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ABSTRACT Three major sections, English language development,
 language arts curriculum, and historical overviews, compose this
 bibliography compiled from a review of Dissertation Abstracts
 International, July 1973-June 1974 and July 1974-June 1975. Its focus
 is on prekindergarten and primary minority groups and disadvantaged
 children, and it excludes those studies dealing exclusively with
 dialects, black dialect, bilingualism, and specific reading programs.
 Studies in the last four areas which focus on English language
 development are included. Among the categories listed under the first
 section are: linguistics, linguistic development at various ages,
 diagnostic intelligence tests, perceptual development, memory skills,
 and verbal problem solving. Standard English, English as a second
 language, language development curriculum, language and reading
 achievement, writing and spelling, and involvement of other in
 language growth are among the categories subsumed by the second
 section. Nine references are included under historical review,
 intended to help to view the present developments in perspective. The
 conclusion provides a summary of the major points. It is suggested
 that no one has resolved the problem of developing adequate language
 abilities in young, disadvantaged, and minority children.
 (Author/AM)

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4

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EARLY CHILDHOOD EDUCATION - AN UPDATED
COLLECTION OF DISSERTATION ABSTRACTS OF REPORTS
DEALING WITH
ENGLISH LANGUAGE DEVELOPMENT AND LANGUAGE ARTS
CURRICULUM FOCUSING ON THE DISADVANTAGED

by

KATHARINE RUBIN

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2

TABLE OF CONTENTS

INTRODUCTION	5
<u>ENGLISH LANGUAGE DEVELOPMENT</u>	
Linguistics	
Phonology and Morphology	14
Syntax	14
Semantics	15
Grammar	16
Vocabulary	16
Linguistic Development at Various Age Levels	17
Diagnostic Intelligence Tests	18
The Sensory Skill of Auditory Discrimination	19
Perceptual Development	20
Concept Development	21
Memory Skills	22
Verbal Problem Solving	22
Motor Skills	23
Nonverbal Communication	23

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LANGUAGE ARTS CURRICULUM

Standard English	23
English as a Second Language	24
Diagnostic Language Tests	25
Language Development Curriculum	26
Language and Reading Achievement	30
Writing and Spelling	31
Listening	32
Involvement of Others in Language Growth	
Parent-Child Verbal Interaction	33
Teacher-Child Verbal Interaction	35
Peer Group Verbal Interaction	36
Use of Content Areas to Further Language Growth	
Creative Dramatics, Creative Expression, Sociodramatic Play, Art and Art Appreciation ..	36
Social Studies, Social Science, Natural Science	38
Use of Television to Further Language Growth	39
<u>HISTORICAL OVERVIEWS</u>	39
CONCLUSION	41
REFERENCES	44

INTRODUCTION

The purpose of this study is to cull from two years of dissertation abstracts those reports that deal with the English language development programs and the language arts curriculum of pre-kindergarten and primary (kindergarten and first grade) minority groups and disadvantaged children, ages 3-1 through 7-6. Excluded from this report are those studies dealing exclusively with dialects, black dialect, bilingualism and specific reading programs. Studies in these last four areas which focus on English language development and language arts are included.

The goal, in preparing this document, is to bring myself up to date on what dissertation research has been reported from July 1973 through June 1975 in order to gain a clearer perception of the types of work done on the doctoral level in the area described above and, thereby, enhance my own background and knowledge.

The method used to accomplish this goal involves reviewing Dissertation Abstracts International, July 1973-June 1974 (Vol. 34) and July 1974-June 1975 (Vol. 35) by checking the indices for specialized descriptors in order to identify documents falling within the categories described above.

The list of descriptors and identifiers includes Appalachian, Black, Chicānos, Children, Composition, Curricular, Disadvantaged, Early, Elementary, English, First, Five, Four, Grammar, Handwriting, Headstart, Kindergarten, Language, Linguistic, Listening, Low, Mexican, Minority, Negro, Nonverbal, Nursery, Oral, Phonological, Poor, Pre, Preschool, Primary, Readers, Readiness, Reading, Seven, Six, Socioeconomic, Spanish, Speaking, Speech, Spelling, Television, Test, Three, Title I, Verbal, Vocabulary and Written.

For the purposes of this document the term "relevant" is limited to include children described as belonging to low socioeconomic, low income, disadvantaged or minority groups and/or living in rural, semi-rural or inner-city areas. The geographical area includes the United States and Canada. IQ 70 is the cut-off. The children may have been referred to a clinic with a non-specified

language disability as long as they remain within the regular classroom for their instruction. Excluded from this document are the categories: Special Education, Mentally Retarded and EMR, Perceptually Handicapped, as well as children who are developmentally delayed nonverbal, hard of hearing, deaf, blind and have other diagnosed language and learning disabilities which remove them from the regular classroom for instruction.

Using the above list of descriptors and identifiers, eighteen hundred abstracts were identified and read in order to determine their appropriateness for inclusion in this report. This process yielded six hundred possible studies, which were xeroxed; the volume, book and page numbers noted on the top of each study. A reduction process ensued in which each xeroxed study was examined in light of the originally stated purpose and certain additional studies were eliminated, narrowing down the original six hundred to the present set of three hundred and thirty two xeroxes which make up the main body of this document. These were then organized into meaningful units and arranged chronologically and alphabetically by author within each year.

The xeroxed abstracts in this document are divided into two broadly defined areas - those that deal primarily with the developmental-maturational side of language acquisition and those that deal primarily with the school fostered curriculum including the language arts of speaking, writing, spelling and listening.

Linguistics, which studies human speech in its various aspects, focuses on the innate language structure of the child. This area includes phonology, morphology, syntax, semantics, grammar and vocabulary. Contained within these are phonemic studies, syntactic complexity of language studies made possible by the T-unit system of Hunt (1965) and used to assess the child's oral language development, studies of metaphor and vocabulary diversity including labelling and form-function of words.

The second part examines linguistic development at various age levels including developing syntactic styles and universal language emergence in native English speakers as well as in young children acquiring English as a second language. Piaget language categories are also considered.

The next several categories deal with the inter-relationship of language, intellectual, sensory, perceptual, and conceptual development. The Wechsler Intelligence Scale for Children (WISC) and the Illinois Test of Psycholinguistic Abilities (ITPA), two diagnostic intelligence tests which also measure language abilities, can be used as effective screening devices for language disabilities. The section on the sensory skill of auditory discrimination includes the Wepman Auditory Discrimination Test (WADT) used to test speech-sound discrimination so important to early language acquisition. Also investigated is the relationship of socioeconomic status to auditory discrimination.

Perceptual development includes auditory perception, modality strength, and the Bender Visual Motor Gestalt Test due to the close relationship of visual-motor perceptual functioning and the ability to write. The section on concept development contains abstracts of research studies in conceptualization and its relationship to language. The developing child is looked at from a Piagetian point of view and the concepts explored are conservation, classification, seriation, reversibility and temporal and spatial orientation.

Memory includes short term auditory memory, functionally related to language development as well as memory and its role in oral communication. Verbal problem solving contains studies which examine the idea that the solving of verbal mathematics problems may not be a function of knowledge but may be directly related to linguistic development. The section on motor skills examines the relationship of motor coordination to oral language skills. Nonverbal communication consists of gestures, facial expressions and eye contact that accompany effective speech.

The above categories comprise the first broad area of this document - that of the developmental-maturational aspect of language acquisition. The next series of categories deals primarily with the school oriented curriculum including the language arts of speaking, writing, spelling and listening. Many young black children come to school speaking a type of English, containing certain phonological and syntactical differences, that seem to interfere with their ability to function in the school world. Standard English is a section containing abstracts which deal specifically with teaching black children to speak standard English. Young Cuban, Puerto Rican, and Mexican-American children, who may or may not come to school with a fluent

grasp of their native tongue, are taught to speak English in programs designed specifically for children learning English as a second language.

In order to plan curricular materials and programs for developing language in young children it is necessary to be able to pin-point specific areas of deficiency and/or skill and also have a means of pre-testing and post-testing in order to test the success and/or failure of a long-range program. Among the diagnostic language tests included in this section are Peabody Picture Vocabulary Test (PPVT) (receptive vocabulary), Metropolitan Readiness Test (MRT), (word meaning, copying, listening), Test of Basic Experiences Level I (TOBE), (language), Revised Cooperative Preschool Inventory (CPI) (associative vocabulary, visual-motor perception) and First Grade Readiness Scale (handwriting, oral communication).

Language development curricular programs include the Peabody Language Development Kit, Level P (PLDK), the Distar Language Program (Bereiter-Engelmann), Head Start, Follow Through and several versions of home visit parent education programs in which parents are seen as an instrumental force in the language

development of the very young child. This section also contains abstracts concerned with general language arts curricular information as well as curricular preferences of parents and educators. The next section contains studies linking oral language development to later reading achievement. Also included here is the language arts approach to reading. Studies focusing on the language arts of writing, spelling and listening are in their respective categories.

Language growth is an on-going process. A child's verbal relationship with other people, including the very close, special one with his parents, the more formal one with his teachers and the interpersonal communication patterns established with his peer group can affect his language development in many ways. Abstracts in this section focus specifically on these three areas.

An important curricular device used to foster language development in young children is to use other content areas in order to provide natural learning situations which the child has many opportunities to express himself, many chances to talk and many things to talk about. These content areas are examined: creative dramatics, creative expression, sociodramatic play, art and art appreciation, the social studies and sciences, and natural sciences.

One influence that seems to be gaining recognition as a force instrumental in affecting language development in young children is television, and for this reason several television studies are included in this document.

Historical overviews are included because they help one to view the present perspective. Such studies as "A Historical Analysis of Spelling Instruction in the United States, 1644-1973" are included.

In summary, then, the above categories and the abstracts contained within each one represent the sum total of relevant studies done on the dissertation level and published in Dissertation Abstracts International, July 1973-June 1974 (Vol. 34) and July 1974-June 1975 (Vol. 35).

