. Holt, Rinehart and Winston

B.8.2. Writing scientific and technical texts

By way of contrast, most books on "technical writing" are second-rate and derivative. One exception is Kapp, who gave a brief glimpse of the possible.

- BAKER, J.R. (1955) English style in scientific papers. Nature 176:851-2
- COLEMAN, P. (1969) The technologist as writer. Toronto, Ryerson Press
- COOPER, B.M. (1964) Writing technical reports. Penguin
- CROWTHER, J.G. (1970) Half a century of science writing. New Scientist 47:243-5 30 July
- DUNKLEY, B. (1972) Do but themselves confound. Students Q.J. Institution of Electrical Engineers March p.13
- EDGERTON, S.G. (1969) Is there a scientific method? Hist.Educ.Qu. 9:492-6
- FUNKHOUSE, G.R. (1969) Levels of science writing in public information sources. Journalism Qu. 46(4)721-6
- FUNKHOUSE, G.R. and MACCOBY, N. (1971) Communicating specialized science information to a lay audience. J.Communication 21(1)58-71
- GILMAN, W. (1961) The language of science, a guide to effective writing. English Universities Press
- GRIFFEL, W. (1971), Writing for technical journals. Engineering Materials and Design 14:220-4
- HEBB, D.O. and BINDRA, D. (1952) Scientific writing and the general problem of communication. Am.Psychologist 7:569-73
- HERBERT, A.J. (1965) The structure of technical English. Longman
- JORDAN, S. (1971) Handbook of technical writing practices. New York, Wiley
- KAPP, R.O. (1948) The presentation of technical information. Constable
- MCLAUGHLIN, G.H. (1966) Comparing styles of presenting technical information. Ergonomics 9(3)257-9
- MAMBERT, W.A. (1968) Presenting technical ideas, a guide to audience communication. New York, Wiley

B.8.2. Writing scientific and technical texts - continued

WOODFORD, F.P., ed. (1968) Scientific writing for graduate students: a manual for the teaching of scientific writing. Rockefeller U.Press

B.8.2.1 PTI papers. Institute of Scientific and Technical Communicators. 17 Bluebridge Avenue, Brookmans Park, Hatfield, Herts.

My comment on Kapp can now be expanded. He was Professor of Engineering at University College London, and the initiator of the Presentation of Technical Information group (PTI). Under the guidance of Kapp and B.C. Brookes this small group of academics, engineers and writers held regular seminars for some years. The intellectual standards of these discussions were generally high; leading academics from many disciplines joined in actively. Some of these seminars were recorded, and are listed here. Kapp is now dead, and the PTI no longer exists as a separate entity. The Institute of Scientific and Technical Communicators (ISTC) was formed from the PTI and two larger groups; it is a worthy, but unexciting organisation which has ambitions to become a professional body for technical communicators. For my part, I would rather have the excitement, the ideas and the calibre of the PTI any day.

BROOKES, B.C. Style manuals for research departments, n.d. DG29

BROOKES, B.C. and HARRIS, N.L. Getting writers to start, n.d. DG21

BROSAN, G.S. (1969) Can technologists communicate? DG33

GODFREY, J.W. (1952) The preparation and production of technical instructional manuals DG1

GREENAWAY, F. (1954) Some historical aspects of the preparation of scientific information DG4

HAZELL, W. (1957) The preparation of technical handbooks DG13

HOCKLEY, H., ROBERTS, F. and WILTSHIRE, R. Training technical writers, a symposium, n.d. DG14

HOLLOWAY, A.H. The presentation of technical information in other countries, n.d. DG15

HORNE, J. (1956) PTI in a foreign language. DG12

KAPP, R.O. Standardisation of technical concepts and terms, n.d. DG16

KAPP, R.O. (1953) The first draft DG3

B.8.2.1. PTI Papers - continued

KIRKMAN, J. (1970) Assessing technical writing DG34

MITCHELL, J. (1962) The American approach to technical writing: professional and academic DG23

PARR, G. (1952) Technical publications DG2

PAUL-JONES, C. (1961) On the formation and presentation of technical terms DG22

RIVINGTON, C. (1962) How can technical books be improved? DG24

B.8.3 Basic English

Basic English, is, in my opinion, the best of the many attempts to build an international second language. Ogden created an integrated linguistic system based on 850 words which are used according to strict rules, and may be extended under prescribed conditions. It is possible to write serious scientific works in Basic; there is even a Basic science dictionary. The use of Basic in Open University Foundation Courses is an idea worth considering: our system might thereby be made accessible to a wider range of students.

