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ABSTRACT

The eight digests and nine FAST (Focused Access to Selected Topics) annotated bibliographies included in this special collection focus on family involvement--parents and their children working together to learn. The material in the special collection is designed for use by teachers, students, administrators, researchers, policy makers, and parents. A profile of the ERIC Clearinghouse on Reading and Communication Skills (ERIC/RCS), and information on requesting a computerized search service, searching ERIC in print, submitting material to ERIC/RCS, books available from ERIC/RCS, and an order form are attached. (RS)

Family Involvement

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ERIC (an acronym for Educational Resources Information Center) is a national network of 16 clearinghouses, each of which is responsible for building the ERIC database by identifying and abstracting various educational resources, including research reports, curriculum guides, conference papers, journal articles, and government reports. The Clearinghouse on Reading and Communication Skills (ERIC/RCS) collects educational information specifically related to reading, English, journalism, speech, and theater at all levels. ERIC/RCS also covers interdisciplinary areas, such as media studies, reading and writing technology, mass communication, language arts, critical thinking, literature, and many aspects of literacy.

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ERIC/RCS Special Collection 4: Family Involvement

What Are ERIC/RCS SPECIAL COLLECTIONS?

Each ERIC/RCS Special Collection contains ten or more Digests and FAST Bibs offering a variety of viewpoints on selected topics of interest and importance in contemporary education. ERIC Digests are brief syntheses of the research that has been done on a specific topic. FAST Bibs (Focused Access to Selected Topics) are annotated bibliographies with selected entries from the ERIC database. Both Digests and FAST Bibs provide up-to-date information in an accessible format.

Our *Special Collections* are intended as a resource that can be used quickly and effectively by teachers, students, administrators, researchers, policy makers, and parents. The Digests may be consulted for a summary of, or a particular viewpoint on, the research in an area, while the FAST Bibs may be used as the start of a more extensive look into what is available in the ERIC database on a subject of interest.

FAMILY INVOLVEMENT

The material in this collection focuses on family involvement—parents and their children working together to learn.

Why Is Family Involvement So Important?

"Parent Involvement" is in the news these days—in magazines, on television, in school-board mandates to teachers and administrators. More and more people are realizing what some people have known for a long time: the profound positive impact parents can have as their children's first teachers and most committed and concerned advocates. Many caring parents, however, do not have enough knowledge and confidence to create a learning environment in their homes, and they are reluctant to become involved with their child's school. What are some ways to encourage parents to greater participation in helping their children learn?

Everyone's Talking about It...Is Anyone Doing Anything about It?

In a recent ERIC/RCS Digest, *Parent Involvement in Elementary Language Arts: A Program Model*, Marge Simic addresses this question. Simic describes several programs that encourage parent participation both at school and at home still others may be found in the ERIC database.

The language and educational limitations of many at-risk families pose a major challenge to family involvement efforts. In addition, almost all families feel the pressure of time constraints and busy schedules, especially the increasing numbers of single parents and families in which both parents work outside the home. Parents need fresh ideas and encouragement to structure their family time in ways that promote family interaction and learning.

A family literacy program called PACE (Parent and Child Education) has been developed in Kentucky to counteract a persistent pattern of school failure within families across generations. Remedial educational services are being provided to the whole family.

Public libraries in many communities offer family literacy programs. Many of the programs work both with adults and with children in ways that foster learning opportunities for the whole family.

The Family Literacy Center at Indiana University has developed a monthly audio journal, *Parents and Children Together*, using audiotapes along with print materials to educate parents and to give them models for reading to and with their children. If parents have limited reading ability, or simply prefer listening to reading, they can use the tapes to listen to the parent information before sharing the read-along stories and suggested activities with their children. A major goal of *Parents and Children Together* is to improve family communication while promoting family learning.

A program called *Work with Your Child* uses videotapes in a workshop format to help parents build skills that will be useful in interacting with their children (available from Children's Press in Chicago, IL). Another program that promotes family interaction is called *MegaSkills*, available through The Home and School Institute in Washington, D.C. Teachers and other leaders are trained to give parent workshops to help

parents learn to work with their children on "megaskills" such as persistence, motivation, responsibility, problem solving, etc.

Another program under development by the Family Literacy Center at Indiana University (with the help of a Lilly Endowment grant) is called *Parents Sharing Books.* Parent-teacher teams are being trained by Center staff to give workshops in their local communities to encourage parents to read and share books with their middle-school children.

Many books provide suggestions for parents: lists of books, community resources, and activities to undertake with children. However, many of the parents most in need of such information do not regularly consult books available in book stores or the public library. A series of booklets for parents, published by the International Reading Association and ERIC/RCS, is an attempt to supply information in an easy-to-read, user-friendly format. These booklets are often distributed by schools and parent-teacher organizations; they are available from the ERIC/RCS Clearinghouse.

Understanding the Stages of Children's Reading Development

In an annotated bibliography entitled *Helping Parents Understand the Stages of Their Child's Reading Development,* Gail Londergan collects a number of sources: books and articles that are helpful to parents and also to those who want to encourage parents to become involved with their children's education. The three stages mentioned in this bibliography are: early childhood, beginning reading, and the development of reading enjoyment and good reading habits. Understanding these stages is important for parents who want to help their children to become readers—that is, people who not only can read, but who enjoy reading.

Other Issues

Materials in this collection also deal with such issues as television viewing, listening, storytelling, and reading aloud. Our intention is to help you become more familiar with some of the issues and research in the area of family involvement, family literacy, and related topics. We hope you will find this ERIC/RCS Special Collection useful.

More Information from the ERIC Database

In addition to the citations in the annotated bibliographies included in this collection, other resources may be found by searching the ERIC database. A few of the terms that would be helpful in a search are: Parent-Participation, Family-Involvement, Parent-Influence, Parent-Role, and Parents-As-Teachers.

Family Involvement Materials Available from ERIC/RCS

These materials, available from ERIC/RCS and the Family Literacy Center at Indiana University, may be of interest to you:

Parents and Children Together—a monthly audio journal (magazine plus audio cassette) for children, ages 4 to 10, and their parents; contains suggestions and information for parents, and read-along stories for parents and children to enjoy together

For Parents:

101 Ideas to Help Your Child Learn to Read and Write, by Mary and Richard Behm

Helping Your Child Become a Reader, by Nancy L. Roser

Beginning Literacy and Your Child, by Steven B. and Linda R. Silvern

How Can I Prepare My Young Child for Reading? by Paula C. Grinnell

Creating Readers and Writers, by Susan Mandel Glazer

You Can Help Your Young Child with Writing, by Marcia Baghban

Your Child's Vision Is Important, by Caroline Beverstock

Encouraging Your Junior High Student to Read, by John Shefelbine

You Can Encourage Your High School Student to Read, by Jamie Myers

For Educators:

Those concerned with issues of adult literacy in connection with family involvement will find that these books address many of the important issues in this field.

Adult Literacy: Contexts and Challenges, by Anabel Newman and Caroline Beverstock (copublished by the International Reading Association and ERIC/RCS)

Adult Literacies: Intersections with Elementary and Secondary Education, by Caroline Beverstock and Anabel Newman (published by Phi Delta Kappa, with assistance from ERIC/RCS). An entire section of this book is devoted to "Intergenerational and Family Literacy."

To order any of these books, please use the form at the end of this collection.

Recent Journal Article

The following journal article, written by the Director of ERIC/RCS, appeared recently. It supplements the Digests and Fast Bibs in this *Special Collection.* It is likely to be available in your library or through inter-library loan, or at your local school.

"Family Literacy: The Most Important Literacy," *The Reading Teacher,* 44 (9), May 1991, pp. 700-701, by Carl B. Smith

Contact Other ERIC Clearinghouses

The ERIC Clearinghouse on Reading and Communication Skills deals with reading and other communication skills among learners at many ages, and with family literacy. However, the ERIC system has a clearinghouse that specializes in early childhood issues. Please contact it for further information:

ERIC Clearinghouse on Elementary and Early Childhood Education
University of Illinois, College of Education
805 West Pennsylvania Avenue
Urbana, IL 61801-4897
Telephone: (217) 333-1386

Another ERIC Clearinghouse deals with basic education for adults, as well as career and vocational education:

ERIC Clearinghouse on Adult, Career, and Vocational Education
Ohio State University
Center on Education and Training for Employment
1900 Kenny Road
Columbus, OH 43210-1090
Telephone: (800) 848-4815 or ((614) 292-4353

For information regarding literacy education for limited-English-proficient adults, contact this adjunct ERIC Clearinghouse:

Clearinghouse on Literacy Education for LEP Adults
Center for Applied Linguistics
1118 22nd St. NW
Washington, DC 20037
Telephone: (202) 659-5641

Ellie Macfarlane
Series Editor, *ERIC/RCS Special Collections*

ERIC Digest

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Parent Involvement in Elementary Language Arts: A Program Model

by Marge Simic

"Parent involvement" is fast becoming a hot topic. Teaching periodicals, parent magazines, newspapers, and even television talk shows and special broadcasts are emphasizing the impact parents make in educating their children. Topics include hints on effective communication at conference time, tips for establishing study skills and habits at home, and information on how to use parents effectively as volunteers in the classroom (Vukelich, 1984).

A potential limitation with the teacher-parents involvement suggestions described in some articles is that even though they may be worthwhile, they often lack an overall organization that allows teachers to plan and develop principled programs for parents (Becher, 1986; Becher, 1984; Vukelich, 1984). Many well-meaning, dedicated teachers approach parent involvement as an "afterthought" that may lack purposeful implementation. Parent involvement, in this sense, is not seen as part of the curriculum. A general format may help to eliminate wasted effort and guide the development of an organized approach to parent involvement—a parent involvement program that is integrated into the language arts curriculum.

Dimensions of Involvement

Petit (1980) attempts to organize the various dimensions of parent involvement. Petit specifies three levels or degrees of increasing parent involvement: (1) monitoring, (2) informing, and (3) participation.

Marge Simic has been a classroom teacher in elementary and secondary schools, as well as a Chapter I Coordinator. She is a doctoral candidate in Language Education at Indiana University.

At Petit's *monitoring level*, schools make parents aware of the school situation. Potter (1989) suggests that this is done through informal conversations (e.g., open houses, school programs), announcements regarding the school's activities, and questionnaires. This type of contact helps to establish parental feelings of assurance, confidence, and acceptance. Parents feel more comfortable sharing with the teacher their child's positive, as well as negative, attitudes about school that the child may be experiencing at home. Many schools are effective and active at this level of parent involvement with weekly bulletins, annual open houses in the fall, and public invitations to special school programs and activities.

Petit's second level is described as *informing*. This means keeping parents informed about the policies, procedures, aims, and expectations that exist in the school, but particularly in the classroom. The contact is more formal and direct. Communication at this level is more specifically between the classroom teacher and the parent rather than between the school and the parents. This is done through (1) parent-teacher conferences, (2) home visits, (3) class newsletters, (4) bulletin boards, (5) reporting, (6) phone calls, and (7) take-home packets.

In addition to teachers informing parents, parents need to inform the teacher about anything going on at home that may help the teacher to understand the child's behavior and performance at school. Parents should communicate with the teacher on how the child's reading and language activities are progressing at home and give feedback regarding the supportive activities done at home.

Participation is Petit's final level. At this level parents become actively involved in the classroom with teachers. Teachers solicit the assistance of parents in helping the school and/or classroom with instructional support. Parents might act as aides or volunteers in classrooms, helping with bulletin boards, checking assignments, or making games and activities. Parents might volunteer to work in the library, do typing, or work with school equipment such as laminating and duplicating. Parents who have had experiences that match a special theme or topic being explored by the class could be asked to make special presentations. They may be asked to participate in classroom instruction or act as classroom reading tutors or writing editors who work with one or two children who are experiencing difficulty. Parents who cannot actively participate in the classroom are encouraged to provide supportive instruction at home using reading and writing strategies and methods similar to those being used in the classroom.

It is necessary that parents be aware of effective instructional techniques when working with children in the classroom and at home. Parent knowledge and skills can be extended through parent observation and/or instruction. It is at this participation level that parents become involved in workshops or reading courses. Teachers, specialists, or other professionals explain to parents about the school's language arts program. Parents are then given instruction on how to help students in the classroom and at home.

A Program Model

One such program encourages parent participation in the classroom for those parents who are able to volunteer their time, but also emphasizes participation at home. In this program, an elementary school teacher was implementing a literature-based program in the language arts curriculum. The teacher informed the parents through letters that the students would be integrating reading and writing in the language arts block and that they would be involved in a variety of literature experiences. Parents were given detailed explanations of various strategies in the letters. The teacher asked for their support and involvement at home in helping their child accomplish assignments through these new experiences. Parents and students were encouraged to share reading at home, as well as to share ideas and thoughts about the books. Suggestions or strategies for sharing books were explained and sent home for parent reference.

As the students became acquainted with this literature-based program, enthusiasm for reading was apparent in many of the students. A letter was sent home recounting some of the students' positive experiences and asking for parent volunteers—those who felt comfortable with the discussions and strategies for sharing reading. Some parents came into the classroom to help with small group discussions, book projects, etc.

Later on, the writing process was briefly explained in a parent letter, and activities the students were engaged in and editing marks and skills were defined, so that parents could assist their child at home. In this same letter, parents were asked to come into the classroom to help small groups of students with the authoring cycle, edit final drafts, type student stories, and assist with bookmaking. When parents did volunteer, it was very common to see the students explaining and informing the parents what it was they were doing in literature circles. It was not uncommon to see parents in authoring circles listening to student stories, offering suggestions, and helping students with first drafts.

Parents were given opportunities to help in book selection for new literature groups. The teacher sent home book club orders and suggestions and recommendations for book selection. The letter encouraged parents and children to discuss the recommended books on the list and then make their selection together. Literature groups were then determined from the book selections made by parents and children.

The teacher provided additional opportunities for parent input through a variety of correspondence. Periodically, parent letters were sent home telling of the progress students were making with literature and author circles. An invitation to observe these activities in the classroom was extended. Contracts were sent home to be signed by parents, students, and teachers regarding classroom rules, homework policies, responsibility for using classroom literature sets, and support for achieving success in this program. A list of necessary reading and writing supplies was sent home, and parents were asked to donate some of the items, such as correction fluid, contact paper, markers, old greeting cards, index cards, wallpaper books, cereal boxes, cushions, bean bag chairs, and so forth.

Careful Planning Is Essential

Initiating an effective and well organized plan for parent involvement takes plenty of work—work to achieve it, work and commitment to maintain it. It is realistic to think that as one moves through the levels of involvement that Petit describes, the audience of parents narrows. It is easy to have all parents and all teachers included at the beginning

levels. However, as movement makes its way up the levels, the focus narrows. Fewer parents and teachers are able and willing to enter into the "participation" level of involvement with classrooms and homes. Teachers cannot let this be discouraging. Instead, they must continually remind themselves that the obligation to reach a wider audience of parents still remains.

When parent involvement reaches the level in which parents are actually involved at school and/or at home, teachers must recognize that it was attained through effective communication in the beginning or at previous levels. This effective communication involves positive actions by teachers, parents, and administrators who are willing to cooperate and act in concert with one another. The Office of Educational Research and Improvement (1986) argues that teachers who succeed in involving parents in their children's schoolwork are successful "because they (teachers) work at it. "Working at it" calls for a commitment from principals, teachers, and parents which ultimately benefits the child.

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ERIC Digest

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The Right to Read: Censorship in the School Library

by Stephen S. Gottlieb

The school library has become a place of conflict, pitting students' desire to investigate literature against the desire of some administrators to control educational materials and the desire of some outside the schools to monitor what happens in the classroom and what appears on the library shelves. The desire to censor public school libraries arises from many factors, including the increase in reading by Americans in recent decades, the greater numbers of students in school, and changes in the manner in which literature is taught. These influences have created a climate in which parents, other citizens and special interest groups have become only too willing to look over the shoulders of school librarians and literature teachers (Burress 1989). In some situations, the censorship battle has ended up in court, with inconclusive results.