ENGLISH LANGUAGE DEVELOPMENT

LINGUISTICS

Phonology and Morphology

Phonemic Segmentation And Blending Skills Of Kindergarten Children
Helfgott, Joan A., Ph.D., University of Connecticut, 1975
Vol. 35, No. 11, p.7156-A

Grammatical Morpheme Usage In The Beginning Reader
McClure, Judith Selee, Ph.D., University of Colorado, 1974
Vol. 35, No. 12, Pt. 1, p.7759-A

Imitation, Comprehension, And Production Of Morphological Language Constructs
Within Subjects In Their Native And Second Language
Joseph Andrew Cinque, Ph.D., Fordham University, 1973
Vol. 34, No. 5, p.2381-A

Imitation, Comprehension, And Production Of Morphological Language Constructs
By Young Native and Non-Native Speakers of English
Christine Carmen De Vita, Ph.D., Fordham University, 1973
Vol. 34, No. 5, p.2383-A

Auditory Blending of Words and Syllables by Beginning Readers: A Comparison of
Initial and Final Blending
Helen Kallenberg Hoffman, Ph.D., Cornell University, 1973
Vol. 34, No. 11; p.7102-A- p.7103-A

A Preliminary Analysis of Certain Phonological Characteristics of South Florida,
Urban, Black Speech
John Morgan Taylor, III, Ph.D., University of Miami, 1973
Vol. 34, No. 1, p.301-A

Syntax

Syntactic Maturity And Vocabulary Diversity in the Oral Language of First,
Second, and Third Grade School Children
Ciani, Alfred Joseph, Ed.D., Indiana University, 1974
Vol. 35, No. 9, p.5983-A- p.5984-A

Interdependence of Vocabulary Diversity, the Length, and Purpose of Communication
Units for 3-, 4-, and 5-Year-Old Children from Low Income Families
Doss, Carolyn Jane, Ph.D., George Peabody College for Teachers, 1974
Vol. 35, No. 12, Pt. 1, p.7714-A- p.7715-A

The Effects of Elicitation Variables on the Language Performance of Normal and
Language Disordered Children
Fields, Thomas Alvin, Ph.D., University of Texas at Austin, 1974
Vol. 35, No. 8, p.5558-A

Oral Language Assessment: An Evaluation of a Modular Teacher Education Program
Manuel Reyes Mazon, Ph.D., University of Texas at Austin, 1974
Vol. 34, No. 9, p.5783-A

Syntactic and Semantic Complexity Used by Children in Response to Six Modes of Story Presentation

Schmidt, Eunice Louise Ontjes, Ph.D., University of Washington, 1974
Vol. 35, No. 8, p.4879-A

Relationships Between T-Unit Measures of Oral Language Maturity and Piagetian Stage of Mental Development

Robert Powell Abbott, Ph.D., University of Oklahoma, 1973
Vol. 34, No. 11, p.6854-A

An Evaluation of Recent Studies of Elementary and High School Student Language

Thomas Dexter Barbour, Ph.D., Northwestern University, 1973
Vol. 34, No. 6, p.2903-A - p.2904-A

A Study of the Effects of Student-Taken Photographic Essays on the Length and Complexity of Oral Language Production in Primary-Aged Children

Donald Martin Boehnker, Ed.D., Indiana University, 1973
Vol. 34, No. 8, p.4978-A

The Relationship of Sex, Social-Class and Verbal Planning to the Disfluencies Produced by Nonstuttering Preschool Children

Winifred Watson Brownell, Ph.D., State University of New York at Buffalo, 1973
Vol. 34, No. 2, p.888-A

Deprivation or Intimidation: A Study of Social Influences on Children's Verbality

Craig, James Lewis, III, Ph.D., University of New Mexico, 1973
Vol. 35, No. 3, p.1550-A

Language Function: A Cross-Class Study of Verbal Performance

Hoffman, Gerard W., Ph.D., Yeshiva University, 1973
Vol. 35, No. 1, p.260-A - p.261-A

Conservation and the Comprehension of Syntax in Economically Disadvantaged Seven-Year-Old Negro Children

Barbara Ann Miller Hutson, Ed.D., University of Florida, 1973
Vol. 34, No. 10, p.6449-A - p.6450-A

Syntactical Representation in Selected Disadvantaged Young Children: A Comparative Study of the Developmental Stages of Drawing and Language

Albert Laughton Rauls, Ph.D., Florida State University, 1973
Vol. 34, No. 6, p.3039-A

A Linguistic Analysis of Disadvantaged Kindergarten Children's Verbal Responses to Questions

Barbara Joe Matthews Simmons, Ed.D., Texas Tech University, 1973
Vol. 34, No. 9, p.5603-A - p.5604-A

Semantics

Developmental Shifts in Children's Semantic Organization

Steinberg, Esther Reizman, Ph.D., University of Illinois at Urbana-Champaign, 1974
Vol. 35, No. 7, p.4263-A - p.4264-A

Age, Language, Culture, Previous Knowledge, and Proverb as Social Metaphor: A Study in Relationships

Brewer, R.S.M., Patricia J., Ph.D., University of Pennsylvania, 1973
Vol. 34, No. 12, Pt.1, p.7658-A

Language Acquisition Through Modeling and Imitation

George Takashi Endo, Ph.D., University of Utah, 1973
Vol. 34, No. 2, p.614-A - p.615-A

Children's Semantic Expectations and Performance With an Exceptional Linguistic Structure

Cheryl Janice Gowie, Ph.D., State University of New York at Albany, 1973
Vol. 34, No. 6, p.3137-A - p.3138-A

Grammar

Comprehension and Production of English Relative Clauses in Adult Second Language Acquisition and Child First Language Acquisition
Bertkau, Jana Anne Svoboda, Ph.D., University of Michigan, 1974
Vol. 35, No. 5, p.2965-A

Grammar: Toward a Developing Methodology Compatible With New English Philosophy
Cromie, David, Ed.K., University of Colorado, 1974
Vol. 35, No. 12, Pt.1, p.7889-A-p.7890-A

The Effect of Context on Children's Comprehension of Language
Gourley, Judith W., Ph.D., Cornell University, 1974
Vol. 35, No. 9, p.6120-A

The Acquisition of Temporal Reference in Pre-School Children
Keller-Cohen, Deborah, Ph.D., State University of New York at Buffalo, 1974
Vol. 35, No. 10, p.6695-A-p.6696-A

The Identification and Teaching of Selected Temporal Constructions to Young Children
Ritter, Joyce Helen, Ed.D., Indiana University, 1974
Vol. 35, No. 9, p.6123-A

Cognition and the Acquisition of Selected Function Words in Poverty Children
Michael Linn Hanes, Ph.D., Indiana University, 1973
Vol. 34, No. 8, p.4925-A-p.4926-A

Grammatical Gender and Its Relationship to the Equal Treatment of Males and Females in Children's Books
Nielsen, Alleen Pace, Ph.D., University of Iowa, 1973
Vol. 35, No. 2, p.945-A

The Acquisition of Relative Clauses in English
Amy Louise Sheldon, Ph.D., University of Texas at Austin, 1972
Vol. 34, No. 2, p.754-A

Vocabulary

The Effect of Syntactical Structure on Word Identification by Kindergarten Children
Granskog, Dorothy Ruth, Ph.D., Michigan State University, 1974
Vol. 35, No. 3, p.1529-A

Formative Research in Black-White Peer Teaching Using Toys as a Medium for Instruction
Kamin, Carol Simon, Ph.D., Arizona State University, 1974, Vol.35, No.3, p.1353-A

An Investigation of Social Class Differences in Elaboration Using a Multiprocess Verbal Learning Model
Peter Robert Barcher, Ph.D., Syracuse University, 1973
Vol. 34, No. 11, p.7035-A

Formative Research in Peer Teaching Using Toys as a Medium for Instruction
Guillermina Engelbrecht, Ph.D., Arizona State University, 1973
Vol. 34, No. 3, p.998-A-p.999-A

The Effectiveness of Three Types of Reinforcement on Word Recognition Learning by Inner City Children
Arthur Lewellyn Lutes, Ed.D., University of Rochester, 1973
Vol. 34, No. 5, p.2274-A

The Effects of Social Class, Preschool Experience, and Chronological Age on Labelling and the Identification of Function
Robert T. Smith, Ed.D., Rutgers University The State University of New Jersey, 1973
Vol. 34, No. 7, p.4006-A-p.4007-A

Pictorial and Verbal Stimuli and Order of Presentation in Children's Associative Learning

Stephen J. Thomsen, Ph.D., State University of New York at Albany, 1973
Vol. 34, No. 4, p.1717-A - p.1718-A

Race and Sex of the Examiner and the Elicited Vocabulary of Black Kindergarten Children

Leonard Todd Gries, Ph.D., Hofstra University, 1972
Vol. 34, No. 1, p.413-A - p.414-A

LINGUISTIC DEVELOPMENT AT VARIOUS AGE LEVELS

Egocentric Speech in Children: A Contrastive Analysis of Three Theories

Hewes, Dean Edward, Ph.D., Florida State University, 1974
Vol. 35, No. 8, p.5559-A - p.5560-A

Language Acquisition of a Bilingual Child: A Sociolinguistic Perspective (To Age Five)

Fantini, Alvino Edward, Ph.D., University of Texas at Austin, 1974
Vol. 35, No. 8, p.5376-A - p.5377-A

Developmental Growth Patterns of Young Children in Processing Syllables and Phonemes in Spoken Nonsense Words

Klaniecki, C.S.F.N., Florence M., Ph.D., University of Pittsburgh, 1974
Vol. 35, No. 12, Pt.1, p.7772-A - p.7773-A

Early Stages in the Non-Native Acquisition of English Syntax: A Study of Three Children From Zaire, Venezuela and Saudi Arabia

Nielsen, Thelma Henkes, Ph.D., Indiana University, 1974
Vol. 35, No. 9, p.6121-A - p.6122-A