BIBLE (1940) The New Testament in Basic English.
Cambridge U. Press

FLESCH, R. (1944) How basic is Basic English?
Harper's 188:339-43

GRAHAM, E.C., ed. (1965) The science dictionary in
Basic English. Evans

GRAHAM, E.C. and FLORENCE, P.S. (1964) Basic English
as an international language for science and the
social sciences. Evans

HALDANE, J.B.S. (1935) The outlook of science (put into
Basic by W. Empson). Routledge

LOCKHART, L.W. (1942) Basic English picture talks. BEPC

NEURATH, O. (1937) Basic English by Isotype. BEPC

OGDEN, C.K. (1932) Basic words, a detailed account of
their uses. BEPC

OGDEN, C.K. (1935) Basic step by step. Routledge

OGDEN, C.K. (1937) Basic English and grammatical reform.
BEPC

OGDEN, C.K. (1940) The general Basic dictionary. Evans

OGDEN, C.K. (1942) Basic English for science. Routledge

OGDEN, C.K. (1950) Word stress and sentence stress.
Orthological Inst.

OGDEN, C.K. (1968) Basic English: international second
language. Rev.ed. New York, Harcourt

RICHARDS, I.A. and OGDEN, C.K. (1943) Basic English and
its uses. Routledge

RICHARDS, I.A. (1968) Design for escape: world education
through modern media. New York, Harcourt

B.8.3 Basic English - continued

ROSSITER, P.M. (1937) Basic English for geology. BFPC

WEST, M.P. and SWANSON, E. (1934) A critical examination
of Basic English. Toronto U.Press

C. VISUAL DESIGN

The third part of the bibliography covers those aspects of visual design which are relevant to the design of educational texts for adult readers. Research into television presentation has not been listed unless it relates to the field of text design.

C.1 General

- BAKER, C.A. and GREYER, W.H. (1954) Visual presentation of information. Wright Air Development Center Technical report 54-160, Wright Patterson Air Force Base
- BAKER, E.L. and POPHAM, W.J. (1969) Value of pictorial embellishments in a tape-slide instructional programs. AV Comm.Rev. 17:397-403
- BOWMAN, W.J. (1968) Graphic communication. New York, Wiley
- BRIGGS, L.J. (1970) Handbook of procedures for the design of instruction. American Institutes for Research, Pittsburgh
- CHAN, A. and TRAVERS, R.M.W. (1966) The effect on retention on labelling visual displays. Am.Ed.Res.J. 3:55-67
- CHRISTENSEN, C.M. and STORDAHL, K.E. (1955) The effect of organisational aids on comprehension and retention. J.Ed. Psychology 46(2)65-74
- CORNOG, D.Y. and ROSE, F.C. (1967) Legibility of alpha-numeric characters and other symbols.II, a reference handbook. US Dept.of Commerce, National Bureau of Standards misc.pubs 262-2
- CRANE, W. (1896, reissued 1972) Of the decorative illustration of books old and new. Bell
- DWYER, F.M. (1970) Exploratory studies in the effectiveness of visual illustrations. AV Comm.Rev. 18(3)235-40
- DWYER, F.M. (1971) Color as an instructional variable. AV Comm.Rev. 19(4)399-416
- DWYER, F.M. (1972) A guide for improving visualised instruction. State College Pennsylvania Learning Services
- ENRICK, N.L. (1972) Effective graphic communication. Princeton, Auerbach
- FLEMING, M.L. (1967) Classification and analysis of instructional illustrations. AV Comm.Rev. 15:246-56