Pico and the Right to Receive Information

In 1982 the United States Supreme Court handed down its decision in *Island Trees Union Free School District No. 26 versus Pico*, a case in which students and parents challenged a school board's removal of certain books from a school library. The board withdrew novels and texts which members considered to be "anti-American, anti-Christian, anti-Semitic, and just plain filthy." A plurality of the Court set limits on a school board's ability to remove books from school libraries. To the plurality, removal was only permissible if books were determined to be "educationally unsuitable." The justices said book elimination would be invalid if partisan political motivation were a decisive factor in the action. (Terry 1986).

Justice Brennan's plurality opinion in the Pico case took its inspiration for the notion of a right to receive information from the case of *Right to Read Defense Committee versus School Committee*, a 1978 decision from the Boston federal district court. In his opinion in the Right to Read case, Judge Joseph Tauro described the school library as a place in which the student could discover and explore ideas. "What is at stake here," Tauro wrote, "is the right to read and to be exposed to controversial thoughts and language..." (Marek 1987).

The right to receive information can apparently only be exercised by parents for their own children. In *McKamey versus Mt. Diablo Unified School District* (1983), a California Superior Court judge refused to allow a group of local residents who objected to the presence of *Ms.* magazine in the school library to block other students' access to the periodical. Judge David A. Dolgin held that while a parent could bar his or her own child from reading the magazine, that parent could not exercise such a right on behalf of all students (NCAC 1985).

Censorship or Curriculum Modification?

Traditionally, the schools' efforts to control the content of their libraries has reflected a desire to keep certain information away from students until they are deemed mature enough to deal with it. For instance, sixth graders may not have access to materials which are readily available to tenth graders. Library selections for children reflect this pattern. Child psychologists have long recommended that appropriate literature for young children should be focused on simple concepts portrayed in an ideal-

Stephen Gottlieb has extensive experience as a broadcast journalist and holds a law degree from Indiana University.

ized manner. Even books for adolescents are on a sophistication level below that of adult fare.

In the wake of the Pico decision, school boards should develop policy statements on book procurement. One such statement should prescribe a set of administrative procedures, each appropriate to the grade levels of the school buildings in which that policy is to be implemented. Another policy should accommodate objections from the community, spanning the range of possibilities from a citizen's statement that he or she does not like a certain book to a set of reasons why certain books should be removed from student access. In addition, the policy should provide for a neutral review committee which would examine, discuss, and make recommendations regarding library selections (O'Reilly 1984).

Who Are the Censors and Who Are Their Opponents?

Those who lead library censorship campaigns come from both right- and left-wing organizations. Fundamentalists may dislike the open discussion of such issues as abortion in news magazines, feminists may challenge outdated female stereotypes found in certain books, and African-American groups may object to the portrayal of members of their race in such works as *Huckleberry Finn* or the *Black Sambo* stories.

Censors tend to fall into three groups: (1) parents who hear about or see material that troubles them; (2) community members or parents who react to a book without having read it; and (3) local, state or national organizations, some of which have specific lists of titles which they consider objectionable.

On the other side are such groups as the American Library Association (ALA) and the National Council of Teachers of English (NCTE). Both groups publish materials which are designed to help teachers and school librarians resist efforts to keep particular literary works out of the hands of students. These sources suggest that steps to protect such materials should be taken before the works are challenged, and that schools should have written book selection and grievance policies (Marek 1987).

The library censorship cases of tomorrow are affected by political choices being made today. Those now being nominated to serve on the nation's courts will be shaping the future meaning of the right to read and the right to receive information. Because of modern communication technologies, censorship cases are increasingly coming into public view. People interested in maintaining the freedom to read are showing their support for the librarians, publishers, and authors who have always been on the defensive against censorship (Abbott 1987). Moreover, recent bibliographic works cite long lists of books and articles that highlight the censorship issue, particularly as the issue is played out in schools and school libraries (Hoffman 1989).

New Teachers and Censorship

New teachers, who have probably not been specifically schooled in the issue of censorship, may feel that they do not know how to cope with the issue. When they begin their careers, teachers may face pressure from colleagues to avoid controversial text selections, and this pressure may give rise to self-censorship. Teachers must learn to distinguish among wise advice (*i.e.*, that a certain book is inappropriate for learning disabled ninth graders), advice that encourages self-censorship (that a certain book should be avoided because parents will not approve) and ambiguous advice which lies somewhere between self-censorship and recognition of community standards (Small 1987).

A good source of information on censorship questions is the school librarian, who knows more than anyone about what students read and like and what parents would not wish or will not allow their children to read. The librarian is likely to be aware of review sources and rationales which endorse the selection and use of frequently attacked literature.

Language arts teachers and school librarians can work together to make literature more fully available to students. Each can offer guidance and support for the other's attempts to broaden student access to ideas through reading (Small 1987).

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ERIC Digest

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Media Ethics: Some Specific Problems

by Stephen S. Gottlieb

The decade of the 1970s gave rise to a reinvigorated press. Such scandals as Watergate and the Pentagon Papers case renewed the spirit of "investigative journalism," and created in many young people a desire to pursue careers as reporters.

In the 1980s, incidents occurred and new technologies appeared which together raised questions about the ethical values of American journalists. This digest seeks to identify some of those ethical issues and to point to the work of those who have studied these issues.

Imaginary Addicts and a Televised Suicide

Washington Post reporter Janet Cooke received the 1981 Pulitzer Prize for her feature story, "Jimmy's World," the account of an eight-year old, tenement-bound heroin addict. Publication of the story set off widespread demands for the government to do more about the scourge of drugs in society. A few days after Cooke accepted the Pulitzer, it became evident that she had made up the story.

In detailing the events of the Janet Cooke incident, David L. Eason focuses on the pressures which may have led Cooke to concoct her report (Eason, 1986). Eason theorizes that Cooke, a young, black, female reporter, may have felt compelled to give the liberal, white, male editors of the *Post* exactly what they seemed to demand: stories portraying the horrors of ghetto life. In Eason's view, the editors would not have sent out one of their own (i.e., a male white reporter) into the urban slums to obtain details of life there. As such, the paper made itself overly dependent on material supplied by inexperienced reporters like Cooke.

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Eason sees the end of the Cooke story as taking on mythical trappings. Established journalism, in the role of the defender of the faith, ultimately cast out the violator of its moral code. Cooke's ostracism from the profession was seen, at least by many within the established press, as a necessary step in the protection of the standards of truthfulness and accuracy in journalism.

One incident in which journalism could not so easily assume a mantle of purity was the suicide of Pennsylvania state treasurer R. Budd Dwyer. On January 22, 1987, Dwyer, who had been convicted of racketeering and mail fraud, called a news conference. As the TV cameras rolled and the reporters awaited the official's anticipated resignation announcement, Dwyer pulled out a revolver and ended his life. Some of Pennsylvania's television and radio stations broadcast only partial recordings of the event; one TV station ran the entire tape of the suicide. As Matviko (1988) points out, those media outlets that declined to carry the entire suicide took a somewhat holier-than-thou stance regarding the incident. The station that showed its viewers the shooting was defensive about its editorial decision. Interestingly, a survey of more than 800 viewers showed that members of the public were fairly evenly divided between those who supported the decision to carry the shooting in its entirety (46%) and those who opposed the choice (54%).

Media Ethics and the New Technologies

With the 1980s came new developments in the manner in which information was presented to the public. Photographic methods improved, enabling newspapers and magazines to show to their readers images that reflected an "improved" vision of reality. But as is true of many new techniques and inventions the advancements in photography raised ethical questions. Some of these issues were

addressed by Shiela Reaves in her article, "Digital Alteration of Photographs in Magazines: An Examination of the Ethics" (1989).

As Reaves explains, new computer processes permit editors to alter the content of photographic images. Colors can be controlled, and objects or people can be removed from or added to pictures. Furthermore, if the changes are made carefully, they are virtually undetectable. To confuse the issue, negatives can be manufactured from an altered image to create "proof" that the photograph represents reality. The ethical issue is obvious: how far can photo editors take the alteration process while still purporting to present to readers a genuine image?

Reaves asked twelve magazine editors about their publications' practices with respect to computer enhancement of photographs. The editors unanimously claimed that they would refuse to apply the technique to news photographs. One respondent labeled such retouching "never...morally justifiable."

While the editors decried tampering with news photographs, most of them saw no ethical difficulty in adjusting the backgrounds of cover photographs to fit headlines and so on. Some also saw nothing wrong with deleting stray objects from pictures.

Reaves found that non-news magazines freely adjust elements of photographs for the best possible presentation. For instance, a home decorating publication might delete an unattractive curtain from the window of an otherwise "picture-perfect" home. A food magazine might erase a cigarette butt from a plateful of the consummate holiday feast.

Media Ethics and Codes of Conduct

What happens when a reporter derives personal gain or allows others to achieve such gain from his inside information about his organization's publication plans? Stories in the prestigious *Wall Street Journal* have frequently helped determine the success or failure of a business venture. During the 1980s, a *Journal* reporter was found to have contributed to insider trading by passing tips along as to when his paper would carry stories about firms. This event was mentioned in an especially thought-provoking article by Robert E. Drechsel entitled "The Legal Risks of Social Responsibility" (1987). Drechsel suggests that in such cases as the *Journal* incident, the existence of an internal policy or code of ethics could backfire on a news organization. In Drechsel's view, a party alleging that a news organization has committed libel (or in the insider trading case, a government prosecutor alleging that a reporter has practiced insider trading) can point to the code of ethics as a standard of care for the organization. For example, if a newspaper's policy required double confirmation of facts, a person alleging that a story was printed in disregard of its truth or falsity could point to the lack of a second confirmation as "proof" of such disregard.

Drechsel identifies other risks inherent in ethical codes. If there were an industry-wide code to which most medium- and large-market radio news operations adhered, a small-market station might find it difficult or impossible to meet the standards set by the code. A city hall reporter in Boston might have no trouble in offering a public official the opportunity to deny an allegation of misconduct before the accusation is broadcast, if a code so required. However, a reporter in Smalltown, USA, who doubles as station engineer and afternoon announcer, facing time and resource constraints, could find it difficult or impossible to meet such a standard.

In "The Case against Mass Media Codes of Ethics," Jay Black and Ralph Barney offer two major arguments against ethical codes for news reporting (1985). First, such standards are inconsistent with the notion of an unregulated press as envisioned by the First Amendment. As the authors suggest, protection of a free press is but a facet of protection of everyone's free expression. Each person best develops as an individual and a citizen if he or she is free to obtain whatever information may contribute to that growth. Governmental control of the media, or even self-imposed regulations to which all reporters must comply, limits the flow of such information.

Black and Barney's second argument against ethical codes for the news profession emerges from the difference between what they label "moral philosophy" and mere "moralizing." The authors suggest that a genuine moral philosophy evolves within the reporter as that person gains experience. On the other hand, codes merely advise as to the industry's view of what is appropriate behavior. The codes remove the need for reporters to become what Black and Barney refer to as "professional philosophers" who are capable of making their own decisions about what is right and wrong.

If codes of ethics are ineffective means of securing good journalistic practices, what would work better? John C. Merrill offers one answer in the title of his essay, "Good Reporting Can Be a Solution to Ethics Problem" (1987). Merrill would set the standard of ethical journalism at simply expecting the reporter to write a good story. As he sees it, expecting the journalist to expound upon the ramifications of an event is empty moralizing. Merrill would also call upon reporters to abandon the claim of objectivity (an obviously unobtainable goal) for an admit-

ted subjectivity which the reporters constantly work to overcome.

Journalists themselves accept Merrill's view that objectivity equals ethicality, but they see objectivity as a reasonable goal. When Merrill asked 50 reporters and 50 journalism educators whether an accurate story is an ethical story (Merrill, 1985), 64% of the reporters agreed. Conversely, only about half as many of the educators took the same position. Almost all of the journalists had faith in the possibility of objective journalism, while almost all of the educators negated that possibility.

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How to "Read" Television: Teaching Students to View TV Critically

by Nola Kortner Aiex

In light of the current explosion of mass media products and technology, most education practitioners would probably agree about the urgent need for students to develop critical viewing abilities along with critical thinking abilities.

At the close of UNESCO's 1982 International Symposium on Media Education, the representatives of the 19 countries in attendance issued a unanimous declaration that called upon competent authorities to "initiate and support comprehensive media education programs—from pre-school to university level, and in adult education—the purpose of which is to develop the knowledge, skills, and attitudes which will encourage the growth of critical awareness and, consequently, of greater competence among the users of electronic and print media. Ideally, such programs should include the analysis of media products, the use of media as means of creative expression, and effective use of and participation in available media channels. Training courses should be developed for teachers and intermediaries both to increase their knowledge and understanding of the media and train them in appropriate teaching methods." [Dwyer and Walshe, ED 250 651]

Although there is some evidence that media literacy programs are well underway in classrooms in many countries around the world, such as France, Switzerland, West Germany, England, and the Scandinavian countries [Gambiez, ED 243 408], as well as Australia [Dwyer and Walshe, ED 250 651], curricula in American schools still give little consideration to any systematic study of the ubiquitous mass media.

Media Study in High School

Sneed [CS 506 678] argues that the best time and place for students to begin a serious study of the media is in the high school social sciences curricula. English/Language Arts high school teachers surveyed by Koziol [CS 506 761] also felt that mass media education was better suited to a social studies department. In adolescence, young people become acutely aware of the vast and sometimes confusing array of mass media that permeate their lives.

For example, a recent study on the effects of television tested attitudes of students in grades 6-10 and found that older students were more balanced in their assessments of the influences of the medium, both positive and negative, than were their younger counterparts. These findings suggest that audiences in general, and young people in particular, are far more involved and mentally active when watching TV than has been previously thought. [Krendl and Lasky, ED 287 181] It follows that the public needs to develop skills that can help them better interpret and analyze a variety of video messages. Formal study of the media in high school will also make for better informed citizens. People must become critical viewers, particularly of television—"both the most powerful communication medium ever developed, and the most effective medium for reaching a great number of people simultaneously." [Metallinos, CS 506 658]

Critical Viewing Concepts

Sneed [CS 506 678] believes that the key component to media literacy is understanding the symbols, information, ideas, values, and messages that emanate from the media. O'Reilly and Splaine [ED 289 796] enumerate a number of basic critical view-

ing concepts which apply to all visual media, and especially TV: (1) the direction of the camera will affect how a particular scene is perceived; (2) a director can choose a camera position to impart almost any desired message; (3) even though the event is "live," the director can still "edit" the event by selecting which camera will portray the event; and (4) after an event, the editor can juxtapose a series of images to convey virtually any desired message. In addition, most TV screens are small and provide an ill-defined image, a technical limitation which directly affects the content and methodology of the medium.

Models for Critical Viewing

Specific models for critical viewing of television have also been developed by O'Reilly and Splaine. Viewers should first ask themselves when watching television: what is this program's point of view, what inferences can be drawn from the program, what persuasive techniques are used, and what evidence is used to support the program's argument? After this initial questioning, separate models can be used for viewing news programs, political advertisements or debates, interviews, entertainment programs, sports, or commercials.