Syntactic Styles and Universal Aspects of Language Emergence

Ramer, Andrya L. H., Ph.D., The City University of New York, 1974
Vol. 35, No. 3, p.1775-A

Children's Speech and Communicative Competence

Riccillo, Samuel C., Ph.D., University of Denver, 1974
Vol. 35, No. 8, p.5563-A - p.5564-A

Task Persistence in Early Childhood Education

Stephenson, Thomas Richard, Ph.D., Utah State University, 1974
Vol. 34, No. 12, Pt.1, p.7597-A - p.7598-A

Children's Interpretation of Form-Function Ambiguity

Western, Richard Daniel, Ph.D., University of Minnesota, 1974
Vol. 35, No. 12, Pt.1, p.7884-A

An Analysis of the Spontaneous Language of Selected Urban Five Year Olds Through the Use of the Piaget Language Categories

Rifa Ciotti Altman, Ed.D., Temple University, 1973
Vol. 34, No.5, p.2150-A

Children's Acquisition of Phonological Stress Contrasts

Kay Atkinson-King, Ph.D., University of California, Los Angeles, 1973
Vol. 34, No. 3, p.1265-A

An Analysis of Interrogative Constructions in the Language of Black and White Children of Low and Middle Socioeconomic Status Aged Three to Six Years

Caskie, Polly Davis, Ph.D., Florida State University, 1973
Vol. 35, No. 2, p.1075-A - p.1076-A

A Comparison of the Similarity in Language Skills of Identical and Fraternal Twin Pairs

Karen Mestel Fischer, Ph.D., University of Pennsylvania, 1973
Vol. 34, No. 8, p.4864-A - p.4865

The Acquisition of English Syntax by Indonesian Children; Trends in the Development of Phrase Structure and Transformational Rules
Jakub Isman, Ph.D., Indiana University, 1973
Vol. 34, No. 7, p.4232-A - p.4233-A

The Slow Speech Development of a Bright Child
Thelma Evans WEEKS, Ph. D., Stanford University, 1973
Vol. 34, No. 9, p.5951-A

DIAGNOSTIC INTELLIGENCE TESTS

The Validity of Psycholinguistic Configurations as Predictors of Reading Achievement
Brown, Rebecca Jane, Ph.D., University of Mississippi, 1974
Vol. 35, No. 3, p.1348-A

A Factor Analytic and Item Validity Study of the Performance of Selected Mississippi Kindergarten and First-Grade Students on the Revised Illinois Test of Psycholinguistic Abilities
Cox, Joseph Alexander, Ph.D., University of Southern Mississippi, 1974
Vol. 35, No. 10, p.6540-A

An Investigation of Relationships Between Preschool Children's Scores on the Denver Developmental Screening Test and Parent Responses to a Questionnaire and an Interview
Deitch, Barbara Sue, Ed.K., Northern Illinois University, 1974
Vol. 35, No. 12, Pt 1, p.7754-A - p.7755-A

The Relationship Between Allergic Conditions and Language and/or Learning Disabilities
Harvard, Janice Goolsby, Ed.D., Baylor University, 1974
Vol. 35, No. 11, p.6940-A

The Effects of Teaching Test-Taking Skills on the Performance of Four Year Olds
McGlothlin, Mary Bradford, Ed.D., University of Southern Mississippi, 1974
Vol. 35, No. 5, p.2654-A

Four Presentation Modes of Televised Stimuli and Their Influences on the Cognitive Learning of Negro Children at Risk for Developmental Retardation: An Exploratory Study
Moore, Joseph Oliver, Ph.D., University of Wisconsin-Madison, 1974
Vol. 35, No. 10, p.6542-A

Patterns of Success and Failure in Early Childhood: Toward the Specification of Critical Intervention Variables
Nichols, Stephen Lynn, Ph.D., George Peabody College for Teachers, 1974
Vol. 35, No. 8, p.5177-A

An Investigation Into the Effects of Contingent and Noncontingent Reinforcement on Auditory Receptive Language Ability of Students With Developmental Disabilities
Rogers, Brenda Gayle, Ph.D., Ohio State University, 1974
Vol. 35, No. 11, p.6946-A

The Effectiveness of Measures of Intelligence and Psycholinguistic Abilities in Predicting the Academic Achievement of Culturally Disadvantaged Children
Stoneburner, Robert Lee, Ph.D., University of Illinois at Urbana-Champaign, 1974
Vol. 35, No. 1, p.273-A

Socioeconomic Status and Levels of Ability
Jerry Douglas Harris, Ph.D., University of Minnesota, 1973
Vol. 34, No. 6, p.3138-A - p.3139-A

The Development of a Refined Scoring System for the Vocabulary Subtest of the Wechsler Intelligence Scale for Children
Olthof, E. Vaughn, Ph.D., Ohio University, 1973
Vol. 34, No. 12, Pt.1, p.7592-A

An Analysis of Assessment Procedures and Practices in a Tri-Cultural First Grade Population
Gary Dennis Snow, Ph.D., University of Oregon, 1973
Vol. 34, No. 6, p.3160-A - p.3161-A

A Comparative Analysis of the Performance of Clinic Subjects on the Wechsler Intelligence Scale for Children and the Revised Illinois Test of Psycholinguistic Abilities
Robert Michael Stausing, Ed.D., Ball State University, 1973
Vol. 34, No. 8, p.4892-A

A Factor Analytic Evaluation of Construct Validity of the ITPA With White Children
John Porter Vaughn, Ph.D., Mississippi State University, 1973
Vol. 34, No. 8, p.4895-A - p.4896-A

Development and Validation of a Group Test of Developmental Learning Skills and its Relation to Similar Individual Tests in the Field
Michael Allen Watson, Ed.D., Northern Illinois University, 1973
Vol. 34, No. 3, p.1143-A

Behavioral Correlates of Intellectual Performance Among Disadvantaged Three-Year-Old Negro Children
Gary LeGro Weld, Ed.D., University of Florida, 1973
Vol. 34, No. 11, p.7059-A

The Relationship Between Intelligence Structure and Psycholinguistic Abilities in Learning-Disabled Children
West, Dorris Estellene, Ph.D., North Texas State University, 1973
Vol. 35, No. 1, p.202-A - p.203-A

THE SENSORY SKILL OF AUDITORY DISCRIMINATION

Selected Environmental Factors Influencing Auditory Discrimination Skills of First Grade Students
Leach, Mozelle Phillips, Ph.D., University of Oklahoma, 1974
Vol. 35, No. 8, p.4999-A - p.5000-A

Auditory Discrimination in Six-Year-Old Children as a Function of Ethnic Group Membership
Rosc, Helen Warren, Ph.D., The Catholic University of America, 1974
Vol. 35, No. 1, p.269-A - p.270

The Construction and Validation of Language Related Tests of Speech-Sound Discrimination for Specific Language Populations in First and Second Grades
Bryen, Diane Nelson, Ph.D., Temple University, 1973
Vol. 35, No. 7, p.4723-A

The effects of Music and Instruction on Auditory Discrimination Test Scores of Disadvantaged Preschool Students
Arthur C. Dawkins, Ph.D., Catholic University of America, 1973
Vol. 34, No. 8, p.4862-A

Responses of First Grade Children to Selected Phonemic Variations Based Upon Socioeconomic Status
Edwards, Charlye Mae Thompson, Ph.D., Georgia State University, 1973
Vol. 34, No. 12, Pt.1, p.7464-A

The Performance of Lower Class Black and Lower Class White Children on the Wepman Auditory Discrimination Test: The Effects of Dialect and Training, and the Relationship to Reading Achievement
Gertruce Wernick Karger, Ed.D., Harvard University, 1973
Vol. 34, No. 11, p.7106-A

PERCEPTUAL DEVELOPMENT

The Affect of Auditory Modality Strength and Kinetic Structure Analysis on Knowledge Acquisition in Primary Grade Children
Ferraro, Elizabeth Jane, Ed.D., Columbia University, 1975
Vol. 35, No. 12, Pt.1, p.7633-A, p.7634-A

On some Phonetic Effects in Dichotic Listening
Benson, Peter John
University of California, San Diego, 1974
Vol. 34, No. 12, Pt.1, p.7729-A

A Study on the Effects of Individualized Learning Systems Analysis and Synthesis and Prescriptive Programming for Children in Grade 1
Mullen, Eileen Mary, Ed.D., Boston University School of Education, 1974
Vol. 35, No. 9, p.5932-A

A Screening Battery of Auditory Perceptual Abilities of Kindergarten Children
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Vol. 35, No. 8, p.5178-A

The Bender Gestalt Test Among Mexican Children
Rivera, Felipe U., Ph.D., Catholic University of America, 1974
Vol. 35, No. 3, p.1536-A

A Comparison of a Group Bender Visual Motor Gestalt Test With The Individual Bender Visual Motor Gestalt Test with Kindergarten Children and the Relationship of the Two Bender Tests With IQ
William Edward Caskey, Jr., Ph.D., Kent State University, 1973
Vol. 34, No. 7, p.4032-A, p.4033-A

A Study of Verbal and Imaginal Memory of Children and Adults Using Human Faces, Objects and Words in Paired-Associate Recognition Tasks
Robert Barney Dallenbach, Ph.D., University of Colorado, 1973
Vol. 34, No. 7, p.3985-A

The Relationship of Auditory Perception and Auditory Figure-Ground Discrimination To Achievement in First Grade Boys and Girls
Patricia Brennan Flynn, Ph.D., Catholic University of America, 1973
Vol. 34, No. 2, p.638-A, p.639-A

The Modality Concept As It Relates To The Design of Instructional Materials
Sheldon Francis Gilberg, Ph.D., University of Iowa, 1973
Vol. 34, No. 6, p.3136-A, p.3137-A

Self-Selected and Teacher Matched Word Recognition Tasks Presented to Measured Perceptual Modalities of Primary Children
Serapiglia, Theresa, Ph.D., Pennsylvania State University, 1973
Vol. 35, No. 3, p.1536-A, p.1537-A