C.1. Visual design, general - continued

- FLEMING, M.L. (1970) Perceptual principles for the design of instructional materials. Bloomington, Indiana University, AV Center
- GIBSON, J.J. (1954) A theory of pictorial perception. AV Comm.Rev. 2:3-23
- GROPPER, G.L. (1963) Why is a picture worth a thousand words? AV Comm.Rev. 11:75-95
- GROPPER, G.L. (1966) Comment on sense-impression response to differing pictorial and verbal stimuli. AV Comm.Rev. 14:91-7
- GROPPER, G.L. (1966) Learning from visuals: some behavioural considerations. AV Comm.Rev. 14:37-6
- HAGUE, C.W. (1957) Printing and allied graphic arts. Milwaukee, Bruce Pub.Co.
- HAMILTON, E.A. (1970) Graphic design for the computer age: visual communication for all media. New York, Van Nostrand
- HAWKINS, M.L. (1971) A model for the effective use of pictures in teaching social studies. AV Instructor 16:46-48
- HITT, W.D., et.al. (1961) Development of design criteria for intelligence display formats. Human Factors 3:86-92
- HOLLIDAY, W.G. (1973) Critical analysis of pictorial research related to science education. Sci.Ed. 57(2)201-14
- IVINS, W.M. (1953) Prints and visual communication. Routledge
- KNOWLTON, J.Q. (1966) On the definition of 'picture' AV Comm.Rev. 14:157-83
- KOENKE, K. and OTTO, W. (1969) Contributions of pictures to children's comprehension of the main idea in reading. Psychology in the schools 6:298-302
- MOORE, D.M. and SASSE, E.B. (1971) Effect of size and type of still projected pictures on immediate recall of content. AV Comm.Rev. 19:437-50
- MULLER-BROCKMAN, J. (1971) A history of visual communication. Tiranti
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C.2 Charts, graphs and tables

Otto Neurath's Isotype system is a coherent set of ideas especially adapted to the presentation of quantitative information. Anyone who regularly handles such data should study carefully the work of this group. The Isotype Collection has been donated to Reading University by Marie Neurath, where it now awaits classification. Of the other items listed below, the book by Brinton is an interesting historical source.

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C.3 Scientific and technical diagrams

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- BOOKER, P.J. (1963) *A history of engineering drawing*. Chatto and Windus
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C.4 Algorithms

With relief we come to an area where something is known: the use of ordinary-language algorithms for presenting instructions, decisions, rules and regulations. An ordinary-language algorithm may take the form of a branching tree or a list structure; it is (in the words of Lewis) "a canonical form for representing the structure of 'if.... then... unless' conditionals". The theory and practice of algorithms was hammered out more or less independantly and simultaneously in two places: the Psychology Department of University College London (Wason and Jones) and Cambridge Consultants Ltd (especially by Lewis). Most of the papers listed below are of high quality; those by Lewis unite conceptual depth with clarity of expression, and are especially recommended. Almost all the papers listed are English; this work is virtually unknown in North America.

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CAMBRIDGE Consultants (Training) Ltd. (1967) Evaluation report on a training programme for instrument artificers

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DAVIES, I.K. (1970) Algorithms, a strategy for overcoming communication problems. RAF Ed.Bull 7:39-50

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C.4 Algorithms - continued

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- SHIMBERG, H.L. (1973) Effective presentation of maintenance information using decision logic tables. Technical Comm. 20(1):10-13
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WASON, P.C. and JONES, S. (1965) The logical tree project. University College London, Department of Psychology

WHEATLEY, D.M. and UNWIN, A.W. (1972) The algorithm writer's guide. Longman

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C.6 Typography

This is an extensively researched field. The standard reference work is Tinker (1963), though the newcomer should start with the more digestible books by Burt and Spencer. The keen student will also need the recent bibliography by Hartley, Fraser and Burnhill which lists typographic research relevant to the production of instructional materials. Because these excellent sources exist I have contained my list to a small number of items which are relevant to our interests. Special mention again goes to journalism (Evans and Putt) for throwing a refreshing light on the problems of typography and layout.

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- EVANS, H. (1973) Editing and design, a five-volume manual of English, typography and layout. Heinemann
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- FOSTER, J.J. (1970) A study of the legibility of one and two column layout for BPS publications. Bull. Brit. Psychological Soc. 23:113-4
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- POULTON, E.C. (1959) Effects of printing types and formats on the comprehension of science journals. Medical Research Council Applied Psychology Unit report No.346 HMSO
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- TINKER, M.A. (1963) Legibility of print. Iowa State U. Press
- TSCHICHOLD, J. (1967) Asymmetric typography. Faber and Faber
- TURNBULL, A.T. and BAIRD, R.N. (1968) The graphics of communication: typography, layout and design. 2nd ed. New York, Holt, Rinehart and Winston
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