For example, the entertainment analysis model, VIPE, asks: V—What values does the program convey? I—Did the program involve the viewer? P—What point is the program making? E—What are the emotional appeals? A similar analysis model for commercials is called MAIL. MAIL asks: M—What was the main point of the commercial? A—What appeals did the advertiser use? I—What images were used to impart the advertiser's message? L—Will the commercial have a long term effect on the viewers? [O'Reilly and Splaine, ED 289 796] O'Reilly and Splaine also caution viewers to remember that commercial TV networks are profit-making businesses, that television thrives on simplicity and avoids complexity in program content, that the omnipresence of television makes most viewers more susceptible to its messages, and that commercial TV programs are generally aimed at the lowest common denominator.

Suggestions for Class Activities

A companion teacher's guide [O'Reilly and Splaine, ED 289 797] to "Critical Viewing: Stimulant to Critical Thinking" offers suggestions for in-class activities as well as longer-term projects and research papers that will interest students at the high school level. Dwyer and Walshe's guide, "Learning to Read the Media" [ED 250 651], developed for elementary school level students in Australia, can be adapted for almost any academic level. This teacher's guide presents over 100 classroom activity units to bring purpose and critical interactions to young persons' encounters with the mass media.

Ploghoft [ED 291 636] provides guidelines and techniques for focusing on TV news programming to help prepare students for their roles as citizens by developing the ability to distinguish between objective and subjective reporting. Among the goals of the suggested activities are for students to be able to (1) distinguish between local, national and international news; (2) analyze the TV news program as to the priorities given to news items; (3) compare and contrast the nightly newscasts of the three networks for the content, selection, and emphasis of the day's news; (4) establish their own criteria for local, state, national, and international news and to analyze the TV news using these criteria; (5) compare the TV news to newspapers and news magazines in terms of content, depth, emphasis, and objectivity; and (6) become aware of the process of news gathering on a local, state, national, and international level.

Implications for the Future

Mass media technology is shaping young people's lives far more than print, and for the traditional public school system to avoid withering, it must take an active role in helping students interpret television imagery. Contrary to some claims, the significance of imagery as an intellectual tool for understanding concepts and processes will not reduce the importance of print in a literacy intensive future environment. Both forms of reading will take on even greater importance, both in the "real" world and the educational world. Print, however, will no longer be considered sacred, and pictures will acquire a newfound respectability. The result will be a more active and rigorous process of teaching and learning. [Adams, ED 260 371]

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Literature as Lessons on the Diversity of Culture

by Nola Kortner Aiex

Television in the late 1980s has offered even the occasional viewer an almost dizzying picture of other peoples and other cultures, thanks in part to the rapid technological advancement of satellite communication systems. At the same time, a just-reported survey of the most widely assigned literary works in high schools, conducted by the Center for the Learning and Teaching of Literature at the State University of New York at Albany, found that the high school canon changed very little between 1963 (the year of the last similar survey) and 1989. High school students still read the same classic novels and plays that were read 25 years ago, even in schools with large minority populations. (*USA Today*)

Without arguing the relative merits of classic versus popular or traditional versus ethnic literature—points of disagreement even among educators and literary specialists—this digest will review the resources available in the ERIC database for teachers and administrators who wish to offer their students varied literary and cultural experiences.

One teacher has expressed her rationale in the following manner: "If teachers are to help children become more humane, they need to help boys and girls appreciate the dignity and beauty of other ethnic groups who are different than they." (Carlson, 1971) She continues in the same vein: "A child who is one of a minority group suffers from some form of 'triple loneliness'—a feeling that his or her cultural heritage is being trampled upon, that this heritage is being denied, and that a particular language dialect is being frowned upon by teachers who lack an understanding of his or her ethnic identity."

Building Multicultural Understanding

Concentrating on helping children gain self-acceptance, Stoddard (1983) considers children's literature an excellent medium to introduce global concepts and to bridge multicultural understanding. She believes that literature can provide children with a more accurate picture of world reality and a sensitivity to cultural differences. Accordingly, she chooses and discusses about 40 well-written books for young children that illustrate how various cultures live.

Ranta (1978) has developed material for a comprehensive course on American literature for boys and girls in grades K-8 that is based on the concept of the United States as a pluralistic society. It can be easily adapted for use as a unit within the typical established course on literature for children required of preservice teachers in many institutions teaching elementary education. An extensive booklist forms the basis of the course, with sections on the American Black, the American Indian, the Puerto Ricans on the mainland, the Chicanos, the Jewish-Americans, and the Oriental-Americans. Sample assignments are also included.

Sims (1982) focuses on literature about American Blacks. In her monograph, *Shadow and Substance: Afro-American Experience in Contemporary Children's Fiction*, she provides teachers, librarians, and teacher-educators in the field of children's literature with information that will enable them to make informed selections of books for and about American Blacks. She includes books for young people from preschool through eighth grade, and she bases her selections on a survey and analysis of 150 books of contemporary realistic fiction about Blacks published between 1965 and 1979.

Appropriate for use with both high school and college students, a special issue of the *Illinois English Bulletin* (Matthews, 1982) offers suggestions for teaching multiethnic literature. Black, Jewish-American, Chinese-American, and Native-American literature are some of the topics discussed. The article on Native-American literature outlines steps for the study of poetry by a class group (four students): 1) review principles of poetry: Method (arrangement, shape, and order), Matter (what the poem says), and Manner (mood and idea); 2) locate several collections of contemporary Native-American poetry to review; 3) draw up a list of questions to ask particular poets if one could be chosen for a personal interview; 4) select one poet to investigate in depth; 5) select several traditional Native-American poems for review, and share the findings with the rest of the class in oral interpretations of the poems; and 6) write a short paper analyzing the use of nature as a theme in contemporary Native-American poetry. Post-reading activities include panel discussions and an evaluation of the image versus the reality of the Native American (Sasse, 1982).

Bunker and Kalivoda (1975) believe that studying the culture embedded within a literary work can serve to bring into better focus the aesthetic qualities of the work by providing a fuller appreciation of the author's artistry and skill in portraying people, things, and events within the framework of any number of cultural themes.

The concept of culture can also be broken down into smaller components if a teacher feels that studying the entire culture of America or even of an individual ethnic group is too daunting a prospect. Erisman (1979) has developed a unit on western regionalism and awareness of place, while Brennan (1981) has developed a similar unit on Appalachian literature and culture for use with high school students.

Brennan's unit on Harriet Arnow's novel *The Dollmaker* takes 10 weeks to complete. The first week the teacher presents background on the geography, flora, fauna, history, and language of the region. After that comes the study of the novel, a film on strip mining, daily class discussion and occasional quizzes. During the final three weeks, students prepare and present demonstrations on one of the arts and crafts indigenous to the Appalachia region. Lesson plans are provided with the unit, as are selected bibliographies of resources, films, poetry, prose, folklore, drama, music and dance, arts and crafts, and regional background materials.

Learners as Special Audiences

Complementing Sims's monograph, Brooks (1985) presents a resource volume for teachers of Black students at all levels. The book suggests incorporating other arts, such as music, film, photography, and craft-making into the study of the literature of other cultures or other countries. She feels that literature and reading should not be taught in short isolated time segments.

To appeal to a student body that contained individuals mostly following business and technical courses, one community college restructured its sophomore American literature program to focus on concepts and themes rather than on chronology or on literary movements (Dziech, 1979). This change placed a much greater emphasis on the cultural aspects of the material and was easier for non-literature majors to follow.

For example, American Lit I—a study of the principal authors of early American literature, and American Lit II—a study of the principal authors of later American literature, were revised into 1) Strangers in a Strange Land: The American Ethnic Experience—literary approaches to the experiences of selected ethnic groups; 2) Culture and Counter-Culture: American Lifestyles—literary approaches to various American environments (*e.g.*, frontier, rural, urban, communal); 3) Divinity: Affirmation and Denial—selected readings reflecting American authors' views of the existence and nature of God; 4) Utopia: The American Dream of Perfectibility—selected readings illustrating the hope for a perfect society; 5) Conformity/Non-Conformity: The Individual versus Society—an examination of the American struggle to define freedom and responsibility; and 6) The Paradox of Material Success: The Luxury of Integrity—literary approaches to the issues of wealth and poverty in America.

The Teacher's Primary Role

The classroom teacher is undoubtedly the most important element in any literature program that encompasses cultural themes. An interested teacher can learn much about the cultural characteristics (and negative stereotypes) of the cultural groups represented in the classroom. Usually, the approach to another culture is either a positive one of willingness to accept what is different, or a negative one of unconscious fear and rejection. It is up to the teacher to perceive any possible problems or negative attitudes in advance so that he or she can be alert and able to guide the students in the proper direction.

The general theme of multi-ethnic literature can be simple: *diversity*. The study of diversity of cultures offers schools a richer potential than does uniformity or monoculture. As Patterson (1982) explains, the role of the teacher in multi-ethnic literature is not to praise one culture over another, but to accept and develop each child as a unique individual, because of and apart from his or her culture.

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The Supreme Court on Hazelwood: A Reversal on Regulation of Student Expression

by Thomas Eveslage

Both judges and school officials have been thinking about and dealing with the nature of students' rights to free speech through the 1970s and 1980s, since *Tinker v. Des Moines Independent School Dist.*, the 1969 landmark U.S. Supreme Court decision that acknowledged student rights. Stating that students do not "shed their constitutional rights...at the schoolhouse gate" (393 U.S. at 506), the Court upheld the right of three Des Moines high school students to wear black armbands as a peaceful symbol of opposition to the Vietnam war.

Tinker effectively brought the rights of students and those of other citizens closer together and placed on public school officials who deny students' rights burdens similar to those imposed on other government officials. The Court's ruling and reasoning subsequently were applied to student expression other than the wearing of armbands, from theater productions to art shows, from school assemblies to student publications.

Freedom of the student press was faithfully chronicled as it unfolded in the 1970s. The Supreme Court, balancing students' constitutional freedoms and administrators' traditional responsibilities, said in *Tinker* that school officials could not stop expression simply because they disliked it. Robert Trager's seminal work, *Student Press Rights* (1974), shows how lower courts built on this foundation.

The philosophy and reasoning of earlier court decisions were refined but not revised in decisions into the 1980s. Trager (1976) reported that the courts repeatedly overruled administrative efforts to use unconstitutionally vague regulations to censor student publications. Ingelhart (1986) identified 25 cases heard in federal court between 1969 and 1984 involving high school journalists. An overwhelming majority favored the students.

Despite such court support and increasing public awareness, the student press was far from free. *Captive Voices* (Nelson, 1974) characterized it as heavily self-censored, and Kristof (1983) noted that more than 80 percent of student editors surveyed in 1981 reported overt or self-censorship.

Meanwhile, the mood was shifting. As early as 1981, Overbeck observed that "it seems likely that the pendulum will continue to swing away from student freedom and toward administrative authority....[T]he courts seem prepared to give school officials an increasingly free hand to control the content of student publications." (p. 18) In 1987, a record 623 requests for legal advice flooded the Student Press Law Center in Washington, D.C.

The Court Changes Direction

Student journalists' efforts to gain press freedom experienced a major setback on January 13, 1988, when the U.S. Supreme Court ruled in *Hazelwood School Dist. v. Kuhlmeier* that school administrators could censor a school-sponsored newspaper. Just as *Tinker* had started an era of expanded student rights, so *Hazelwood* signals a departure that could lead toward more restriction of students' expression.

Day and Butler (1988) believe that the Supreme Court's *Hazelwood* ruling appropriately balances student journalists' constitutional rights and the pedagogical mission of public schools. Referring to education's historic role of "cultural transmission," they argue that school administrators must have the power to regulate behavior and preserve traditional rules and values. Furthermore, they believe that,

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"[s]ince the school is the 'publisher' of the paper, the principal must exercise some content control.

The Hazelwood principal believed that the stories he censored—accounts of unnamed, pregnant students and a report on the impact of parental divorce on students—were unfair and inappropriate for teenagers. He was concerned that the "anonymous" students could be identified, that the school would appear to be condoning teenage pregnancy, and that divorced parents criticized should be consulted prior to publication.

How Surprising was the Reversal?

The Supreme Court did foreshadow its 1988 *Hazelwood* ruling. In 1985 it gave school officials broad discretion to search students and their belongings (*New Jersey v. T.L.O.*), and the next year it upheld the suspension of a student whose speech before a school assembly was considered inappropriately vulgar (*Bethel v. Fraser*). Neither case focused on student rights; both stressed administrators' rights.

But the same July day that the Supreme Court decided *Bethel*, the 8th Circuit Court of Appeals ruled in *Hazelwood* (prior to its reaching the Supreme Court) that the principal unconstitutionally censored the stories written by Journalism II students for the newspaper. The circuit court's ruling was predictable and consistent with precedent. It cited two free speech safeguards which also are highlighted in a Student Press Law Center book (1985) assessing the then-current parameters of student press rights: 1) Publications that operate as forums for student expression cannot be censored merely because of dissatisfaction with the message; and 2) Censorship based on substantial disruption of the educational process requires evidence of such disruption.

The Supreme Court surprised many when it agreed to hear the *Hazelwood* case. It had ignored its "substantial disruption" standard one year earlier in *Bethel* and had never ruled on the question of student newspapers as public forums. Many hoped that the *Hazelwood* decision would clarify those matters and resolve questions about fiscal and legal liability and the distinction between class-related and extra-curricular expression.

The real surprise came on January 13. Mark Goodman, Director of the Student Press Law Center, called the *Hazelwood* decision a "dramatic contrast to the decision of courts across the country over the last 15 years." (1988) Most important, from a legal perspective, is the virtual abandonment of *Tinker* and its progeny. After *Hazelwood*, students retain First Amendment rights in the schools, but the *Tinker* standard (especially the "substantial disruption" justification) applies only to *non*-school-sponsored speech—"personal expression that happens to occur on the school premises." Most other student expression is subject to a new standard the Court fashioned with sweeping language and broad implications (Eveslage, 1988).

Instead of ruling narrowly on student newspapers, the Court in *Hazelwood* gave discretion to school officials to:

1. Serve as publisher. (The Court equated publisher with editor-in-chief, but ignored the implied fiscal and legal liability that comes when one exercises such control.)
2. Censor, if there is a "reasonable" educational justification, any expression that does not properly reflect the school's educational mission. The Court called it reasonable to censor a newspaper story that school officials believe is not "fair," expression that deals with "sensitive topics," and content that is "ungrammatical, poorly written, inadequately researched, biased or prejudiced, vulgar or profane, or unsuitable for immature audiences."
3. Use this power to control expression through any school-sponsored activity. Legal distinctions between class-produced and extra-curricular publications disappeared. Theater production (Faaborg, 1985), art shows, debates and pep rallies are just some of the school-sponsored activities now under tighter control. However, underground publications produced without teacher assistance remain subject only to the *Tinker* standard.
4. Review student expression in advance, even when no guidelines define what will or will not be censored.

Most perplexing for student journalists is the Court's definition of public forum. It was not enough that the Hazelwood East newspaper, through its own policy and practice, was identified as a public forum. It is up to school officials to designate it as such. Upon doing so, school officials must apply the *Tinker* standard to any regulation of the newspaper's contents.

Some Questions Remain Unanswered

Several questions remain after *Hazelwood*. Abrams and Goodman (1988) raise significant concerns regarding the public forum concept, the parameters of school sponsorship, and fiscal liability and authority. They persuasively conclude that *Hazelwood* does not apply to the college press, but the Supreme Court refused to dismiss that possibil-

ity. And what Adams (1983) called "the adviser's dilemma" remains a problem, as advisers face pressure to exert more control over publications.