The Role of Age and School Experience In Performance On Certain Visual Perception Tests
Patricia Ann Wood, Ph.D., University of Illinois at Urbana-Champaign, 1973
Vol. 34, No. 9, p.5737-A

CONCEPT DEVELOPMENT

The Effect of Verbal Pretraining on the Reversal Nonreversal Shift Across Two Age-Levels

Brody, Richard S., Ph.D., State University of New York at Albany, 1974
Vol. 35, No. 7, p.4241-A

Cognitive Development: Guiding Principles For Early Childhood Programs

Charlesworth, Rosalind Nora, Ph.D., University of Toledo, 1974
Vol. 35, No. 7, p.4311-A

The Implications of Language for Facilitating Self-Actualization

Davis, Charleen Katharine, Ph.D., Ohio University, 1974
Vol. 35, No.12, Pt.1, p.7523-A- p.7524-A

The Relationship Between Discrimination Learning and Conservation Task Behavior as a Function of Language

Gould, Carol S. Ed.D., Rutgers University The State University of New Jersey, 1974
Vol. 35, No. 6, p.3517-A- p.3518-A

A Concept-Usage In Selected Preschool Children

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Vol. 35, No. 5, p.2804-A

The Categorical Clustering Ability of Four, Five, and Six Year Old Subjects Utilizing Cued and Non-Cued Free Recall

Hannum, Elizabeth B., Ph.D., Florida State University, 1974
Vol. 35, No. 7, p.4251-A

An Adaptation of Jean Piaget's Study of Conservation of Continuous Quantity Using Lower- And Middle-Class Kindergarten Children

Plato, Florence Ciola, Ph.D., New York University, 1974
Vol. 35, No. 10, p.6517-A- p.6518-A

A Study of Categorical Behavior of Preschool Children Exhibited During Spontaneous Play: An Observational Study

Leah Kunkle Acus, Ph.D., Michigan State University, 1973
Vol. 34, No. 6, p.3228-A

A Study of the Relationship of Language to Concept Formation

Sorayya Maknoon Ammadi, Ph.D., University of Illinois at Urbana-Champaign, 1973
Vol. 34, No. 9, p.5465-A

Primary School Children's Responses to Selected Piagetian Tasks as Related to Certain Environmental Factors

Daugharty, David Mark, Ed.D., University of Idaho, 1973
Vol. 35, No. 4, p.2119-A

An Investigation of the Efficacy of Piaget Curricular Elements Integrated Into a Traditional Head Start Program

Hannah Diamond, Ph.D., University of Wisconsin - Milwaukee, 1973
Vol. 34, No. 1, p.167-A- p.168-A

The Effect of Three-Dimensional and Verbal Modes of Test Presentation on Conditional Reasoning Abilities of Primary Grade Children

Judith K. Kodroff, Ph.D., Temple University, 1973
Vol. 34, No. 8, p.4876-A- p.4877-A

Sensory-Motor and Verbal Foundations of Concept Acquisition: A Study in Early Childhood

Gordon Kenneth Nelson, Jr., Ph.D., University of Wisconsin, 1973
Vol. 34, No. 10, p.6456-A- p.6457-A

The Impact of an Intense Program of Spatial and Temporal Concepts on the Measured Intelligence of Preschool Children

Thomas Joseph Palardy, Ph.D., Ohio State University, 1973

Vol. 34, No. 5, p.2176-A - p.2177-A

An Investigation of Cognitive Style and Conservation Ability In First-Grade Boys
Glen Howard Rediehs, Ph.D., The University of Florida, 1973

Vol. 34, No. 11, p.7053-A - p.7054-A

A Comparison of a Montessori and a Traditional Preschool Curricula

Carol Jean H. Savage, Ph.D., University of Kansas, 1973

Vol. 34, No. 6, p.3041-A - p.3042-A

The Classification Skills of Five, Six, and Seven Year Old Bilingual, Biliterate, and Monolingual Children

Toini Antilla Walden, Ed.D., University of Southern California, 1973

Vol. 34, No. 7, p.3856-A - p.3857-A

MEMORY SKILLS

Differences in Memory Information Processing as Related to Visual-Oral Treatment, Verbal and Visual Recall Tasks, and Children of Ages Five, Nine, and Thirteen Years
Chick Rubin Empfield, Ph.D., University of Pittsburgh, 1973

Vol. 34, No. 10, p.6515-A

Processes For Serial Recall Related to the Socio-Economic Status and Intelligence of Children in Grade One

Keeton, Anne, Ph.D., University of Toronto (Canada), 1973

Vol. 35, No. 1, p.262-A - p.263-A

A Theoretical View of the Function of Memory in Oral Communication

King, Corwin Prior, Ph.D., The Pennsylvania State University, 1973

Vol. 35, No. 3, p.1773-A

The Effects of Temporal Grouping and Linguistic Content on Auditory Short Term Memory in Young Learning Disabled and Normal Children

Barbara Carol Spector Ring, Ph.D., University of Southern California, 1973

Vol. 34, No. 7, p.4044-A

VERBAL PROBLEM SOLVING

The Effects of Two Variables on the Problem Solving Abilities of First Grade and Second Grade Children

Kellerhouse, Kenneth Douglas, Jr., Ed.D., Indiana University, 1974

Vol. 35, No. 9, p.5781-A

First Grade Entrants' Arithmetic Problem-Solving Behavior as Influenced by Language Variation and Sex

Westmoreland, John Somers, Ed.D., Indiana University, 1974

Vol. 35, No. 9, p.5796-A

Two-Stimulus Transposition as Demonstrated by Spanish/English Speaking Children From Bilingual (Spanish/English) and Monolingual (English) Instruction Classrooms

Hocker, Phillip Norton, Ph.D., New Mexico State University, 1973

Vol. 35, No. 1, p.259-A - p.260-A

A Study of the Relationship Between Piagetian Class Inclusion Tasks and the Ability of First-Grade Children to do Missing Addend Computation and Verbal Problems

Kenneth Donn Howlett, Ed.D., State University of New York at Buffalo, 1973

Vol. 34, No. 10, p.6259-A - p.6260-A

How Children Answer Questions About Perceived Events, Pictures and Statements
Pike, Ruth, Ph.D., University of Toronto (Canada), 1973
Vol. 35, No. 1, p.267-A

MOTOR SKILLS

The Effects of a Supplementary Motor-Perceptual Development Program on Reading Readiness Scores of Kindergarten Students with Motor-Perceptual Difficulties
Batson, Grace W., Ed.D., Virginia Polytechnic Institute and State University, 1973
Vol. 35, No. 12, Pt.1, p.7603-A-p.7604-A

Development and Implementation of an Early Intervention Program for a Selected Group of Kindergarten Children
Marianne Ellis Rud, Ed.D., University of Massachusetts, 1973
Vol. 34, No. 8, p.4651-A

An Investigation of the Interaction of Motor Activity and Sentence Production in Young Children
Ann Elizabeth McCabe, Ph.D., The University of Wisconsin, 1973
Vol. 34, No. 10, p.6455-A

The Effect of Perceptual Motor Training on Reading Readiness of Kindergarten Children
Loretta Lavoie Quarmley, Ed.D., Lehigh University, 1973
Vol. 34, No. 11, p.6983-A - p.6984-A

NONVERBAL COMMUNICATION

Gesticulation as a Theoretical Construct in Speech Communication
Norman, Norma Lee, Ph.D., University of Denver, 1974
Vol. 35, No. 5, p.3153-A

Elementary School Age Children's Perceptions of Teachers' Nonverbal Behavior
Norton, Linda Sue Chartier, Ed.D., Oklahoma State University, 1974
Vol. 35 No. 10, p.6371-A

Common Patterns of Nonverbal Behavior Among Selected Cuban and Anglo Children
Wanda Wallace Gomula, Ed.D., Indiana University, 1973
Vol. 34, No. 8, p.4957-A - p.4958-A

LANGUAGE ARTS CURRICULUM

STANDARD ENGLISH

The Effects of Race and Dialect upon a Listener's Ability to Report and Restate the Oral Responses of Young Children
Gerken, Kathryn Clark, Ph.D., Southern Illinois University, 1974
Vol. 35, No. 2, p.886-A

Awareness of Black Dialect by First- and Fifth-Graders as Related to Race, Socioeconomic Status, and Sex
Knapp, Margaret O., Ed.D., Rutgers University The State University of New Jersey
1974, Vol. 35, No. 6, p.3525-A - p.3526-A

The Reactions of Student Teachers and Cooperating Teachers Toward Children's Oral Language
Showell, Diann Rhock, Ph.D., The Ohio State University, 1974
Vol. 35, No. 11, p.7047-A - p.7048-A

The Effect of Two Language Experience Approaches on the Reading Comprehension, Visual Discrimination and Word Knowledge Performances of Black Kindergarten Students Who Are Speakers of Nonstandard Dialects
Cachie, Grace, Ed.D., New York University, 1973
Vol. 35, No. 10, p.6567-A - p.6568-A

The Performance of Black and White Children on Four Experimental Language Tasks in Standard and Black English

James Jeffrey Grill, Ed.D., Temple University, 1973

Vol. 34, No. 10, p.6617-A

The Effectiveness of a Standard English as a Second Dialect Curriculum

Howse, Jennifer Louise, Ph.D., The Florida State University, 1973

Vol. 35, No. 2, p.1079-A

Bidialectal Skills of Black Children

Laura Elaine Bremer Lewnau, Ed.D.