Free speech proponents can only hope for legal relief. Future litigation may cause lower courts to limit or refine the Supreme Court's broad language delineating student rights. Until then, student journalists can seek help by:

1. Using Justice Brennan's dissent in *Hazelwood* and other philosophical arguments for a free student press (Trager and Eveslage, 1985; Ingelhart, 1986; Student Press Law Center, 1985) to negotiate a supportive school policy;
2. Encouraging adoption of a journalism curriculum that stresses the importance of freedom of the press as well as the appointment of an adviser able to establish appropriate publication policies;
3. Finding support systems both within and outside the school (Student Press Law Center, 1985; Goodman,1988; Trager and Eveslage, 1985); and
4. Joining the efforts of school boards to establish new policies and of states to enact post-*Hazelwood* legislation—such as the Massachusetts law dated July 14, 1988, and a similar law in California, which protect students' free speech rights.

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Listening: Are We Teaching It, and If So, How?

by Nancy B. Hyslop and Bruce Tone

Listening is the first language mode that children acquire. It provides a foundation for all aspects of language and cognitive development, and it plays a life-long role in the processes of learning and communication essential to productive participation in life. A study by Wilt (1950), which found that people listen 45 percent of the time they spend communicating, is still widely cited (e.g., Martin, 1987; Strother, 1987). Wilt found that 30 percent of communication time was spent speaking, 16 percent reading, and 9 percent writing. That finding confirmed what Rankin had found in 1928, that people spent 70 percent of their waking time communicating and that three-fourths of this time was spent listening and speaking.

One might assume, then, that the development of listening skills gets considerable attention in our schools; but that does not appear to be the case. Burley-Allen (1982) found the classroom emphasis on language modes to be inversely related to the time people use them: students get 12 years of formal training in writing, 6-8 years in reading, 1-2 years in speaking, and from 0-1/2 year in listening. Swanson (1984b) calls this the "inverted curriculum."

Curriculum guides usually call for more extensive instruction in listening than children get; for as Swanson (1984a) found, there is a tendency for teachers not to emphasize the listening objectives. Many studies in the ERIC database suggest that educators have assumed that listening develops naturally (e.g., Abelleira, 1987).

Another reason that listening is not emphasized may be that not having experienced much instruction on effective listening themselves, teachers are not certain how best to teach it. A study by Swanson (1986) suggests that teachers are not apt to get much training on teaching listening. His survey of 15 textbooks used in teacher education programs revealed that out of a total of 3,704 pages of text, only 82 pages mentioned listening.

How Can Listening Be Defined?

No widely accepted model for listening has developed in the past 10-15 years as one has in reading. The emerging processing model for reading has been intriguing and has led to close scrutiny of existing reading instructional materials and assessment instruments and to innovative attempts to develop new ones. For listening, no such conclusive model has yet emerged to direct extensive development of instructional materials.

The processing models for reading, however, contribute to our understanding of listening; and more than any other approaches to defining listening, appear to influence instruction. Pearson and Fielding (1983), among others, link listening skills to reading skills. They feel that reading and listening make use of similar language comprehension processes. As does reading, they maintain, listening involves the simultaneous orchestration of skills in phonology, syntax, semantics, and knowledge of text structure—all of which seem to be controlled by the same set of cognitive processes.

One aspect of listening which relates to high levels of comprehension may be more relevant to listening than to reading. Thomlison's (1984) definition of listening includes "active listening," which goes beyond comprehending literally to an empathetic understanding of the speaker. Gordon (1985) sees empathy as essential to listening and contends that it is more than a polite attempt to identify a speaker's perspectives—that it expands to "non-egocentric prosocial behavior" that altruistically accepts concern for the speaker's welfare and interests. Gordon admits, however, that a problem with research on empathy has been a lack of conceptual clarity.

Coakley (1985) tends to define listening skills as the opposites of negative attitudes. She discusses one common negative listening attitude as self-centeredness—as opposed to being "other-oriented," with a genuine interest in others that leads to acknowledging another person's comments by asking open-ended questions. Disrespect, another negative listening attitude, is shown by sending "superiority" signals and/or by interrupting.

In a careful attempt to compile a definition of listening as a synthesis of many other definitions, Hirsch (1986) treats aspects that span neurological responses and interpretation of sound to understanding and assigning meaning by reacting, selecting meaning, remembering, attending, analyzing, and incorporating previous experience. He groups definitions as 1) attempts to define the process; 2) explanations of sequential phases in listening—how sound is received, comprehended, and acted upon; and 3) generalist definitions that examine aspects of listening without sequencing them or relating each to the others as part of a process. Hirsch's own definition presents numerous components that do not suggest any sequential model but leave one free to focus on particular aspects of listening without attempting to oversimplify the complexity of how they may relate to each other.

What Teaching Methods Should Work?

A sampling of methodologies for teaching listening described in the ERIC database illustrates how the developing discussion of listening—particularly as it relates to reading—is contributing to directions in the classroom.

After reviewing relationships between listening and reading, Choate and Rakes (1987) offer a structured listening activity not unlike one that would promote reading comprehension. Four major steps that lead to comprehension of a selection read aloud by the teacher include 1) developing the concepts in the text by promoting discussion that ties the concepts to the students' backgrounds, 2) establishing a purpose for listening, 3) using visual aids while reading aloud to help the students focus attention and to reinforce concepts, and 4) asking questions that promote both literal and interpretive or critical responses.

Shoop (1986) proposes a technique that she says is equally successful in building listening, reading, or a combination of listening and reading comprehension. A narrative text is selected to be read aloud, silently, or both. The teacher interrupts at several places to call a spontaneous news conference in which the students play investigative reporters at the scene of one of the story events. Their questioning promotes interpretive and critical responses.

Abelleira argues that listening should be taught as a separate mode. The first three of five components in her approach to introducing listening to first graders are included to make sure that the pupils understand how the auditory system functions, have some grasp of the science of sound, and know some rules that relate to successful group discussion. The last two components are a list of objectives for the instruction: the students should learn to decode; follow verbal instructions; infer word meanings; listen for details, sequence, and main idea; distinguish fact from opinion; and identify mood. These objectives matched closely the instrument that Abelleira used to demonstrate that the method is effective. Interestingly, they are also very compatible with those on many standardized reading tests.

Questioning, usually by the teacher, is the key to most of the instructional strategies in the literature about teaching listening. Coakley's contention that listeners need to be "other oriented" is reflected in a lesson described by Desjardins (1987). The instructor asked deliberately difficult questions after reading some text to college students. As was expected, the students began objecting that having only listened to the material, they found the questions based on it unreasonably difficult. The instructor encouraged this discussion which led to the students volunteering that they had not made the most serious effort to comprehend and were inclined to put the burden of communication on the speaker when they listened.

Lundsteen (1985) points out that the quality and appeal of what one is asked to listen to is instrumental in determining how well a listener attends, and she suggests that the same textual qualities that promote attentive reading comprehension should promote more skillful listening.

Ronald and Roskelly (1985) define listening as an active process requiring the same skills of prediction, hypothesizing, checking, revising, and generalizing that writing and reading demand; and they present specific exercises to make students active listeners to the same "inner voice" one hears when writing.

The tendency of many teaching methodologies and techniques on listening to draw on theory, objectives, and skills more established in the other language modes seems reasonable. The interest in empathy may ultimately distinguish a listening model from those of the other language modes; on the other hand, it is not yet clear why empathy would not also be relevant to reading. The neglect

of listening may, in fact, be most efficiently remedied by transferring what is practiced in developing reading, writing, and speaking proficiencies and skills.

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Two Complementary Approaches: Teaching Children to Appreciate Literature

by Sharon L. Pugh

Charlotte Huck and her colleagues (1987) have defined literature as "...the imaginative shaping of life and thought into the forms and structures of language." If life, thought and/or imagination are missing, the language alone will not suffice.

Appreciation may be explained as the capacity to understand, learn from, and above all enjoy literary works. It involves the ability to read and respond creatively, sharing the author's role by drawing on one's own imagination and experience. The text enters the reader as the reader enters the text. Their worlds are joined.

Two basic approaches to teaching literature at any level are the *structural* (traditional literary analysis) and the *reader response* approaches. While they may be viewed as opposites, they are more productively regarded as complementary. Structural analysis provides the terms and concepts that help readers interpret and discuss literature, while reader response emphasizes the integrated experience an individual has with a text, with the reader's personal response having primacy over formal knowledge of textual characteristics. A strong case can be made for beginning with reader response. If done without first establishing the personal relationship by which the reader breathes life into a text, formal analysis is likely to resemble an autopsy

Reader Response

Perhaps the best known theorist to explicate reader response as a pedagogical as well as critical stance is Louise Rosenblatt (1978), who formulated the *transactional theory* of reading and the distinction between "efferent" (utilitarian) and "aesthetic" reading. Aesthetic reading centers on a transaction between reader and text fostered through personal response, reflection, discussion, and elaboration, leading to new literary experiences, both in reading and in writing. In this process, reader and text mutually affect one another. Jim Parsons (1978) echoes this view in his description of reading as "the meeting of two meaning makers over literature... [which] produces changes in both, the author's text and the reader's growth." (p. 18) For this to happen, he asserts, reading instruction should not seek to control the reader's experience but rather to facilitate the reader's own structuring of that experience.

For children, encounters with literature should retain characteristics of play, children's most natural activity. This principle is well illustrated in the exuberance of color and design in children's books and in themes that align the natural and the fantastic. John Dixon (1987) describes the maturing responses of young readers as "drawing on parts of the imaginary world in their play (and progressively, in drama and writing) and thus trying to *explore* complex situations and characters *from the inside*; talking and writing about personal and other *familiar experiences* that chime in with what's been read, thus approaching them *from a new perspective*; raising questions about the imaginary world and its people, discovering new connections between the imaginary and the real world, and thus discussing what human experience is actually like." (p. 764)

Probably the most frequently given advice for stimulating creative reader response is simply to surround children with good reading. Bill Martin, Jr. (1987) proposes a supportive, non-analytic approach to literature of which two major components are oral reading and an abundance of

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interesting books. Reading would develop "by osmosis," he writes. "Without consciousness of how or why...[t]he reader is forever rummaging and scavenging through the pages for a glimpse of self...[f]or the pleasure of finding a closer relationship of the outer world to the inner world and vice versa. For the intense satisfaction of finding a special book that speaks to both the heart and the mind." (p. 18)

Describing a literature program for the gifted, Denise Bartelo and James Cornette (1982) advocate both exposure to a wide variety of materials and the design of activities that encourage creative reader response, such as compiling a museum of personal artifacts in relation to autobiographical writing, pretending to be a book with fantastic characteristics, and putting a current events item in the form of an animal fable. In their program, emphasis is on "making reading less of a skill-related activity and more of a personal experience that could be shared and discussed." (p. 6)

At the middle and junior high school level, when analytic sophistication may begin to develop, emphasis may still be placed on the encouragement of personal response as a way of exploring the possibilities of various genres. Philip Anderson (1982) recommends exposure to a broad range of works and a lot of writing and sharing of personal responses to build awareness of the commonalities among readers of the same texts. In this way students begin to understand their membership in a cultural and literary community. He considers the intense sociability and garrulousness of students at this age as a resource too often overlooked. He writes that "it seems that more time is spent in the middle school and junior high school trying to get students to shut up than there is trying to channel that verbal onslaught into something productive." (p. 7) He would like to see more in-class publications of student work, oral reading of plays, discussion, and other kinds of literary sharing that lead to active, productive language use.

Similarly, Dixon (1987) suggests having students maintain their own journals, recording their responses to poems and stories. Personal class anthologies of selected works and excerpts from the reading journals can be compiled. Response approaches, then, emphasize both the personal and the social. Anyone who can compare the ,periences of reading a poem in solitude and hearing one read and discussed in a group may understand the importance of both aspects. Sometimes the solitary experience is appropriate out other times--and this may be most of the time for younger readers--the social reading in which they play an active role is the most enriching.

Structural Approaches

As they and their reading material mature, children may need concepts and strategies for dealing with the increasing length and complexity of what they read. Michael Higgins (1986) points out such elements as flashback, conflict, and parallel structures that are common in children's stories and novels. As they encounter more varied literature, young readers must make decisions such as setting purposes for themselves and modifying reading strategies in accordance with the possibilities within a text. Higgins also believes there is a kind of literary canon at each age level, implying the development of cultural literacy. This includes acquaintance with works that Americans are often assumed to have read as children, such as, say, *Winnie the Pooh*, *Wind in the Willows*, and *Alice in Wonderland*. It may also entail knowledge of genres such as legends, myths, folktales, poetry, and so on, formal features of literature, and the vocabulary to discuss this knowledge.

Joy Moss (1984) has developed a curriculum for elementary schoolteachers based on the concept of "focus units," sets of stories grouped around a common theme or author. She defines categories of questions for teachers to use in story sessions, ranging from a close focus on the story and its structural elements to open-ended reader response. These categories are 1) previewing, 2) literal recall, 3) basic literary elements and devices (e.g., plot, character, figures of speech), 4) implied meanings and logic, 5) formal artistic features and genres, 6) comparing stories and finding relationships, and 7) subjective responses such as speculation and evaluation.

Jon Stott (1982) has developed the concept of a "spiralled sequence story curriculum" designed to lead students through increasing levels of complexity, with earlier stories arranged so as to introduce students to components and techniques found in later stories. For example, in Stott's curriculum a number of fairy tales and journey stories lead up to reading *The Hobbit*, which, in addition to being interesting to middle grade students, enables him to talk about structural features such as character, plot, setting, and so on—what he calls the "grammar" of literary construction.

Fairytales, myths, fables and legends are frequently recommended for teaching literary analysis because of their clear formal features and predictable patterns. Denise Nessel (1985) describes a program of storytelling using such material. It encourages students to use their imaginations to visualize scenes that are not shown in pictures as well as to use the structure of stories to improve listening

comprehension. Bette Bosma (1981) finds that sixth-grade students are very interested in the formal features of folktales and in using this knowledge to "make evaluative comparisons, discover unstated premises, and draw conclusions"—which lead them into critical thinking.

Anita McClain (1985) also discusses teaching critical thinking through literary analysis, for example, by comparing different versions of the same fairy tale, understanding genre characteristics, and developing intercultural knowledge both of differences between cultures and of shared values.

Literature is the means by which people communicate across cultures and across ages—across all divisions of time and space to gather the collective wisdom of the human experience. It is also the way we explore and communicate with the future. Through teaching literature, we recognize the special claim that children have on the future as well as our willingness to share the past. To appreciate literature is to appreciate what it means to be part of the entire human scene. No child should be denied that.

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Helping Parents Understand the Stages of Their Child's Reading Development

by Gail Londergan

There now are a great many excellent resources for helping parents help their children to become readers—that is, people who not only can read, but who enjoy reading. In this bibliography, recent literature on this topic is presented in four sections. The first section lists overview materials; the remaining three sections cover three stages of growth in reading achievement-early childhood, beginning reading, and the development of reading enjoyment and good reading habits.

In early childhood, the central relationship is that between parent and child. Education is informal in nature, and the single most important activity upon which parents can focus is reading aloud. Most of the documents in this category discuss reading aloud. Some also describe related activities which can help children learn about letters and words.

A more complex relationship—i.e., that of parent-child-school—is at the center of the beginning reading stage. This is the time of transition of informal to formal education. Parents need to know how to assess a school's reading program. Is the connection between reading and writing being made? Are the mechanisms for monitoring each child's progress adequate? Both the child and his/her teachers should see parents as the child's "cheerleaders" and "advocates."

In the third or "developing readers" stage, the central relationship is that of child to school. However, even though reading now is part of a formal educational process for the child, his/her home will continue to be a critical learning environment. Documents in this section of the bibliography focus upon things parents can do to encourage a good attitude towards reading, and the formation of good reading habits.

Overview

Behm, Mary, and Behm, Richard. *101 Ideas to Help Your Child Learn To Read and Write.* [ERIC/RCS, 150 Smith Research Center, Bloomington, IN 47408. 1989. 52p. $6.50]

Based on the idea that parents are their children's first and most important literacy teachers, this booklet offers 101 practical and fun-to-do activities that children and parents can do together. The activities in the booklet are organized to fit the way parents tend to think about their time with their children: in the nursery; at bedtime; on the road; and watching television.

Binkley, Marilyn R.; and others. *Becoming a Nation of Readers: What Parents Can Do.* Heath (D.C.) and Co., Lexington, Mass.: Office of Educational Research and Improvement (ED), Washington, DC. 1988. [ED 289 160]

Intended for parents and also based on the premise that parents are their children's first and most important teachers, this booklet is a distillation of findings from the 1984 report of the Commission on Reading, "Becoming a Nation of Readers."

Clary, Linda Mixon. *Parents Teach Reading, Too.* 1989. 7p. [ED 310 359]

There are three planks in a platform that will help all parents become involved in their children's learning to read. First, parents must set the example. If they want their children to read, parents must read around them and to them. Secondly, they must follow up on reading. This follow-up could involve helping youngsters to write and bind their own books, taping excerpts of youngsters reading favorite parts of books, and watching TV shows about books. Finally, parents must participate in, evaluate, and make requests of the instructional program at the child's school. A "Twenty Questions" list can help the parent fulfill this responsibility.

Glazer, Susan Mandel. *Creating Readers and Writers.* Parent Booklet No. 165. [ERIC/RCS, 150 Smith Research Center, Bloomington, IN 47408. 1990. 17p. $1.75] Published by the International Reading Association.

This booklet describes how individuals learn to use language; urges parents to build positive attitudes toward reading, writing, and speaking by praising the child's efforts and leaving correction for the classroom; suggests ways to demonstrate the purposes of reading, writing, and speaking; and encourages making books readily available to children, describing children's needs from birth to age 12.

Meek, Margaret. *Learning to Read.* [Heinemann Educational Books Inc., 70 Court Street, Portsmouth, NH 03801. 1986. 254p. $12.50]

Intended for those who want to encourage children to read, this book deals with children learning to read at different stages. The chapters are arranged by age of child (younger than 5, 5 to 7, 7 to 10, 11, and 14).

Roser, Nancy L. *Helping Your Child Become a Reader.* [ERIC/RCS, 150 Smith Research Center, Bloomington, IN 47408. 1989. 21p. $1.75.] Copublished with the International Reading Association.

This booklet presents specific suggestions, based on research, to help parents encourage their children to become readers. Such as: (1) continuing to read to children once they learn to read; (2) reading to children regularly; (3) talking about what is read; (4) sharing reading; (5) starting slowly; and (6) selecting books wisely.

Grinnell, Paula C. *How Can I Prepare My Young Child for Reading? An IRA Micromonograph* [ERIC/RCS, 150 Smith Research Center, Bloomington, IN 47408. 1984. 13p. $1.75] Published by the International Reading Association.

Dealing with the critical years from birth through kindergarten, this booklet discusses in depth: (1) talking and reading to the child, (2) letting the child read and write, (3) being a model of reading and writing behavior, and (4) encouraging the child's interest in reading and writing.

Silvern, Stephen B.; Silvern, Linda R. *Beginning Literacy and Your Child.* [ERIC/RCS, 150 Smith Research Center, Bloomington, IN 47408. 1989. 21p. $1.75] Copublished with the International Reading Association.

Emphasizing that beginning literacy consists of experiences during the first years of life that lead to reading and writing, this booklet offers practical tips for parents who wish to create a literate home environment for their young children.

Trelease, Jim. *The New Read-Aloud Handbook.* [Viking Penguin, 40 W. 23rd St., New York, NY 10010. 1989. 290p. $9.95.]

Intended not only for parents and teachers, but also for grandparents, siblings, and librarians, this handbook promotes reading aloud as a way to stimulate students' interests in reading and to improve their reading achievement.

Wahl, Amy. "Ready...Set...Role: Parents' Role in Early Reading." *Reading Teacher,* v42 n3 p228-31 Dec 1988.

Outlines 26 activities to help parents foster an interest in reading, including bookmaking, grocery shopping, reading-aloud sessions, and zoo trips.

Beginning Reading Stage

Carbo, Marie; and others. *Teaching Students to Read through Their Individual Learning Styles.* [Prentice-Hall, Inc., Englewood Cliffs, NJ 07632. 1986 307p. $23.95.]

Designed to assist parents, classroom teachers, reading specialists, and special educators, this book describes effective reading programs for children at all reading levels. Appendixes contain a learning style inventory, a reading-style inventory, and a list of publishers and suppliers of commercial reading materials.

Flood, James; Lapp, Diane. "Reporting Reading Progress: A Comparison Portfolio for Parents." *Reading Teacher,* v42 n7 p508-14 Mar 1989.

Explains how a comparison portfolio can illustrate a student's progress by contrasting performances from the beginning and end of the school year. Notes that the portfolio should include standardized test scores, informal assessments, student writing samples, voluntary reading program reports, self assessments, and samples of class reading materials.

Loveday, Evelyn; Simmons, Katy. "Reading at Home: Does It Matter What Parents Do?" *Reading,* v22 n2 p84-88 Jul 1988.

Examines parental involvement in shared reading and reading games as they affect reading improvement. Concludes that it doesn't matter which reading-related activity parents do with their children, as long as they receive initial counselling and ongoing support from the school.

Robinson, Richard D.; Hulett, Joycelin. *Reading & Writing in the School and Home.* Missouri Univ., Columbia. Extension div. 1984. 23p. [ED 264 556]

Intended for parents and educators, this monograph briefly describes the relationship between reading and writing and includes suggestions for activities at home and at school that interrelate reading and writing.

Wendelin, Karla Hawkins, Danielson, Kathy Everts. "Improving Home-School Links in Reading by Communicating with parents." *Clearing House*, v61 n6 p265-68 Feb 1988.

Suggests ways in which parents and teachers can work together. Presents results from a survey which examined parents' knowledge and beliefs about reading, and indicated the need for more parent-teacher interaction. Recommends parents make a conscious effort to reinforce the school's reading program.

Developing Readers Stage

Asheim, Lester, Ed.; and others. "Reading and Successful Living: The Family-School Partnership." [Library Professional Publications, 995 Sherman Ave., Hamden, CT 06514. 1983. 161p. $11.50.]

The items in this book were drawn from a symposium intended to (1) recommend priorities in national educational policy relating to reading; (2) focus attention on the essential role of an active two-way, family-school partnership in encouraging reading as a lifetime habit; and (3) help various organizations concerned with literacy and reading shape their goals and programs.

Building a Family Library. A Guide for Parents. [Reading Is Fundamental, Inc., 600 Maryland Ave. S.W., Room 500, Washington, DC 20560. 1989. 7p. $ .50.]

This brochure presents ideas for creating a special place for a family's reading materials—a "family library"—and for helping children build their own personal collections. It suggests a variety of sources for good, inexpensive books and other reading materials for the whole family.

Demos, Elene S. "Technological Resources for Parents." *Reading Horizons*, v28 n2 p85-91 Win 1988.

Describes how parents can use technological advances such as television, VCRs, and computers to enhance their children's reading, writing, and problem-solving skills.

Myers, Jamie. *You Can Encourage Your High School Student to Read.* [ERIC/RCS, 150 Smith Research Center, Bloomington, IN 47408. 1989. 25p. $1.75.] Copublished with the International Reading Association.

This booklet focuses on how to encourage high school students to read. It describes the social needs of teenagers, general guidelines for developing purposeful reading, and specific strategies to develop purposes for reading. Under each of the different purposes some suggested activities to motivate teenagers to read are provided.

Reed, Arthea J.S. *Comics to Classics: A Parent's Guide to Books for Teens and Preteens.* [International Reading Association, Box 8139, Newark, Del 19714. 1988. 131p. $8.95.]

Approximately 500 books for teens and preteens (between the ages of 10 and 20) are listed and briefly annotated in this book designed to offer parents advice on adolescents and on books for adolescents. Chapters discuss the stages of adolescent development; talk about the adolescent as a reader; discuss techniques parents can use to encourage adolescents to read; and examine the value of discussing books with adolescents.

Summertime Reading. How to Encourage Your Children to Keep Books Open after School Doors Close. A Guide for Parents. [Southern Illinois University Press, Box 3697, Washington, DC 20560. 1989 7p. $ .50.]

This brochure discusses enriching summertime or vacation experiences that stimulate children to read and learn more, and free or low-cost resources available in the community, such as the library, park programs, zoos or nature centers, museums, historic districts, and community arts. It concludes with a 2-month calendar of simple activities that involve reading and related skills.

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Reading Aloud to Students

by Jerry Johns and Joelle Schlesinger

Recent research in reading has shown how important it is to read aloud to students. This *FAST Bib* explores some of the research and ways to use this knowledge in the classroom. Parent support and involvement is also extremely important so a section is devoted entirely to helping parents get involved. The major sections of this bibliography are Overview, Applications for the Classroom, Importance of Parents, Book Recommendations, and Research. Abstracts of some items have been abbreviated to allow for the inclusion of additional citations.

Overview

Dwyer, Edward J.; Isbell, Rebecca J. "The Lively Art of Reading Aloud to Children." Paper presented at the Annual Meeting of the Tennessee State Council of the International Reading Association, 1988. 7p. [ED 300 767]

Describes why reading aloud is an essential part of the classroom instructional program, along with direct instruction and sustained silent reading or book contact, and should not be slighted despite the numerous time demands from other sources. Notes that reading aloud to students provides opportunities for introducing students to good literature and encourages language development.

Haney, Dorothy. "Reading Aloud to Others: Factors Contributing to Its Value and Effectiveness in the Classroom." 1988. 44p. [ED 298 438]

Reviews the research on the value of reading aloud to students, the benefits of incorporating literature into the classroom, effective behaviors of parents and teachers, and creative ways of incorporating these techniques to create better and more interested readers. Provides information designed to be informative to teachers, parents, and administrators. Concludes that research indicates reading aloud is a valuable activity both in terms of instructional value and in developing positive reading attitudes.

Lockledge, Ann; Matheny, Constance. "Looking toward the Family: Case Studies of Lifelong Readers." Paper presented at the Annual Meeting of the International Reading Association, 1987. 24p. [ED 283 140]

Investigates the assumption that the impetus for lifelong enjoyment of reading most often occurs in the home before children enter school. Results indicate that parents who enjoy reading and encourage it produce families that enjoy reading. Provides information that may cause teachers to pause and reevaluate decisions regarding what will predispose students to enjoy reading. Argues that if high school students are taught how to effectively select children's literature and how to read aloud, schools could influence the next generation of parents and increase the number of new lifelong readers for pleasure.

Nistler, Robert J. "Reading Aloud as a Contributor to a Child's Concept of Story." Paper presented at the Annual Meeting of the National Council of Teachers of English, 1987. 11p. [ED 291 071]

Summarizes the specific benefits of reading aloud to students. Notes that when students listen to stories being read aloud they become aware of story components, can recognize plot, character, and theme, and they learn that a story involves one or more characters who must face and resolve a conflict. Points out that these story elements helps students in reading comprehension. Cites studies indicating that during storytime the language of teachers is purposeful and helps students arrive at some level of text understanding. Finds that teachers pose thoughtful questions, model their own thinking, and show spontaneous appreciation for stories.

Application for Classroom

"The Classroom Reading Teacher: Practical Teaching Ideas, Clip Sheet, and Questions and Answers," *Reading Teacher*, v41 n8 p857-71 Apr 1988.

Summarizes various authors who provide a wide range of instructional suggestions, including hints for parents on how to read aloud to older children, a story web prewriting technique, a lesson on similes, a description of a series of

books designed to develop literacy in natural ways, and advice on using the question-answer relationship procedure and basal readers.

Alvermann, Donna E.; Olson, James R. "Discussing Read-Aloud Fiction: One Approach for Motivating Critical Thinking," *Reading Horizons*, v28 n4 p235-41 Sum 1988.

Describes one teacher's reading aloud a Paula Danziger novel to motivate a group of adolescents to think and respond critically to read-aloud fiction. Includes examples of discussion strategies used to help students judge word play, recognize different points of view, and evaluate the author's ability to relate to her audience.

Fox, Carol; Sauer, Margery. "Celebrate Literature! A Spiraling Curriculum for Grades K-6." 1988. 15p. [ED 297 265]

Presents a multi-volume articulated literature curriculum for grades K-6. Describes how, by building upon established practices of reading aloud to children, the curriculum offers teachers information about genre, books, authors, and illustrators and provides a structure for using children's literature in the classroom. Describes seven guides that form a spiraling curriculum designed to teach students to understand, evaluate and appreciate literature, and achieve these goals: (1) to introduce children to their literary heritage; (2) to encourage children to read for pleasure and knowledge; (3) to provide children with knowledge of literary elements and structure; (4) to allow for creative response to literature; (5) to develop children's ability to evaluate literature; and (6) to develop independent readers and learners.

Levesque, Jeri. "ELVES: A Read-Aloud Strategy to Develop Listening Comprehension (In the Classroom)," *Reading Teacher*, v43 n1 p93-94 Oct 1989.

Describes ELVES (Excite, Listen, Visualize, Extend, Savor), a read-aloud strategy designed to develop listening comprehension and maintain elementary school students' initial excitement about reading.

Markle, Aldeen B. "Developing Critical Thinking Skills through Literature," *School Library Media Quarterly*, v16 n1 p43-44 Fall 1987.

Discusses the value of literature and reading aloud in developing critical thinking skills and suggests several books to supplement the basal textbook.

Sullivan, Joanna. "Read Aloud Sessions: Tackling Sensitive Issues through Literature," *Reading Teacher*, v40 n9 p874-78 May 1987.

Explains how read-aloud sessions can be developed in ways that help children deal with common concerns and provides an example.

Importance of Parent Involvement

Clary, Linda Mixon. "Parents Teach Reading, Too." 1989. 7p. [ED 310 359]

Tells why parents and teachers need to be involved in teaching children to read and to enjoy reading. Describes three planks in a platform that will help all parents become involved in their children's learning to read: 1) parents must set the example; 2) they must follow up on reading by helping youngsters to write and bind their own books, taping excerpts of youngsters reading favorite parts of books, creating book character "parades," and watching TV shows about books; and 3) parents must find out about the instructional program at the child's school. Concludes that by reading to their youngsters, reacting with them to books, and overseeing school programs parents can teach their children to read and to enjoy reading.

Daly, Nancy Jo; and others. "Clues about Reading Enrichment." 1987. 36p. [ED 288 186]

Describes an illustrated guide that provides tips, suggestions, and activities that parents can follow at home to help their children read. Notes that regularly reading aloud to and with children is an important way for parents to help improve children's reading, writing, and thinking skills, and at the same time to enhance the parent-child bond.

Demos, Elene S. "Parents: An Untapped Resource," *Reading Horizons*, v28 n1 p34-38 Fall 1987.

Focuses upon parental involvement in reading and examines research and activities that can be beneficial at home and at school.

"Help Your Child Become a Good Reader." 1987. 5p. [ED 278 954]

Focuses on reinforcing students' reading skills at home. Emphasizes that parents should read aloud to children, talk to them about their experiences, take them places, limit their television-watching, and take an interest in their reading progress. Contends that success and interest in reading depends largely on whether: 1) children acquire knowledge at home; 2) parents converse with them; 3) parents encourage children to talk about their feelings; and 4) whether parents read

aloud to them. Provides fifteen ideas for promoting reading.

Book Recommendations

Michener, Darlene M. "Test Your Reading Aloud IQ," *Reading Teacher*, v42 n2 p118-22 Nov 1988.

Discusses the importance of reading aloud to young children. Suggests several books for reading aloud at the elementary level.