Vol. 34, No. 5, p.2171-A

Using Black English to Teach Standard English

Minor, Christine Hayes, Ph.D., University of Illinois at Urbana-Champaign, 1973

Vol. 34, No 12, Pt.1, p.7522-A

The Acquisition of Children's Awareness of Language Differences

Marilyn Silver Rosenthal, Ph.D., Georgetown University, 1973

Vol 34, No. 11, p.7214-A

Reading and Listening Comprehension in Black And Standard English

Mary Ann Somerville Ph.D., Southern Illinois University, 1973

Vol 34, No. 9, p.5760-A

ENGLISH AS A SECOND LANGUAGE

Developing Language Competence in Children from Spanish Language backgrounds: An analysis of an Oral Language Field-Test Through Oral Language Assessment Instruments

Baldonado, Lisa, Ed.D., University of Massachusetts, 1974

Vol 35, No. 5, p.2636-A

The Spoken English of Spanish-Speaking Pupils in a Bilingual and Monolingual School Setting: An Analysis of Syntactic Development

Ramirez, Arnulfo Gonzalez, Ph.D., Stanford University, 1974

Vol. 35, No. 6; p.3401-A - p.3402-A

A Comparison of the Classroom Interaction Patterns of Bilingual Early Childhood Teachers

Townsend, Darryl Raymond, Ph.D., The University of Texas at Austin, 1974

Vol. 35, No. 1, p.313-A - p.314-A

The Development of a Realistic Vocabulary List For Use With Primary Children In Spanish English Bilingual Classes

Wooley, Joanne Norris, Ed.D., University of Southern California, 1974

Vol. 35, No.1, p.277-A

Language Interference and Socioeconomic Status as Factors in the Acquisition Of Standard Oral English of Mexican American and Anglo Migrant Children

Rodolfo Garcia, Ph.D., The Ohio State University, 1973

Vol. 34, No. 5, p.2162-A

Problems of Assessing Bilingualism In Children Entering School

John Wesley Hollomon, Ph.D., The University of New Mexico, 1973

Vol. 34, No. 6, p.3026 - p.3027

Malbay: A Sociolinguistic Community Study

Raymond Mougeon, Ph.D., McGill University (Canada), 1973

Vol. 34, No. 9, p.5947-A

The Effects of Modeling and Repetition Upon The Acquisition of Three Standard English Patterns by Spanish-Speaking First-Grade Students
Marilyn Murphy, Ph.D., The University of New Mexico, 1973
Vol 34, No. 11, p.6952-A

The Effects of English as a Second Language Instruction on Oral English Proficiency, Self-Concept, and Scholastic Achievement of Kindergarten-Age Mexican-American Students
Indez Ruiz Ramirez, Ed.D., East Texas State University, 1973
Vol. 34, No. 11, p.6881-A

The Effects of a Parental Involvement Program on Self Concepts and School Attitudes of Mexican-American First Grade Children
Ree Walker Aguirre, Ed.D., University of Houston, 1972
Vol. 34; No. 3, p.1056-A

An Exploratory Study of the Effect of Teacher-Child Verbal Interaction In Two Languages on Selected Language Competences
Mary Elizabeth Potter York, Ph.D., University of Illinois at Urbana-Champaign, 1974
Vol. 34, No. 2, p.674-A-p.675-A

DIAGNOSTIC LANGUAGE TESTS

Factors of Reading Readiness
Drake, Suzanne Virginia, Ph.D., The University of Connecticut, 1975
Vol. 35, No. 12, Pt.1, p.7524-A

Relationships of Parent and Teacher Ratings Of Specific Learning, Motivation, Creativity, and Leadership Behaviors to Readiness Scores of First Grade Early Entrance Selectees
Atwater, Bettie Chamberlain, Ph.D., The Florida State University, 1974
Vol. 35, No. 9, p.6001-A - p.6002-A

The Impact of Student/Teacher Pairings on Student Performance
Cunningham, William Gerard, Ph.D., Duke University, 1974
Vol. 35, No. 11, p.6934-A

The Effect of a Picture on a Child's Error on a Test
Franklin, Ellen Ray, Ph.D., Columbia University 1974
Vol. 35, No. 6, p.3515-A

The Effects of Training on Teacher's Ability to Identify Four-Year-Old Children With Potential Learning Problems
Grasso, Ann Nina, Ed. D., University of Virginia, 1974
Vol. 35, No. 8, p.5166-A - p.5167-A

A Study of the Relationship of Selected Teacher Behavior and Achievement of the Disadvantaged Child
Hirst, Marie Ann Atwood, Ph.D., Fordham University, 1974
Vol. 35, NO. 7, p.4128-A - p.4129-A

Self, Mother, and Teacher Perceptions of the Child as Related to Academic Readiness, Sex, and Sibling Position in the Family
Mari Griffiths Irvin, Ed. D., Northern Illinois University, 1974
Vol. 34, No. 11, p.7045-A - p.7046-A

Validation of Cognitive Ability Structure Among Preschool Children
Thurman, Richard Lee, Ph.D., Saint Louis University, 1974
Vol. 35, No. 5, p.2815-A

A Comparison of Three-Dimensional Mock-up and Paper-Pencil Presentations of Readiness Test Material to First-Grade Students From Different Socioeconomic Levels
Webb, Sarah Levesey, Ed.D., The University of Oklahoma, 1974
Vol. 35, No. 4, p.1886-A

Further Development of an Instrument That Measures Expectations of Affect From Achieving in Learning in School in First-Grade Children

Rosanne Alberts, Ph.D., Fordham University, 1973
Vol. 34, No. 1, p.164-A

Validation of an Interdisciplinary Approach Used By Hamilton County, Ohio, Local Schools For Early Admission to Kindergarten

Ruth Virginia Hosty, Ed.D., University of Cincinnati, 1973
Vol. 34, No. 6, p.3236-A - p.3237-A

A Comparison of the Dimensions of the Cooperative Preschool Inventory With Selected Measures of Intelligence and Readiness

Charles Ernest Rudolph, Ph.D., Mississippi State University, 1973
Vol. 34, No. 8, p.4888-A

The Predictive Validity and Reliability of the First Grade Readiness Scale for Low Socio-economic Preschool Children

Linda Ann White, Ph.D., The University of Texas at Austin, 1973
Vol. 34, No. 8, p.4899-A

LANGUAGE DEVELOPMENT CURRICULUM

A Study of Half-Day and Full-Day Public School Kindergartens in Three North Texas Counties

Bagley, Janice Prickette, Ph.D., Texas Woman's University, 1974
Vol. 35, No. 10, p.6502-A

An Academically Structured Program in Reading and Language for Disadvantaged Children

Barrows, Mary Evelyn, Ph.D., Saint Louis University, 1974
Vol. 35, No. 5, p.2522-A

Identification of Early Learning Problems-Adjustments of Kindergarten Curricula

Bradley, Estelle R., Ed.D., Loyola University of Chicago, 1974
Vol. 35, No. 5, p.2638-A - p.2639-A

The Effects of Direct Home Intervention and Parental Attitude on Cognitive and Language Skills of the Young Child

Brown, Sam Ed, Ed.D., The Florida State University, 1974
Vol. 35, No. 9, p.6002-A

Changing Parent Attitudes and Improving the Intellectual Abilities of Three, Four and Five Year Old Children Through Participation In A Home Start Program

Tobi La Blanche Moss Burden, Ed.D., Ball State University, 1974
Vol. 34, No. 11, p.7037-A - p.7038-A

A Comparison of Prevalent Kindergarten Programs and Distar Kindergarten Programs As Effectors of Language Development Among Kindergarten Children

Cassidy, Robert Thomas, Ed.D., Northern Illinois University, 1974
Vol. 35, No. 5, p.2640-A

Language Growth of Day Care Children: Long Term Enrollment Effects on Vocabulary Language Comprehension and Language Production

Eggleston, Patricia Juanita, Ph.D., University of Illinois at Urbana-Champaign, 1974
Vol. 35, No. 11, p.6935-A

A Comparison of Two Approaches to Training For Mothers of Kindergarten Children Evaluated as Deficient in Readiness Skills

Eymann, Edythe Klassen, Ed.D., University of the Pacific, 1974
Vol. 34, No. 4, p.2047-A

A Comparison of the Readiness for School Between the Kindergarten Children Whose Parents Had Participated in the Murray City Schools' Pre-School Parent Program and a Random Sample of Kindergarten Children Whose Parents Had Not Participated In That Program

Higbee, Nellie T., Ed.D., Brigham Young University, 1974
Vol. 35, No. 2, p.802-A

Kindergarten Home Readiness Program: Mothers Teaching Mothers

Howard, Theresa Ellen, Ed.D., Arizona State University, 1974
Vol. 34, No. 12, Pt. 1, p.7487-A - p.7488-A

The Effect Of Intragroup Placement on the Verbal Behavior of Disadvantaged Kindergarten Subjects in a Language Experience Setting

Leggett, Curtis Lynn, Ph.D., University of California, Los Angeles, 1974
Vol. 35, No. 9, p.5971-A

The Distar Reading and Language Program: A Study of Its effectiveness as a Method For The Initial Teaching of Reading

McCabe, Thomas A., Ed.D., University of Massachusetts, 1974
Vol. 35, No. 6, p.2544-A

An Inventory of the Content of Selected Public Elementary School Curriculum Guide

Pifer, Mary Sue, Ed.D., Indiana University, 1974
Vol. 35, No. 9, p.5789-A

An Analysis of Assumptions Underlying Language Arts Instruction In Open Education

Roos, Marie C., Ph.D., Indiana University, 1974

Vol. 35, No. 4, p.2124-A - p.2125-A

Reading Readiness Practices in Kindergartens and First Grades

Ross, Melvie Lynn, Ed.D., Oklahoma State University, 1974

Vol. 35, No. 10, p.6440-A - p.6441-A

The Effect of Home Learning Kits on the Reading Readiness of Disadvantaged Kindergarten Children

Scott, Mari Gumm, Ed.D., The University of Oklahoma, 1974

Vol. 35, No. 4, p.2126-A

The Influence of Parent Involvement During a Compensatory Preschool Education Program Upon Environmental Process Variables That Are Related to School Achievement