Silvey, Anita. "I Have Come Home To Tell You the Truth." 1988. 19p. [ED 300 759]

Reflects on the experiences of the Horn Book Magazine's editor-in-chief during the 20 years following her graduation from Indiana University. Provides ten qualities which are important in selecting books to read aloud to children: (1) strong plot lines; (2) characters with whom children can identify; (3) characters who must make a moral choice; (4) ambiguity about what is happening in the plot or to a character; (5) books that tie into something other than the reading curriculum; and (6) books easily adapted for writing exercises. Contains a list of the speaker's 25 favorite books for K-8.

Smith, Nancy J.; and others. "Making the Literate Environment Equitable," *Reading Teacher*, v40 n4 p400-07 Jan 1987.

Surveys 254 teachers in Texas and Kansas to determine their favorite books for reading aloud to children. Shows that their preferences included twice as many male protagonists as female and that these males were portrayed more positively than the females.

"Stories to Be Read Aloud (Booksearch)," *English Journal*, v78 n2 p87-90 Feb 1989.

Presents junior and senior high school teachers' suggestions for short stories to read aloud in a single class period, including "The Laughing Man" (J.D. Salinger), "A & P" (John Updike), "Epicac" (Kurt Vonnegut), "The Story of an Hour" (Kate Chopin), and "The Yellow Wallpaper" (Charlotte Perkins Gilman).

"Read-Aloud Books: An Annotated Bibliography, Grades 4-8." 1987. 36p. [ED 300 762]

Presents books for reading aloud to children in grades 4-8. Provides 140 entries, listed alphabetically by author, that provides the author's name, title, publisher, sequels or related books, a brief annotation about the plot, and grade level.

"Booksearch: Recent Novels Used for Common Reading," *English Journal*, v77 n1 p72-78 Jan 1988.

Presents 13 teachers' suggestions for recent novels to use for common reading or classroom teaching at various grade levels.

Research

Craddock, Sonja; Halpren, Honey. "Developmental Listening in a Whole Language Classroom," *Canadian Journal of English Language Arts*, v11 n1 p19-23 1988.

Explains the difference between a reading aloud to children program designed to motivate children to read, and a developmental listening program which provides a focus for listening in a whole language environment and requires response and evaluation.

Herzing, Michelle. "Children's Literature in Secondary School," *Journal of Reading*, v32 n7 p650-51 Apr 1989.

Argues that children's literature has a place in the remedial secondary school reading class. Relates the positive reaction of seventh grade students having "Jack and the Beantree" read to them.

Iarusso, Marilyn Berg. "How to Promote the Love of Reading," *Catholic Library World*, v60 n5 p212-18 Mar-Apr 1989.

Summarizes current research on teaching children to love reading, and identifies techniques that can be used by parents, teachers and librarians to foster this attitude. Discusses the value of reading aloud to children, selecting children's books, the different interests of boys and girls, and reading to develop values.

Matthews, Charles E. "Lap Reading for Teenagers," *Journal of Reading*, v30 n5 p410-13 Feb 1987.

Argues that reading aloud to teenagers can provide some of the same benefits that lap reading gives to younger children.

Radecki, Kay K. "An Annotated Bibliography of the Literature Examining the Importance of Adults Reading Aloud to Children." 1987. 67p. [ED 296 274]

Documents the change in attitudes toward adults' (parents and teachers) reading aloud to children since the late 1950s to determine if the practice is strongly correlated to early fluency for young readers.

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Ethnography and Personal Narrative: Uses in Education

by Ruth Eppele

With increasing numbers of non-native speakers of English in American classrooms, more attention is being given to alternative methods for successfully reaching these students. The use of personal narrative and its incorporation in the reading and writing classroom, as well as the use of ethnographic research as a part of the social studies and writing curriculum, have proven to be effective means of reaching children from multilingual and/or multicultural backgrounds. However, not all educators believe that there is enough evidence to depart from more traditional teaching methods.

This bibliography represents the diversity of articles added to the ERIC database from 1983 through 1988 on the uses of ethnography in education. Included are conflicting opinions concerning the appropriateness of using this form of qualitative research to describe accurately problems within the classroom and prescribe curriculum changes to meet those problems. Most of the articles in the database describe ethnographic research and its effect on curriculum design and support its application in the classroom. Many of the authors include sample assignments and suggestions for selecting reading materials.

An Overview

Lundsteen, Sara W. "Ethnographic Perspective: From Beginning to Final Product." Paper presented at the Midwinter Institute of the National Association for Gifted Children, 1986. 46p. [ED 277 970]

Ethnographic research observes human behavior in its natural setting over a substantial period of time; claims that classes of events are better understood through intensive examination of carefully selected particular cases; and incorporates as many of the complexities and variables into a setting as possible. Ethnographic research is usually comprised of six main steps: 1) selecting an appropriate project; 2) obtaining access to the appropriate location and establishing rapport with the proper individuals; 3) developing research questions while observing subjects; 4) collecting data through reactive and nonreactive methods; 5) analyzing data inductively, both during and after investigation; 6) writing the research report descriptively, letting generic patterns emerge from the sum of particular pieces of data.

Zeuli, John S.; Floden, Robert E. "Cultural Incongruities and Inequities of Schooling: Implications for Practice from Ethnographic Research. Occasional Paper No. 117." Michigan State Univ., East Lansing, Inst. for Research on Teaching. 1987. 24p. [ED 285 963]

Warns that attempts to connect curricula to everyday life can impede students' understanding of disciplinary concepts, restrict their range of vision, and may cost a substantial sum to make curricula continuous with students' everyday lives. Argues that ethnographic studies have value in helping future teachers to reflect on how their actions are culturally influenced and how individual differences do not imply deficiencies.

Research

Brown, Mary Jo McGee. "The Plague of Analyzing Qualitative Data." Paper presented at the Annual Meeting of the National Council for Social Studies, 1984. 23p. [ED 256 663]

Describes an expansionist/reductionist model, in which the naturalistic inquirer uses qualitative methods for evaluating social studies and proposes suggestions for improvement. Gives examples of ethnographic research in education and some recent controversies in such research.

Eisenhart, Margaret A. "The Ethnographic Research Tradition and Mathematics Education Research," *Journal for Research in Mathematics Education*, v19 n2 p99-114 Mar 1988.

Describes the research tradition of ethnography and discusses advantages of improved communication for mathematics education.

Hess, Fred. "A Comprehensive Analysis of the Drop-out Phenomenon in an Urban School System. Draft." Paper presented at the Annual Meeting of the American Educational Research Association, 1987. 49p. [ED 287 202]

Uses an ethnographic approach to show that high schools emphasizing strong principal leadership, discipline and safety measures, student and teacher attendance, interactive teaching, good facilities maintenance, and cooperation between faculty and administration were successful at retaining students.

Krueger, Patti J. "Ethnographic Research Methodology in Music Education," *Journal of Research in Music Education*, v35 n2 p69-77 Sum 1987.

Examines data collection, methods and issues concerning the theoretical framework, reliability, validity, and generalizability ethnographic research, with a focus on music education research.

Lundsteen, Sara W. "Qualitative Assessment of Gifted Education." Paper presented at the Conference of the National Association for Gifted Children, 1984. 20p. [ED 254 050]

Argues that ethnographic research holds promise for studying gifted education as it focuses on the students' and teachers' points of view and considers their social and cultural interaction.

Overly, Norman V. "Contributions of Ethnographic Research to Curriculum: New Harmony, IN. Exploring Settings as Source for Global/Community Curriculum." Paper presented at the Annual Meeting of the American Educational Research Association, 1983. 26p. [ED 231 713]

Describes an ethnographic project to develop a model for an ethnic studies program based on community education, community involvement, and a study of community history. Argues that the incorporation of ethnography into the curriculum is an approach wherein students learn the skill of learning from others.

Schensul, Jean J. "Applying Ethnography in Educational Change," *Anthropology and Education Quarterly*, v16 n2 p149-64 Sum 1985.

Explores reasons that anthropology has been applied only infrequently to the solution of education-related problems. Presents three case examples in which ethnographic research in the Hispanic community of Hartford, Connecticut, has been utilized to bring about changes in education-related services to Hispanics.

Smith, Laura J. "Ethnographic Theory and Methodology in Reading Research." Paper presented at the Annual Meeting of the International Reading Association, Chicago, IL, 1982. 35p. [ED 222 862]

Asserts that naturalistic inquiry (based on the ethnographic research paradigm) has the potential to supplement, or possibly to replace, quantitative experimental research in education. Argues that now is the time to broaden the horizons of reading research to include variations in reading behavior, to examine culture-free tests, and to review carefully techniques and strategies needed in the teaching of cross-cultural groups.

Trueba, Henry T., ed.; and others. "Culture and the Bilingual Classroom: Studies in Classroom Ethnography." Univ. of Illinois, Urbana, Midwest Organization for Materials Development. 1981. 256p. [ED 226 877]

Includes 13 papers which are grouped into 2 sections: "General Theoretical and Methodological Issues," and "Microethnographic Studies of Minority Culture Children in the Classroom."

Walters, Keith. "Ethnographic Studies of Literacy and the Classroom Teacher." Paper presented at the Annual Meeting of the National Council of Teachers of English, 1984. 20p. [ED 257 116]

Argues that it is in the discontinuity between home and school uses of literacy that most ethnographers who study literacy locate the failure of children from lower socioeconomic communities.

Instructional Materials Selection

Mason, Mary G., ed. Anthropology: Guide to Reference Sources. McGill Univ., Montreal (Quebec), McLennan Library, 1985. 16p. [ED 266 973]

Lists more than 80 anthropology source materials concentrating on cultural and social anthropology, and ethnographic theory and methods.

Merc, Edmond. "Le recit de vie, ou la culture vivante (The Life Story, or Living Culture)," *Francais dans le Monde*, n181 p72-83 Nov-Dec 1983.

Recommends autobiography or personal narrative as a medium of instruction in foreign languages because it uses colloquial language and is therefore simpler than literary language; has a rich and substantial cultural content; and captures the relationship between language and civilization.

Writing Instruction

Lamb, Hilary. "A Glimpse into the Thinking of Young New Zealanders." Paper presented at the Sympo-

sium on IEA Study of Written Composition at the Annual Meeting of the American Educational Research Association, 1987. 17p. [ED 286 195]

Discusses the personal narrative as a means for students to organize and interpret their experiences, to write about themselves and their relationships, and to record their present and anticipate their future.

Lott, Bret. "Remedial Writers and Fictive Techniques," College Composition and Communication, v39 n2 p227-30 May 1988.

Asserts that fiction writing techniques such as plot, characterization, and dialogue can be used to help remedial writers express their personal narrative.

Murphy, Richard. Teaching Expository Writing. Curriculum Publication No. 16, Univ. of California, Berkeley, School of Education. Publications Department, Bay Area Writing Project, University of California, 1981. 27p. [ED 250 719]

Offers suggestions for teaching students to write expository essays that are serious and truthful. Suggests ways to teach students to organize their ideas. Discusses both the value of teaching students to integrate personal experience with exposition and the appropriate use of personal narrative.

Perl, Sondra; and others. "How Teachers Teach the Writing Process," *Elementary School Journal*, v84 n1 p19-44 Sep 1983.

Describes ethnographic classroom research. Documents a process approach to the teaching of writing.

Reaching the Special Needs Student

Gibson, Margaret A. "Collaborative Educational Ethnography: Problems and Profits," *Anthropology and Education Quarterly*, v16 n2 p124-48 Sum 1985.

Describes the Punjabi Education Project, which was a collaborative research effort involving a Sikh community in California, a school district, a community organization, and an educational anthropologist.

Grant, Linda. "Black Females' 'Place' in Desegregated Classrooms." Paper presented at the Annual Meeting of the American Sociological Association, 1982. 26p. [ED 224 844]

Examines teachers' attitudes toward black female students, black females' orientations toward teachers, and black fema es' peer expectations in a study using ethnographic observations and teacher interviews in desegregated first grade classrooms.

Guthrie, Grace Pung. "A School Divided: An Ethnography of Bilingual Education in a Chinese Community." Lawrence Erlbaum Associates, Inc., Publishers, Hillsdale, NJ 07642. 1985. 241p. [ED 278 733]

Uses a multilevel ethnographic approach to report on a ten-year-old maintenance Chinese bilingual education program in a public school located in the heart of a Chinatown community in California. Provides an illustrative model of how a multilevel ethnography may be designed, carried out, and reported.

Jordan, Cathie. "Translating Culture: From Ethnographic Information to Educational Program," *Anthropology and Education Quarterly*, v16 n2 p104-23 Sum 1985.

Describes how anthropological knowledge has been applied in the Kamehameha Elementary Education Program (KEEP), a multidisciplinary educational research and development effort to create a successful language arts program for underachieving native Hawaiian children. Discusses the process of translating anthropological knowledge into effective educational practice.

Kessler, Carolyn; and others. "Empowering Migrant Children: Talking, Writing, Learning." Paper presented at the World Congress of Applied Linguistics, Australia, 1987. 34p. [ED 295 777]

Examines which pedagogical techniques reduced students' risk of failure in an ethnographic study of 22 bilingual Mexican-American fifth grade students in rural Texas.

Maxwell, Madeline M. "Ethnography & Education of Deaf Children," *Sign Language Studies*, n47 p97-108 Sum 1985.

Introduces articles which try to analyze what happens in the education of the deaf, what is experienced by the different parties involved, and the impact of these experiences on deaf children.

Rodriguez, Ana Maria. "Applications of Current Research Findings to Bilingual Education Practice." Paper presented at the Annual Meeting of the American Educational Research Association, 1984. 12p. [ED 248 720]

Argues that ethnographic research has brought deliberate attention to the articulation of home and school culture, emphasizing both curriculum design suited to student development

and abilities, and the mix of language of instruction with subject matter.

Schoepfle, Mark; and others. "Ethnographic and Sociolinguistic Study of an Exemplary Bilingual Education Program on the Navajo Reservation: The Ethnography of a Navajo Educational Philosophy at Rock Point Community School. Final Report." Dine Bi'Olta Research Inst., Farmington, NM, 1982. 165p. [ED 231 563]

Outlines a combined ethnographic and sociolinguistic study of an exemplary bilingual education program in the Navajo community of Rock Point.

Toohey, Kelleen. "Minority Educational Failure: Is Dialect a Factor?" *Curriculum Inquiry*, v16 n2 p127-45 Sum 1986.

Argues that teachers of nonstandard dialect-speaking students need to become ethnographers of local communication in order for minority education and bidialectal programs to work.

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Reading and The Elderly

by Sonja Rasmussen

As the number of elderly people in this country increases—12% of the population will be over 65 by the year 2000—issues concerning their well-being gain importance. Reading is an activity that offers the elderly many benefits: it is a means of social interaction and renewal, a source of information and current news, and a way to pass time pleasantly. The ERIC FAST Bib, divided into six sections, explores several aspects of reading as it relates to the elderly. Following an overview of the issue in the first section, the second section describes reading programs for institutionalized and non-institutionalized elders. Research on reading habits and interests of the elderly is discussed in the third section, followed by other research in the fourth. The fifth section considers libraries and the elderly reader. The final section deals with literacy and instruction, discussing basic literacy and the aged, as well as other issues related to teaching the elderly reader.

Overview

Aiex, Nola Kortner. "ERIC/Reading and the Elderly," *Journal of Reading*, v1 n3 p380-83 Dec 1967.

Reviews physical and mental factors that influence the reading habits of older Americans. Discusses their reasons for reading, reading programs for institutionalized elders, ways to encourage older people to use the public library, and other ways to motivate older people to read.

Kingston, Albert J., Jr. "Reading and the Aged: A Statement of the Problem," *Educational Gerontology*, v4 n3 p205-07 Jul 1979.

Reading behavior of retired persons tends to closely reflect previous reading habits, educational attainment, and socioeconomic status.

Wilson, Molly M. "Future Shock and the Aged: Is Reading a Cure or Part of the Problem?" Paper presented at the 27th Annual Meeting of the National Reading Conference, 1977. 9p. [ED 150 565]

Suggests that reading offers a partial solution to the adaptation problems that older adults must face, by providing a means of disseminating information and offering a source for consumer services information and basic education in living.

Wolf, Ronald E. "What is Reading Good For? Perspectives from Senior Citizens," *Journal of Reading*, v21 n1 p15-17 Oct 1977.

A study regarding the leisure time reading behavior of 249 elderly persons indicated that reading is a positive coping factor for older persons.

Reading Programs

Bond, Carole L.; Miller, Marilyn J. *A Survey of Reading Programs for the Institutionalized Elderly*, 1985. 9p. [ED 259 321]

Surveys the need for and content of reading services for residents of nursing homes. Suggests that a designated full-or part-time nursing home librarian, managing a core of volunteers specifically for reading aloud to residents, could be an asset to resident care and morale.

Culpepper, Virginia. "She Helps Kids with Own Library," *Reading Teacher*, v32 n2 p158-59 Nov 1978.

The manager of a large apartment complex in Valdosta, Georgia, started a library on the premises in order to encourage reading by children and senior citizens living in the complex.

Gentile, Lance M.; McMillan, Merna. "Reading: A Means of Renewal for the Aged," *Educational Gerontology*, v4 n3 p215-22 Jul 1979.

Describes a model reading program designed to motivate the elderly to seek intellectual, physical, or spiritual renewal through reading-related exercises. Offers a bibliography for such a reading program.

Jolly, Nancy. "Adult Reading Plans: Enjoyment, Enrichment and Inquiry," *Reading Horizons*, v18 n3 p203-08 1978.

Discusses ways in which reading can enrich adults' lives, aid in problem-solving, and provide information on many vital issues; shows how adults can develop plans for purposeful reading.

Lehr, Fran. "Reading Programs for the Older Adult," *Journal of Reading*, v28 n3 p276-78 Dec 1984.

Offers descriptions of reading programs created for the elderly in community centers and retirement and nursing homes.

Lovelace, Terry. "Reading Activities to Enhance the Lives of Nursing Home Patients," *Educational Gerontology*, v4 n3 p239-43 Jul 1979.

Investigates the use of reading activities in the enhancement of the lives of nursing home patients. Two reading groups were formed. Short stories of high interest were read and discussed. Patients appeared to appreciate and enjoy the sessions.

Wilson, Molly M. "Enhancing the Lives of the Aged in a Retirement Center through a Program of Reading," *Educational Gerontology*, v4 n3 p245-51 Jul 1979.

Discusses the Readarama reading program, established for a community retirement center in Athens, Georgia, attended by healthy, active elderly women.

Reading Habits and Interests

Carsello, Carmen J.; Creaser, James W. "Reading Attitudes and Problems of the Elderly." Paper presented at the 2nd Annual Meeting of the American Reading Forum, 1981. 17p. [ED 210 653]

Reports on a study of 106 elderly adults in the Chicago, Illinois, area, to identify attitudes towards reading, recognition and comprehension problems, reading behaviors, and physical and psychological difficulties in reading. There was evidence of widespread recreational reading and survival reading skills for most adults.

Drotter, Molly Wilson. "The Preferences of a Selected Group of Older Readers for Five Biographical Short Stories." Paper presented at the 30th Annual Meeting of the National Reading Conference, 1980. 16p.

Examines the reading interests of a group of 16 older adults regarding reading preferences, reading habits and interests, and appealing elements of the stories read. Results indicated a preference for happy stories with moral characters, a wide variety of reading interests, and a continuing interest in reading into older adulthood.

Duncan, Patricia H.; Goggin, William F. "A Profile of the Lifetime Reader: Implications for Instruction and Resource Utilization." Paper presented at the 26th Annual Meeting of the College Reading Association, 1982. 14p. [ED 223 994]

Identifies the profile of the active older lifelong reader, through in-depth taped interviews with 23 retired individuals. Profiles include educational levels, impressions of recalled reading instruction, family influences, favorite childhood books, and reading interests and patterns over the years.

Harvey, Rhonda L.; Dutton, Donnie. "Reading Interests of Older Adults," *Educational Gerontology*, v4 n3 p209-14 Jul 1979.

Research concerning reading interests of older adults indicates that they do not enjoy science fiction, depressing books, books that contain sex or violence, or books that have confusing plots or too many characters.

Heisel, Marsel.; Larson, Gordon. "Literacy and Social Milieu: Reading Behavior of the Black Elderly," *Adult Education Quarterly*, v34 n2 p63-70 Win 1984.

Reports on a study that examined the literacy behavior of 132 elderly Blacks in a large city environment with a high concentration of undereducated adults. Finds that the group developed the necessary literacy skills to meet the demands of their social environment.

McLeod, Roderick Wm. "Reading Patterns of Middle-Aged and Older Canadian Book-Readers." Paper presented at the 26th Annual Meeting of the International Reading Association, 1981. 12p. [ED 208 357]

Investigates the diversity of reading behaviors reported by a 3,354 middle-aged and older Canadian readers in response to a questionnaire on reading habits.

Murray, Martha S. "Older Adults and Reading, the Effect of Residential Lifestyles," *Lifelong Learning: The Adult Years*, v4 n5 p17, 31 Jan 1981.

Describes a study that surveyed the reading preferences of older adults. Noninstitutionalized older adults tend to read to gain knowledge; those who are institutionalized tend to read primarily to pass time. Suggestions, such as using large-print books, are listed to improve the reading habits of both groups.

Ngandu, Kathleen M.; O'Rourke, Bill. "Reading Attitudes, Habits, Interests, and Motivations of the Elderly." Paper presented at the 23rd Annual Meeting of the College Reading Association, 1979. 12p. [ED 181 416]

Presents information about 267 older adults' reading habits, reading materials, time spent reading daily, time spent watching television, reading interests, preferred television shows, and reading motivations.

Scales, Alice M.; Biggs, Shirley A. "Reading Habits of Elderly Adults: Implications for Instruction," *Educational Gerontology*, v3 n6 p521-32 1987.

Presents results of a survey of 49 elderly adults regarding reading skills, reading preferences, physical functions, attention span/concentration, and emotional well-being.

Other Research

Lovelace, Terry. *The Influence of Psychophysiological Variables on Aged Subjects' Functional Reading Achievement*, 1979. 18p. [ED 219 716]

Investigates the effects of selected psych· physiological factors known to affect cognitive functioning on the reading achievement of 34 noninstitutionalized older adults. Finds that aging "per se" does not affect cognitive functioning as it relates to functional reading ability.

Vanderplas, James M.; Vanderplas, Jean H. "Some Factors Affecting Legibility of Printed Materials for Older Adults," *Perceptual and Motor Skills*, v50 n3 pt1 p923-32 Jun 1980.

Reading speed and acceptance rates were obtained as a function of type size, type style, line width and line spacing in two experiments with older adults.

Walmsley, Sean A.; Allington, Richard L. "Reading Abilities of Elderly Persons in Relation to the Difficulty of Essential Documents," *Gerontologist*, v22 n1 p36-38 Feb 1982.

Tests 90 elderly persons for their reading ability and analyzes 126 documents from seven service agencies for their readability. Indicates that two-thirds of the sample had reading abilities lower than eighth grade, whereas 98% of the documents had readability levels at or above ninth grade.

Walmsley, Sean A.; Allington, Richard. "Aging Research in Higher Education: Research in Reading Processes of the Elderly (Problems and Promise), Reading Psychology, v1 n3 p177-83 Sum 1980.

Considers three issues related to the conduct of research into reading problems of the elderly: (1) the lack of federal funding of literacy research concerning the elderly; (2) differences between conducting research with school-aged populations and with the elderly; and (3) problems encountered in testing elderly individuals.

Walmsley, Sean A.; and others. "Effect of Document Simplification on the Reading Comprehension of the Elderly," *Journal of Reading Behavior*, v13 n3 p237-48 Fall 1981.

Reports that the readability level of a document is a poor indicator of its likely comprehension by aged subjects and that simplifying the language of documents may not be sufficient to ease comprehension difficulties.

Wilson, Molly M. "Physical and Psychological Decrements Affecting Reading in the Aged." Paper presented at the 30th Annual Meeting of the National Reading Conference, 1980.11p. [ED 199 633]

Discusses physical and psychological decrements affecting the ability of the elderly to read. Presents ways to compensate for and overcome such decrements.

Libraries and the Elderly Reader

Kamin, Judith. *How Older Adults Use Books and the Public Library: A Review of the Literature*. Occasional Papers Number 165. Graduate School of Library and Information Science, University of Illinois, Urbana, IL, 1984. 38 p. [ED 247 954]

Synthesizes and analyzes research from the past 20 years on older adults' use of books and the public library.

Polk, W. Ben; and others. "Serving Our Senior Citizens," *Illinois Libraries*, v69 n5 p324-52 May 1987.

Discusses the special information needs of older adults and library services designed to meet those needs, focusing on problems of mobility, and visual and hearing impairments.

Literacy/Instruction

Jacobs, Bella; Ventura Merkel, Catherine. *Update on Healthy Aging: Reading Material on Health Topics for the New Reader and Tutor*. Literacy Education for the Elderly Project. National Council on the Aging, Inc., Washington, D.C., 1986. 56 p. [ED 286 000]

Fifteen lessons contain low-vocabulary, high-interest reading materials on health issues to enhance the learning of the new older reader. Each lesson is preceded by tutor guidelines with specific goals and objectives, and review exercises.

Kasworm, Carol; Courteney, Bradley C. "Functional Literacy in Older Adults: Proactive Approaches to Research and Teaching." Paper presented at the

National Adult Education Conference, 1982. 30p. [ED 229 559]

Reports on two research projects examining the current and future needs of older adults for functional literacy and analyzing the involvement of Adult Basic Education (ABE) programs to better serve those needs. Discusses key strategies for effective instruction in functional literacy skills and student recruitment strategies.

Kingston, Albert J. "Does Literacy Really Enhance the Lives of the Elderly?" *Reading World*, v20 n3 p169-71 Mar 1981.

Argues that adult literacy programs should be structured so that reading becomes a way to enhance the lives of the elderly.

Kingston, Albert J., Jr. "The Study and Reading Needs of the Elderly College Student." Paper presented at the Second Annual Meeting of the American Reading Forum, 1981. 8p. [ED 210 640]

Reading instructors can assist the elderly student to become aware of and to employ various organizational aids and reading strategies.

Mattran, Kenneth J. "Breaking through the Decoding Barrier: A Case Study in Adult Literacy." Paper presented at the Conference of the Commission on Adult Basic Education, 1981. 22p. [ED 203 131]

Describes a case study in which an application of Goodman's psycholinguistic Guessing Game model of reading was successfully attempted with an elderly illiterate woman.

Rigg, Pat; Kazemek, Francis. *Literacy and Elders: What We Know and What We Need to Find Out*, 1980. 14p. [ED 221 834]

Reviews research about the literacy of the aged. Supports literacy instruction that stresses the importance of social interaction, and allows elders to participate in the actual program planning.

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Sex Stereotypes in Children's Literature

by Mary Morgan

Sex stereotypes are perpetuated in a variety of ways. Research indicates that sex stereotyping in children's literature has a major influence on the development of children's attitudes concerning sex roles, self-concept, and sexual identity. And although many publishers now employ guidelines for the elimination of sex-role stereotypes, especially in textbooks and other reading materials, studies show that stereotypes still flourish in children's literature.

This ERIC FAST Bib explores several aspects of sex stereotyping in children's literature. Following an overview of the issue, three sections cover research on sex stereotypes in different types of children's literature. The first of these sections examines elementary school reading materials, focusing on stereotyping in basals and picture books. The next section deals with sex stereotypes in content area reading materials-science books, counting books, and music education materials. Yet another category provides information concerning sex stereotyping in award-winning children's literature, including the Caldecott and Newbery Medal winners. Articles from this section not only examine the sex stereotypes in specific children's books, but also analyze how sex stereotyping has changed over the years. Teacher influence is the focus of the fourth section, and articles here indicate that teachers tend to choose materials which perpetuate stereotypical male/female roles. Finally, the effects on children of sex stereotyping in reading materials are discussed, focusing on the aspects of recall, reading comprehension, and behavior.

Overview

Britton, Gwyneth; and others. "The Battle to Imprint Citizens for the 21st Century," *Reading Teacher*, v37 n8 p724-33 Apr 1984.

Argues that publishers need to do more to eradicate racism and sexism from basal reading texts. Suggests that including the handicapped, the elderly, and one-parent families in the texts would also reflect society more realistically.

Collins, Laura J.; and others. "Sex-Role Stereotyping in Children's Literature: A Change from the Past," *Childhood Education*, v60 n4 p278-85 Mar-Apr 1984.

Reports a study of sex-role distribution in children's literature, hypothesizing that today's writing for preschool children reflects the change in women's work roles by presenting more females in central roles, illustrations, and titles.

Huston, Aletha C. "Sex Typing and Socialization." Paper presented at the 90th Annual Meeting of the American Psychological Association, 1982. 14 p. [ED 222 285]

Reviews literature on children's acquisition of sex-typed knowledge, preference, and behavior and offers a matrix of sex-typing constructs and sex-typed content areas. Discusses the importance of activities, interests, and peer associations in the early acquisition of sex-typing constructs, as well as the importance of cognitions and concepts about sex typing in the process of learning about gender.

Rasmussen, Bonnie. "Dealing with Sexism and Ethnocentrism in Literature," *English in Australia*, n60 p54-57 Jun 1982.

Just as schools can teach consumerism and active criticism of unfair advertising techniques, so too can schools teach a watchdog attitude toward prejudice through the use of multicultural reading materials in libraries and classrooms.

Sex Stereotypes in Children's Reading Materials, Basals, and Picture Books

Bordelon, Kathleen W. "Sexism in Reading Materials," *Reading Teacher*, v38 n8 p792-97 Apr 1985.

Reviews research dealing with two major questions: 1) Is sexism present in reading materials? and (2) Are boys poorer readers than girls, and should teaching materials be geared to boys' interests?

Britton, Gwyneth; Lumpkin, Margaret. "Basal Readers: Paltry Progress Pervades," *Interracial Books for Children Bulletin*, v14 n6 p4-7 1983. [ED 251 561; print copy not available from EDRS]

Analysis of sex and race representation in almost 3,000 stories from 77 basal readers in 7 series published between 1980 and 1982 shows that, although minority and female numerical representation has increased, there has been little progress in role models offered.

Davis, Albert J. "Sex-Differentiated Behaviors in Nonsexist Picture Books," *Sex Roles*, v11 n1-2 p1-16 Jul 1984.

Compares behavior of male and female characters in 50 nonsexist picture books with those in 46 conventional picture books and finds several differences but little sex typing in the conventional books. Female characters in nonsexist books were more nurturing and less aggressive than males in both types of book.

Hitchcock, Mary E.; Tompkins, Gail E. "Basal Readers: Are They Still Sexist?" *Reading Teacher*, v41 n3 p288-92 Dec 1987.

Examines six recent basal series and compares them to books used in older studies to find evidence of improvement in the portrayal of female characters.

Levstik, Linda S. "'I Am No Lady!': The Tomboy in Children's Fiction," *Children's Literature in Education*, v14 n1 p14-20 Spr 1983.

Despite the often repeated contention that children's fiction has consistently presented a narrow and stereotypical view of the lives of girls and women, a review of books written in the 1920s and 1930s indicates a degree of female dissatisfaction with the status quo.