Slaughter, Helen Bruckmann, Ed.D., The University of Arizona, 1974

Vol. 35, No. 12, Pt.1, p.7790-A - p.7791-A

The Teaching of the Language Arts in the Elementary School

Sutton, Annie Mae J., Ed.D., Duke University, 1974

Vol. 35, No. 8, p.5003-A - p.5004-A

Parental Intervention as a Factor Influencing Achievement and Psycholinguistic Ability in Disadvantaged Four-Year Old Children

Welton, Robert James, Ed.D., The University of Arizona, 1974

Vol. 35, No. 11, p.7162-A

The Role of the Language Sample and Short Term Interventions in the Differential Diagnosis of Mental Retardation

Blumenfeld, Jane Ann, Ph.D., The University of New Mexico, 1973

Vol. 35, No. 3, p.1524-A

A Descriptive and Evaluative Study of the Immediate and Residual Effects of Federally Funded Pre-School Programs on Selected Characteristics Relating to Future School Success of High-Risk Children in a Selected Suburban School System

Roberta Mae Broeren, Ed.D., Wayne State University, 1973

Vol. 34, No. 8, p.4687-A - p.4688-A

Language Development of First Graders Through Training in Five Basic Skill Areas in a Primary Learning Center

Neva Hammons Glasscock, Ed.D., Wayne State University, 1973
Vol. 34, No. 11, p.6943-A

A Study of the Priorities of Parents and Teachers Concerning Their Emphasis On Selected Goals Or Skills to be Promoted In Kindergarten Classrooms

Goulet, John Edward, Ed.D., The University of Florida, 1973
Vol. 35, No. 2, p.801-A

A Case Study of the Development and Implementation of a Preschool Program In an Urban Setting

Donald Mason Graham, Ph.D., Michigan State University, 1973
Vol. 34, No. 9, p.5477-A - p.5478-A

The Effect of Grouping Patterns on First-Grade Children's Academic Achievement And Personal And Social Development

Herbert James Johnston, Ed.D., University of Miami, 1973
Vol. 34, No. 5, p.2461-A

The Relationship of Motivation to Achieve, to Intellectual Functioning, Language Ability, and Behavioral Functioning in Three-Year-Old Disadvantaged Children

Diana Chapo Kronstadt, Ed.D., The University of Florida, 1973
Vol. 34, No. 10, p.6451-A - p.6452-A

Evaluation of a Program Designed to Affect The Language Development of Young Disadvantaged Children

Macklin, Eleanor Dorsey, Ph.D., Cornell University, 1973
Vol. 34, No. 12, Pt.1, p.7589-A

A Study of Public Opinion On Preferred Curricula In Nursery School Education

Ellen Carolyn Salyers Marbach, Ed.D., University of Houston, 1973

Vol. 34, No. 11, p.6948-A - p.6949-A

A Comparison of Two Follow Through Instructional Models as to Their Effectiveness In Promoting Language Development, School Adjustment, and Academic Achievement

Mayes, Bertha Lois, E.Ed., The Pennsylvania State University, 1973

Vol. 35, No. 3, p.1504-A - p.1505-A

Specific Language Training as a Method of Facilitating Reading Readiness for a Select Group of First Grade Children

Joyce Anne McCleskey, Ph.D., University of Southern Mississippi, 1973
Vol. 34, No. 8, p.4572-A

The Effects of Learning Spanish as a Foreign Language on Three-Year-Old Nursery School Children

Trevor Ronald McKee, Ph.D., Brigham Young University, 1973
Vol. 34, No. 4, p.2053-A

The Effects of Language Development Programs on Selected Preschool Children: A Comparative Study

Beatrice Butler Mosley, Ed.D., University of Southern Mississippi, 1973
Vol. 34, No. 8, p.4933-A

An Analysis of an Academically Structured Head Start Program For: (1) Geographic (2) Academic Treatment, and (3) High-Low Subject Ability Variables

Michael Jerome Mundy, Ph.D., Auburn University, 1973
Vol. 34, No. 5, p.2395-A

An Evaluation of Two Programs for Developing Readiness Skills in Disadvantaged Kindergartners

Opperman, Sally R., Ph.D., University of Pittsburgh, 1973
Vol. 35, No. 2, p.896-A

Parents As Teachers; The Effects of a Home Visit Parent Education Program On The Information Processing Ability and the Attitude Toward Learning Of Academically Disadvantaged Kindergarten Children
Alice Maryann Pieper, Ph.D., University of Maryland, 1973
Vol. 34, No. 11, p.6880-A

A Study Of The Effect Of Public School Kindergarten Experience Upon Readiness For First Grade Learning Experiences In A Selected Texas Public School System
Gary O. Neal Pirkle, Ed., D., Baylor University, 1973
Vol. 34, No. 9, p.5490-A - p.5491-A

A Comparison of Three Types of Kindergarten Programs In The Leon District Schools
Max Alvin Prince, Ph.D., The Florida State University, 1973
Vol. 34, No. 7, p.3711-A - p.3712-A

A Comparison Of The Effect Of Intellectual Development And Language Development On Reading Readiness
Kerry Charles Quorn, Ph.D., Washington State University, 1973
Vol. 34, No. 8, p.4996-A

A Comparative Study of the Syntax Teaching Program and the Peabody Language Development Kit as They Affect Oral Expressive Language In Children Who Demonstrate Retarded Verbal Behavior
Donald Robert Rabush, Ed.D., University of Denver, 1973
Vol. 34, No. 6, p.3192-A - p.3193-A

A Follow-Up Study of 48 Children Who Attended Head Start And Their Use Of Special Education Services in Grades 1 Through 3
Ramon Michael Rocha, Ph.D., The University of Iowa, 1973
Vol. 34, No. 6, p.3194-A

The Effect Of Early Childhood Education On Cognitive Development
Steele, Ella Mae Hartford, Ed.D., Texas Tech University, 1973
Vol. 35, No. 1, p.249-A - p.250-A

Effects Of A Language Program Upon Developmental Factors In A Day Care Center Population
Shurlie Jacobsohn Weisberg, Ph.D., Saint Louis University, 1973
Vol. 34, No. 9, p.5764-A

The Effectiveness Of An In-Service Education Program For Regular Classroom Primary Teachers Regarding The Recognition And Accommodation of Children With Learning Problems
Dorothy M. Wagner Young, Ph.D., University of Pittsburgh, 1973
Vol. 34, No. 6, p.3226-A - p.3227-A

Evaluation Of Developmental First Grade Classes In Oklahoma City Public Schools
Jonathan D. Cargill, Ph.D., The University of Oklahoma, 1972
Vol. 34, No. 4, p.1690-A

Developing Reading Potential: Identification and Instruction of Disadvantaged High Risk Readers in Kindergarten
Richard Gordon Erskine, Ph.D., Purdue University, 1972
Vol. 34, No. 1, p.191-A

Procedures For Developing Oral Language Facility In Children Pre-K Through Grade Three: A National Survey
Mary Patricia Cronin Yesulaitis, Ph.D., University of North Carolina at Chapel Hill, 1972
Vol. 34, No. 1, p.79-A

LANGUAGE AND READING ACHIEVEMENT

A Psycholinguistic Description Of The Oral Reading Miscues Of Selected First Grade Students Participating In A Supplemental Language Based Program
Anderson, Dorothy Jean, Ed.D., Virginia Polytechnic Institute and State University, 1974

Vol. 35, No. 5, p.2755-A - p.2756-A

A Study Of Teacher Perceptions Of Selected Aspects Of Reading In The Elementary Schools Of The District Of Columbia Public School System For the 1972-1973 School Year

Cole, Irma Marie, Ed.D., The George Washington University, 1974

Vol. 35, No. 12, Pt.1, p.7632-A - p.7633-A

A Comparison Of The Comprehensive Tests Of Basic Skills And The Metropolitan Readiness Tests In Predicting Reading Success Of First Grade Children As Measured By The Gates-Macginitie Reading Tests In Floyd County, Georgia Schools
Holmes, Gary Donald, Ed.D., Mississippi State University, 1974

Vol. 35, No. 8, p.4912-A - p.4913-A

A Language Acquisition Coding Descriptor Of Certain Linguistic Performances In Early Childhood

Krening, Nancy Margaret Hansen, Ph.D., University of Oregon, 1974

Vol. 35, No. 12, Pt.1, p.7892-A - p.7893-A

The Status Of Linguistic Study In The Preparation Programs For Reading Teachers and Reading Specialists in Wisconsin

Magnusson, Paul Cyrus, Ph.D., The University of Wisconsin-Madison, 1974

Vol. 35, No. 10, p.6554-A

The Effects Of a Structured And Unstructured Kindergarten Program On The Readiness Scores Of Children in Selected Public Schools in Lafayette Parish, Louisiana

Newkome, Mary Coletta McDonough, Ph.D., The Louisiana State University and Agricultural and Mechanical College, 1974

Vol. 35, No. 7, p.4149-A - p.4150-A

Associative Learning Ability As Related To Beginning Reading Achievement

Rath, Eunice Mary, Ph.D., The University of Wisconsin-Madison, 1974

Vol. 35, No. 11, p.7132-A - p.7133-A

An Investigation Of The Predictive Validity Of The Peabody Picture Vocabulary Test When Administered To Preschool Children Enrolled In Compensatory Education Programs

Renner, Anne Healy, Ed.D., The University of Tennessee, 1974

Vol. 35, No. 6, p.3403-A

A Comparative Study Of The Effect Of Communication Skills Through Authorship On The Self-Esteem Of First And Second Grade Children

Smith, Joseph C., Ed.D., University of Idaho, 1974

Vol. 35, No. 8, p.5003-A

The Differential Predictive Effectiveness Of Selected Pre-Reading Measures On Success In Reading At The End Of Grade One Under Each Of Six Major Approaches To First-Grade Reading Instruction

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Vol. 34, No. 7, p.3680-A - p.3681-A

Classroom Prediction Of Initial Reading Acquisition

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Vol. 35, No. 1, p.251-A - p.252-A

The Predictive Relationship Of Selected Oral Language Variables To Reading Achievement In First-Grade Inner-City Children

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Vol. 34, No. 7, p.3986-A - p.3987-A

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Vol. 34, No. 8, p.4562-A - p.4563-A

The Use Of Four Independent Variables In Predicting The Achievement of First Graders

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Vol. 35, No. 3, p.1384-A

Learning Potential And Intelligence As Cognitive Predictors Of Achievement In First Grade Black Children

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Vol. 34, No. 9, p.5730-A

An Investigation Of Selected Factors In Oral Language Performance Related To Readiness For Beginning Reading Instruction

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Vol. 34, No. 4, p.1713-A - p.1714-A

The Effects Of A Diagnostic Structured Kindergarten Program On The Predicted Reading Levels Of Children Identified As Potential Reading Failures

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Vol. 34, No. 9, p.5606-A - p.5607-A

Comparative Effects Of A Language Arts Approach And Basal Reader Approach To First Grade Reading Achievement

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Vol. 34, No. 10, p.6525-A - p.6526-A

A Comparison Of Characteristics Of Dictated Language Of First Grade Children With Oral Language And Performance In reading

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Vol. 34, No. 7, p.4096-A

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Vol. 34, No. 12, Pt.1, p.7476-A - p.7477-A

WRITING AND SPELLING

A Study To Determine The Effectiveness Of A Behaviorally Oriented Staffing Plan For Upgrading Rural Utah Elementary Schools

Williams, Russell Aaron, Ph.D., Brigham Young University, 1975

Vol. 35, No. 11, p.7138-A

Visual Discrimination Training And Alphabet Letter Copying In Pre-School Children

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Vol. 35, No. 4, p.2113-A

First And Second Grade Children's Developing Orthographic Concepts Of Tense And Lax Vowels

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Vol. 35, No. 8, p.4972-A

An Evaluation Of A Compensatory Kindergarten Program
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Vol. 35, No. 4, p.2078-A

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Vol. 35, No. 8, p.5169-A - p.5170-A

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Vol. 35, No. 6, p.3524-A

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Vol. 35, No. 11, p.7044-A - p.7045-A

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Occur In Their Written Compositions
Eugenia May Fisher, Ed.D., University of Virginia, 1973
Vol. 34, No. 4, p.1480-A

Children's Writing: Research Directions And Hypotheses Based Upon An Examination
Of The Writing Processes Of Seven Year Old Children
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Vol. 34, No.10, p.6255-A

LISTENING

An Investigation Of The Language Listening Of Three Year Old Children As
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Sentences
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Vol. 35, No. 4, p.1859-A

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Comprehension
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Vol. 35, No. 2, p.938-A - p.939-A

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Reading Performance
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Vol. 35, No. 9, p.6003-A

The Effectiveness Of Puppetry And Picture Book Presentations Of Story Content To
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Motivation And Retention
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Vol. 35, No. 4, p.1954-A - p.1955-A

Young Children's Responses To Literature
Haug, Frances Marguerite, Ph.D., University of Minnesota, 1974
Vol. 35, No. 8, p.4859-A - p.4860-A

Kindergarten Children's Abilities To Use Context On Aural Cloze Passages
Smith, Paula Jean, Ed.D., The University of Arizona, 1974
Vol. 35, No. 6, p.3500-A

The Development Of Auditory Skills In Young Children: An Interdisciplinary View
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Vol. 34, No. 4, p.1574-A - p.1575-A

Effects Of Specific Instruction In Listening On The Auditory Attention Of First Graders.

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Vol. 34, No. 4, p.1685-A - p.1686-A

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Vol. 34, No. 10, p.6248-A

Part I: The Development Of A Guide For The Teaching Of Listening Based Upon Inner-City Elementary School Teachers' Concerns And Questions

Part II: A Guide For The Teaching Of Listening In The Elementary School
Cavicchi, Albert Lawrence, Ed.D., New York University, 1973

Vol. 34, No. 12, Pt.1, p.7619-A - p.7620-A

The Effect Of A Planned Daily Listening Program On The Logical Thinking Of Kindergarten Children

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Vol. 34, No. 9, p.5576-A

An Experimental Study Of The Effect Of A Listening Skills Training Program In Kindergarten On The Development Of Pre-Reading Skills

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Vol. 34, No. 7, p.3986-A

An Assessment Of Elementary Teachers' Awareness Of Specific Listening Skills
Elsie Michaels Ferm, Ph.D., University of Pittsburgh, 1973

Vol. 34, No. 8, p.4955-A - p.4956-A

A Study Of The Comprehension Of "Merely Spoken" Adult-Verbalization By Young Children

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Vol. 34, No. 9, p.5480-A

Listening Comprehension As A Predictor Of First Grade Reading Achievement

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Vol. 34, No. 4, p.1487-A - p.1488-A

A Program Of Instructional Activities For The Development Of Listening Skills In Preschool Children

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Vol. 34, No. 7, p.3707-A - p.3708-A

An Investigation Of The Effect Of Listening Instruction Upon The Reading Comprehension Of First Grade Pupils

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Vol. 34, No. 9, p.5496-A

The Effect Of Taped Listening Lessons On The Achievement Of First Grade Readers
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Vol. 34, No. 3, p.1136-A - p.1137-A

INVOLVEMENT OF OTHERS IN LANGUAGE GROWTH

Parent-Child Verbal Interaction

Some Prosodic Characteristics Of Speech To Young Children

Garnica, Olga Kaunoff, Ph.D., Stanford University, 1975

Vol. 35, No.12, Pt.1, p.7891-A

A Study Of The Relationship Of Maternal Language And Prereading Activities In The Home-Environment To The Child's Prekindergarten Reading Readiness Test Scores

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Vol. 35, No. 13, Pt.1, p.7528-A - p.7529-A

Influence Of A Parent Education Program Upon Communication And Language Interaction Between Mother And Child

Rogers, Mary Thomas, Ph.D., Wayne State University, 1974
Vol. 35, No. 12, Pt., p.7729-A

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Vol. 34, No. 1, p.166-A

Teacher-Child Language Interactions As Affected By Changes In The Behavior Of Selected Children Following The Training Of Their Mothers

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Vol. 34, No. 10, p.6355-A

Mother-Preschooler Interaction In A Standardized Setting: Measurement And Assessment Of Class And Individual Differences As Recorded On Video-Tape

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Vol. 34, No. 4, p.1615-A

Relationships Between Parent-Child Interaction Patterns And Preschool Children's Level Of Private Speech And Syntactic Understanding

Mary Alice Krill, Ph.D., University of Denver, 1973

Vol. 34, No. 6, p.3594-A

Descriptive Analysis Of The Child-Rearing Skills Of Low Socioeconomic Parents: Implications For Counseling

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Vol. 34, No. 4, P.1621-A - p.1622-A

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Vol. 35, No. 1, p.158-A - p.159-A

A Comparison Of Successful And Limited Beginning Readers In Terms Of Certain Preschool Parental Behaviors

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Vol. 34, No. 4, p.1593-A

The Parent Development Laboratory: A Study Of Three Group Education Methods And Their Relationship To Parent-Child Communication

Gary Dwayne Reiswig, Ed.D., University of Pittsburgh, 1973
Vol. 34, No. 3, p.1054-A

A Communication Analysis Of The Art Of Being Stupid: A Family Systems And Communication Approach To The Study Of Families With Children Having Reading Problems

Thomas William Stackhouse, Ph.D., University of Georgia, 1973
Vol. 34, No. 7, p.3890-A

The Relationship Of Life Changes And Locus Of Control Attributions To Cognitive Aspects Of The Black Mother-Child Interaction

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Vol. 34, No. 11, p.7059-A - p.7060-A

Teacher-Child Verbal Interaction

The Effects Of Instructing Preservice Teachers In Questioning Skills Upon Levels of Questions Asked By elementary Pupils

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Vol. 35, No. 10, p.6546-A

The Effects Of Teacher Expectation And Verbal Interaction On Academic Achievement Of First Grade Children

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Vol. 35, No. 8, p.5162-A

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Vol. 35, No. 2, p.713-A

A Description Of The Oral Communication Interactions In Two First Grade And Two Second Grade Classrooms In A Midwestern Community

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Vol. 35, No. 12, Pt.1, p.7636-A

The Effect Of A Performance Based Teacher Training Program On Questioning Strategies Of Kindergarten Teachers

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Vol. 35, No. 8, p.5193-A

Pupil-Teacher Dyadic Interaction In Desegregated Elementary Classrooms

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Vol. 35, No. 1, p.172-A

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Vol. 35, No. 11, p.7183-A - p.7184-A

Introducing Teacher-Trainees To Behavior Modification Techniques And Their Application Of Those Techniques In Increasing Social And Academic Behaviors Of Preschool Children

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Vol. 35, No. 10, p.6562-A

A Description Of Teacher Verbal Mediation And Of Children's Verbal Coding In Selected Early Childhood Classrooms

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Vol. 35, No. 5, p.2552-A - p.2553-A

Early Childhood Education: A Comparative Study Of Three Teacher Training Strategies As Measured By The Flanders Interaction Analysis Scale

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Vol. 35, No. 10, p.6502-A

Relationship Of Change In Child Language To Nursery School Climate As Determined By Teacher Verbal Behavior

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Vol. 35, No. 2, p.712-A

Instructional, Maternal, And Therapeutic Role Behavior Of Day Care And Nursery School Teachers

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Vol. 34, No. 4, p.1484-A - p.1485-A

Parent-Teacher-Child Task Setting Conferences In The Elementary Grades
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Vol. 35, No. 1, p.110-A

An Analysis Of Responding Of Children According To Various Levels Of Questions
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Vol. 34, No. 9, p.5606-A

Modeling And The Incidental Transmission Of Teaching Behaviors In The Elementary Classroom
Henry Ellison Pusser, ph.D., Emory University, 1972
Vol. 34, No. 2, p.622-A

When Teachers Talk To Children: The Effects Of Two Teacher Communication Styles
On Kindergarten Girls' Performance On Selected Matrix Tasks
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Vol. 34, No. 2, p.655-A - p.656-A

Peer-Group Verbal Interaction

Description Of Utilization Of A Video-Tape Technique And The Communication Pattern
Of Six Disadvantaged Preschool Children
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Vol. 35, No. 12,, Pt.1, p.8050-A

The Development Of Interpersonal Referential Communication Skills In Young
Children Using An Interactional Game Device
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Vol. 35, No. 6, p.3511-A

Eight Day Care Children: A Naturalistic Study Of Their Interacting Lines Of Acti
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Vol. 35, No. 12, Pt.1, p.7715-A

The Effects Of Modeling On Cooperation In Young Children
Theroux, Susan Stengel, Ed.D., University of Massachusetts, 1974
Vol. 35, No. 9, p.5942-A

USE OF CONTENT AREAS TO FURTHER LANGUAGE GROWTH

Creative Dramatics, Creative Expression, Sociodramatic Play, Art And Art Appreciation

The Comparison Of Interpretations Of Visuals By A French-American Culture And
An In-egrated-American Culture
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Vol. 35, No. 5, p.2836-A

Creative Drama In Education: Rationale, Curriculum Application, And Teacher
Training
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Vol. 34, No. 11, p.6858-A

Drawings By Five-Year-Old Black Pre-School Children Of Leon And Gadsden Counties
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Vol. 35, No. 7, p.4040-A

A Theory For Developing A Humanities Program For Young Children
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Vol. 35, No. 5, p.2639-A

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To Questions Concerning The Visual Arts

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Vol. 35, No. 11, p.7149-A - p.7150-A

An Investigation Of Elementary Teacher Education Related To The Preparation Of
Teachers In The Use Of Creative Drama In Teaching Language Arts

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Vol. 35, No. 7, p.4296-A

Fantasy Predisposition: Its Measurement And Effect On Toy Selection And Use
In Kindergarten Children

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Vol. 35, No. 9, p.5778-A

Staff Development For Principals To Improve Kindergarten Programs

Smith, Jacquelyn Craig, Ed.D., North Texas State University, 1974
Vol. 35, No. 9, p.5696-A - p.5697-A

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Elementary Teachers To Gain Competency In Eliciting Descriptive Response From
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Study

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Vol. 35, No. 12, Pt.1, p. 7542-A

An Investigation Of The Abilities Among Kindergarten Students In Northeast
Texas To Name And To Identify Colors As Related to Shapes

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Vol. 34, No. 9, p.5466-A

Narratives And Story Retellings Of Children Under Six

Suzanne Harpole Embree, Ed.D., Columbia University, 1973
Vol. 34, No. 10, p.6252-A

Creative Dramatics: Instructional Methodologies For The Elementary Curriculum

Rex Maxwell Fuller, Ph.D., The Ohio State University, 1973

Vol. 34, No. 8, p.4695-A - p.4696-A

The Development, Implementation, And Evaluation Of A Creative Dramatics Program
For Kindergarten Children

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Vol. 34, No. 8, p.4562-A

Creative Expression In The English Language Arts Curriculum

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Vol. 34, No. 12, Pt.1, p.7642-A - p.7643-A

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Grade Children And Low Socioeconomic Status Black Kindergarten Children

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Vol. 34, No. 8, p.4991-A - p.4992-A

The Operant Training Of Creativity In Children

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Vol. 34, No. 12, Pt.1, p.7873-A - p.7874-A

- An Investigation Of Unstructured Play Media And Structured Discussion Group Counseling Techniques With Pre-School Children
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Vol. 35, No. 7, p.4154-A
- An Exploratory Study Of The Oral Language Production Of Sixteen Disadvantaged Kindergarten Children
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Vol. 35, No. 5, p.2648-A - p.2649-A
- A Category System To Measure The Development Of Affection In Young Children Between The Ages Of One and Five
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Vol. 35, No. 5, p.2771-A
- The Effects Of Video Tape And Small Group Processes On Classroom Verbal Interaction Skills
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Vol. 35, No. 12, Pt.1, p.7532-A - p.7533-A
- The Effect Of Selected Science Activities On The Attainment Of Reading Readiness Skills With Kindergarten Children
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Vol. 35, No. 9, p.6007-A - p.6008-A
- The Evaluation Of Implementation And Support Procedures In Selected Indiana Corporations That Adopted Either SCIS, SAPA, Or ESS Elementary Science Programs
Potts, Kenneth Lawrence, Ed.D., University of Northern Colorado, 1974
Vol. 35, No. 10, p.6439-A - p.6440-A
- The Influence Of Affective Education On The Cognitive Performance Of Kindergarten Children
Arlene Twitchen Brett, Ed.D., University of Miami, 1973
Vol. 34, No. 5, p.2454-A - p.2455-A
- Development Of Understanding Of Selected Science Phenomena In Young Children
Marcia Jackson Donaldson, Ed.D., The University of Tennessee, 1973
Vol. 34, No. 3, p.1059-A
- Effects Of Sequencing On Meaningful Verbal Learning As Proposed By Ausubel With First Grade Students Using Audio-Tutorial Science Lessons
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Vol. 35, No. 1, p.165-A - p.166-A
- A Study Of The Concept Of Cooperation Of First, Third, And Fifth Grade Children In Public Elementary School
Wayne Richard Phillips, Ed.D., Boston University School of Education, 1973
Vol. 34, No. 4, p.1592-A
- Early Experience In Driver Education For The Kindergarten Child
Phyllis Jean Roberts Daniels, Ph.D., The Florida State University, 1972
Vol. 34, No. 2, p.555-A
- Development Of Occupational Orientations In Elementary School Children
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Vol. 34, No. 4, p.1619-A

USE OF TELEVISION TO FURTHER LANGUAGE GROWTH

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Vol. 35, No. 12, Pt. 1, p.7520-A - p.7521-A

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Lutrelle Fleming Horne, Ed.D., University of Massachusetts, 1973
Vol. 34, No. 10, p.6259-A

The Effect Of A Verbal Comprehension Experience Derived From Byoy-Chosen Commercial Television Programs On Verbal Comprehension Of First-Grade Boys Differentiated By Entrance Age
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Vol. 34, No. 2, p.669-A - p.670-A

An Exploratory Investigation Of Children's Responses To Commercial Content Of Television Advertising In Relation To Their Stages Of Cognitive Development
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Vol. 34, No.1, p.18-A - p.19-A

On Predicting The Effects Of A Bilingual Children's Educational Television Program
Monty Carlis Stanford, Ph.D., The University of Texas at Austin, 1973
Vol. 34, No. 9, p.6015-A

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Surbeck, Elaine, Ed.D., University of Georgia, 1973
Vol. 35, No. 8, p.5139-A

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Vol. 34, No. 7, p.3717-A - p.3718-A

HISTORICAL OVERVIEWS

The Historical Development Of Organized Story-Telling To Children In The United States
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Vol. 35, No. 8, p.5243-A - p.5244-A

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Vol. 35, No. 11, p.7430-A - p.7431-A

Francis Wayland Parker: An Historical Study Of The Influences On His Philosophy Of Education As It Relates To Language Arts/Reading Instruction
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Vol. 34, No. 11, p.6945-A

A Critical Analysis Of The Discovery Versus Expository Research Studies Investigating Retention Or Transfer Within The Areas Of Science, Mathematics, Vocational Education, Language, And Geography From 1908 To The Present
Weimer, Richard Charles, Ph.D., University of Illinois at Urbana-Champaign, 1974
Vol. 35, No. 11, p.7185-A - p.7186-A

A Historical Analysis Of Spelling Instruction In The United States, 1644-1973
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Vol. 34, No. 11, p.7014-A

Language Policy In Puerto Rican Education
Michael Bernard Gorman, Ph.D., The American University, 1973
Vol. 34, No. 6, p.3102-A - p.3103-A

An Experience Curriculum In English: Origins, Practices, Outcomes

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Vol. 34, No. 6, p.3030-A - p.3031-A

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Vol. 35, No. 2, p.730-A - p.731-A

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Vol. 34, No. 6, p.3106-A

CONCLUSION

In doing a study of this size and complexity, it is impossible not to be struck by many things. The following is a summary of the major points.

The child's natural developmental-maturational process is a major force in shaping the child's control of oral language. The needs and drives of a child must be recognized and utilized in any curriculum as the basic foundation of educational intervention. The young child's language development at any given point is directly related to his position on a developmental-maturational curve. It is now possible to assess where he is on that curve by using any one of a number of excellent diagnostic language and verbal intelligence measures. There are many abstracts on this topic in this collection and could be of use to educators, linguistic scholars and psychologists. The second half of this point is that once the child is assessed, he must be exposed to a curriculum that is matched to his abilities, and yet, perhaps, one that can take him just a little further along.

Another interesting item one becomes aware of after sifting through myriads of abstracts is that in the last few years there have been certain technological advances, without which, a goodly number of these studies would have been impossible. One need only look through some of the books listed as references and see the paucity of studies done in the past to be struck by the increasing volume and sophistication of modern studies. The advances include computers, video as well as audio taping machines and television monitoring systems.

A paralleling result of the increasing sophistication of the research methods is the increasing sophistication of the investigator. One cannot use terms without knowing their specific meanings in the jargon of language research. Preparing a document of this type sharpens one's research skills as well as increases one's knowledge of professional definitions.

There is one last point to be made. Compiled here are many abstracts of theories and studies of language development and curriculum. Some of them challenge former assumptions and programs, others formulate new ideas and programs, but one thing stands out - no one has resolved the problem of developing adequate

language abilities in young, disadvantaged and minority children. Diversity of opinion is rampant; results of studies may be conclusive or inconclusive but one thing is certain, there is room for more research because no one can deny the incredible importance of optimal language acquisition and utilization to every human being on the face of this earth.

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