White, Hedy. "Damsels in Distress: Dependency Themes in Fiction for Children and Adolescents," *Adolescence*, v21 n82 p251-56 Sum 1986.

Examines dependency themes in 113 recently published fictional books for children and adolescents and compares females and males in situations where one character helps or influences another. Finds that female characters were more likely to receive than to give help, whereas male characters were more likely to give than to receive help.

Williams, Allen J., Jr.; and others. "Sex Role Socialization in Picture Books: An Update," *Social Science Quarterly*, v68 n1 p148-56 Mar 1987.

Updates early research on how females are depicted in children's picture books. Notes that while the ratio of females to males is now closer to parity, storybook characters still continue to present traditional views of females.

Content Area Materials

Nilsen, Alleen Pace. "Three Decades of Sexism in School Science Materials," *School Library Journal*, v34 n1 p117-22 Sep 1987.

Describes a study analyzing sexism in recent children's science books in comparison to books published in the 1960s and 1970s. Factors considered included: male-oriented illustrations, overuse of masculine pronouns, references to animals, exclusive language, careers for males, and the male figure as imagery.

Pucciani, Donna. "Sexism in Music Education: Survey of the Literature, 1972-1982," *Music Educators Journal*, v70 n1 p49-51, 68-71, 73 Sep 1983.

Discusses literature dealing with sexism, sex bias, or sex-role stereotypes in music education, focusing on educational material; curriculum (e.g., music course offerings and enrollment patterns); guidance counseling; and teacher behavior and teacher training.

Westbrook, Lynn. "A Study of Sexism in the Illustrations of Counting Books." 1980. 9 p. [ED 252 286]

Examines how sexist examples in arithmetic and counting books suggest that math is a "masculine" subject and foster traditional, male-dominated sex roles. Describes three categories of counting books: 1) traditionally sexist, male-oriented books; 2) books that avoid the topic of sex roles; and 3) books that deal positively with the issue of sex roles. Concludes that when selecting counting books, adults need to pay attention to the content of the illustrations.

Sex Stereotypes in Award-Winning Children's Books

Dougherty, Wilma Holden; Engel, Rosalind E. "An 80s Look for Sex Equality in Caldecott Winners and Honor Books," *Reading Teacher*, v40 n4 p394-98 Jan 1987.

Analyzes Caldecott winners and Honor Books of the 1980s and compares the findings to those of earlier studies to discover if the depiction of sex roles and characteristics has changed. Concludes that the newer books reflect a shift toward sex equality and provide some changing sex characteristics and roles—but not enough.

Heintz, Katharine E. "An Examination of the Sex-Role and Occupational-Role Presentations of Female Characters in Award-Winning Children's Picture Books." Paper presented at the 37th Annual Meeting of the International Communication Association, 1987. 31 p. [ED 286 225]

Examines the number of times male and female characters appear in text and illustrations, and evaluates the occupations and activities of the characters found in 14 Caldecott Medal winning children's books from 1971 to 1984. Finds that male and female characters continue to be shown in unequal numbers and stereotypical roles.

Kinman, Judith R.; Henderson, Darwin L. "An Analysis of Sexism in Newbery Medal Award Books from 1977 to 1984," *Reading Teacher*, v38 n9 p885-89 May 1985.

Shows how Caldecott and Newbery Medal books have reflected the changing norms of society during the past two decades, specifically in the increased number of books with women as main characters, positive images of females, and situations similar to those encountered in everyday life.

Kinman, Judith R.; Henderson, Darwin L. *A Guide to Newbery Medal Winners and Honor Books, 1977-1984*. 1984. 38 p. [ED 249 536]

Analyzes 27 Newbery Award Medal and Honor winning books (1977 through 1984) for sexism. Provides guidelines used to determine sexism in the books.

Ray, Becky. "Little Boys and Picture Books," *Catholic Library World*, v54 n2 p74-78 Sep 1982.

Discusses sex-role stereotyping in children's literature and examines existence of male stereotyping among the Caldecott Medal and Honor Books from 1970 to 1980. Discusses elements of the male stereotype including emotions, achievement, and responsibilities.

Schubert, Nancy A. "Sex-Role Stereotyping in Caldecott Award Books." 1980. 12 p. [ED 220 870]

Examines sex-role stereotyping in 44 Caldecott Award winning books published between 1937 and 1980. Reveals 7 major categories of sex stereotyping: 1) achievements of females are attributed to their good looks; 2) norms are established that limit female aspirations and self-concept; 3) males perform all brave and important deeds; 4) females most frequently show strong emotion; 5) females are stereotyped in domestic roles; 6) males sit idly by while females perform domestic occupations; and 7) only males are depicted in a variety of occupations.

Teacher Influence

Gilbert, Pam. "Stereotypes for the Classroom: Student Teachers Write Sexist Children's Stories," *Australian Journal of Reading*, v8 n2 p14-20 Mar 1985.

Shows that, despite discussions of sexist stereotyping in children's literature, student teachers wrote stories containing those stereotypes. Concludes that student teachers need to be made aware of the influence of male-dominated language and of male versions of experience on themselves, their students, and the literature available for classroom use.

Luke, Allan; and others. "The Selective Tradition in Action: Gender Bias in Student Teachers' Selections of Children's Literature," *English Education*, v18 n4 p209-13 Dec 1986.

Reports on a study intended to discover the criteria for selecting children's literature and textbooks. Concludes that the teachers' choices were sexist because selected plot conflicts were resolved through male agency.

Osmont, Pip. "Teacher Inquiry in the Classroom: Reading and Gender Set," *Language Arts*, v64 n7 p758-61 Nov 1987.

Describes observations of two British primary school classrooms and how teaching conditions foster or preclude gender-specific reading attitudes.

Smith, Nancy J.; and others. "Making the Literate Environment Equitable," *Reading Teacher*, v40 n4 p400-07 Jan 1987.

Surveys teachers in Texas and Kansas to determine their favorite books for reading aloud to children. Shows that their preferences included twice as many male protagonists as female and that these males were portrayed more positively than the females.

Effects of Sex Stereotypes on Children

Ashton, Eleanor. "Measures of Play Behavior: The Influence of Sex-Role Stereotyped Children's Books," *Sex Roles: A Journal of Research*, v9 n1 p43-47 Jan 1983.

Following exposure to picture books that showed characters playing with either sex-role-stereotypic or nonstereotypic toys, preschoolers chose to play longer with the toys they had seen in the books. The books had a greater effect on girls than on boys.

Gardiner, Sandra Faye Altman. *Children's Sex Role Preferences and Their Like-Dislike Ratings and Comprehension of Sex-Stereotyped Reading Con-*

tent. University of Saskatchewan, Saskatchewan, Canada, 1983. 205 pp. [ED 236 569]

Examines the effects of sex-typed content and sex-role preference on the reading material preferences of fifth grade boys and girls. Explores how high-and low-rated sex-typed reading content and students' gender and sex-role preferences influenced reading comprehension.

Kropp, Jerri Jaudon; Halverson, Charles F. "Preschool Children's Preferences and Their Like-Dislike Ratings and Comprehension of Sex-Stereotyped Reading Content." *Sex Roles: A Journal of Research*, v9 n2 p261-72 Feb 1983.

Of four stories, preschool girls liked one with a female character and feminine activity best, and one with a male character and masculine activity least. The reverse was true for boys. Measures taken a day later showed that children recalled more about stories they had liked least the day before.

Scott, Kathryn P. "Effects of Gender-Fair Instructional Materials on Fourth, Seventh, and Eleventh Graders' Attitudes and Understanding." Paper presented at the Annual Meeting of the American Educational Research Association, 11983. 20p. [ED 232 947]

A study of 171 students in 4th, 7th, and 11th grades sought to determine (1) the impact of male main characters and story interest; (2) the impact of traditional and nontraditional stories on reading comprehension; and (3) the effect of age on sex-role attitudes, story interest, and reading comprehension.

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Communication Apprehension

by Michael Shermis

It would be rare to find a classroom where someone was not experiencing communication apprehension (CA) or some form of speech anxiety. As a matter of fact, fear and avoidance of public speaking is quite common. Knowing this leads to several questions: What is CA? What causes CA? What are the consequences of CA? How can CA be prevented or reduced? Documents in the ERIC database cite several sources that treat these and related questions on this topic.

The first section of this bibliography provides strategies for instructors and students to alleviate CA, speech anxiety, stage fright, and other problems people have with public speaking. The second section presents several programs that have utilized these and other strategies to help with fear and avoidance of communication. Articles and papers in the last section deal with recent research on CA.

Strategies

Biggers, Thompson; Masterson, John T. "Communication Apprehension as a Personality Trait: An Emotional Defense of a Concept," *Communication Monographs*, v51 n4 p381-90 Dec 1984.

Applies an emotion-based theory of human response to resolve conceptual and measurement problems associated with anxiety. Supports the conceptualization of CA as a personality trait predisposing certain individuals to higher levels of anxiety in oral communication.

Boohar, Richard K.; Seiler, William J. "Speech Communication Anxiety: An Impediment to Academic Achievement in the University Classroom," *Journal of Classroom Interaction*, v18 n1 p23-27 Win 1982.

Examines the achievement levels of college students taking a bioethics course who demonstrated high and low degrees of speech anxiety. Finds that students with high speech anxiety interacted less with instructors and did not achieve as well as other students. Suggests strategies instructors can use to help students.

Brownell, Winifred W.; Katula, Richard A. "The Communication Anxiety Graph: A Classroom Tool for Managing Speech Anxiety," *Communication Quarterly*, v32 n3 p243-49 Sum 1984.

Describes the use of the Communication Anxiety Graph (CAG) to help students trace the pattern of their anxiety when making a speech. Provides advice for student speakers based on when their anxiety peak occurs.

Cohen, Marlene C. "An Overcoming Speech Anxiety Course for the Community." Paper presented at the Annual Meeting of the Eastern Communication Association, 1983. 9 p. [ED 232 226]

Describes a noncredit course called "Overcoming Speech Anxiety" that used four different approaches: (1) creating a support group atmosphere; (2) employing relaxation exercises and systematic desensitization techniques; (3) improving confidence through cognitive restructuring; and (4) completing an abbreviated public speaking assignment.

Holbrook, Hilary Taylor. "ERIC/RCS Report: The Quiet Student in Your Classroom," *Language Arts*, v64 n5 p554-57 Sep 1987.

Defines CA as fear or anxiety associated with either real or anticipated communication with another person, and discusses its causes, consequences, and prevention.

Landy, Robert J. "Ready for Speech: Communication Skills through Sociodrama," *English Journal*, v76 n5 p68-71 Sep 1987.

Describes a program to help secondary school students develop speech skills by exploring social issues through role-playing. Notes that this method motivates discouraged students, reduces communication anxiety, improves research skills, fosters appropriate verbal and nonverbal skills, and stimulates affective learning.

Lucas, Jenifer. "Communication Apprehension in the ESL Classroom: Getting Our Students to Talk," *Foreign Language Annals*, v17 n6 p593-98 Dec 1984.

Defines the problem of CA, i.e., fear of oral communication, and its effects on teaching English as a second language (ESL). Focuses on the specific problems of Japanese ESL students. Suggests and explains classroom techniques designed to alleviate anxiety and to promote and practice communication.

Osenlund, Kathryn. "Speech Videotaping," *Exercise Exchange*, v29 n2 p41-42 Spr 1984.

Describes a nonthreatening method for introducing videotaping to a speech class by allowing students to construct videotaped projects, such as news programs or interviews in groups.

Stewart, Robert. *Strategies for Reducing Fear in Students of Public Speaking*. 1983. 10 p. [ED 257 143]

Suggests several strategies to reduce speech anxiety or CA.

Suid, Murray. "Speaking of Speaking," *Instructor*, v93 n9 p56-58 May 1984.

Offers a variety of activities to help children develop skill in public speaking. Asserts that confidence is built when children practice presenting themselves both visually and orally.

Watson, Arden K. "The Confidence Model: An Alternative Approach to Alleviating Communication Apprehension." Paper presented at the 68th Annual Meeting of the Speech Communication Association, 1982. 9 p. [ED 222 967]

Explains how the confidence model attempts to provide instruction in anxiety reduction and skill development, combining the features of both the behavior therapy and the rhetoritherapy theories of CA. Contends that both for alleviating speech anxiety and developing oral communication skills, the confidence model appears to be an excellent alternative to college basic speech courses.

Watson, Arden K. "Helping Communication Apprehensive Students as Part of the Developmental Speech Course." Paper presented at the 73rd Annual Meeting of the Speech Communication Association, 1987. 25 p. [ED 295 260]

Discusses how developmental college students may experience the inhibiting fear of CA. Suggests that the alleviation of CA, whether related to conditioned anxiety, negative cognitive appraisal, or skills deficit, may be approached through one or a combination of the following approaches: (1) systematic desensitization—a six-step procedure including relaxation techniques, development of hierarchies, combining relaxation and imagery, and a written assignment; (2) cognitive modification—a seven-step procedure in which students learn to understand unreasonable beliefs about communication and how to change those beliefs; and (3) goal setting—a five-step procedure in which students turn abstract goals into specific plans for behavior.

Watson, Arden K.; Dodd, Carley H. "Alleviating Communication Apprehension through Rational Emotive Therapy: A Comparative Evaluation," *Communication Education*, v33 n3 p257-66 Jul 1984.

Describes a Rational Emotive Therapy (RET) approach as a classroom method for reducing students' CA. Compares RET with two other classroom methods (desensitization and communication skills training) and concludes that all three methods work equally well.

Special Programs

Ambler, Bob. "The Speech Anxiety Program at UTK: A Training Program for Students with High Public Speaking Anxiety." Paper presented at the 68th Annual Meeting of the Speech Communication Association, 1982. 13 p. [ED 220 903]

Describes a special section of the public speaking curriculum, a "speech anxiety" program, taught by faculty and graduate students from the speech and theater department, educational psychology department, and staff from the counseling services center at the University of Tennessee (Knoxville).

Bozik, Mary. "An Alternative Approach to the Treatment of Stage Fright in the Required Public Speaking Course." Paper presented at the 68th Annual Meeting of the Speech Communication Association, 1982. 13 p. [ED 220 905]

Describes a program that created stage fright sections within the basic speech course at the University of Illinois. Finds that students in these sections were able to define stage fright and recognize its common symptoms, describe personal symptoms and their physical and psychological causes, state and use methods for controlling stage fright, and exhibit normal levels of physical manifestations of stage fright during class presentations.

Glaser, Susan R.; and others. "Conversational Skills Instruction for Communication Apprehension and Avoidance: Evaluation of a Treatment Program," *Communication Research: An International Quarterly*, v10 n4 p582-613 Oct 1983.

Describes and evaluates a conversational skills program designed to teach apprehensive communicators how to develop comfortable and effective social behavior in a variety of interpersonal contexts.

Kelly, Lynne. "Treating Reticent Students: The Pennsylvania State University Program." Paper presented at the Annual Meeting of the International Communication Association, 1982. 24 p. [ED 221 893]

Describes a reticence program instituted at Pennsylvania State University intended to provide special instruction for students who report fear and avoidance of communication.

McKiernan, John. "Getting Our Act Together: A Justification for a Speaking Lab." Paper presented at the Annual Meeting of the Central States Speech Association, 1984. 25 p. [ED 251 865]

Describes a speaking laboratory at the University of Iowa that parallels existing reading and writing labs and that is based on three approaches to the fear of communication: systematic desensitization, cognitive modification, and skills training.

Tate, Eugene D. "A Guided Design Unit on Communication Apprehension, Reticence and Shyness." Paper presented at the International Society for Individualized Instruction, 1984. 41 p. [ED 261 445]

Describes a course in social psychology developed to help students explore CA, reticence, and shyness.

Recent Research

Ambler, Bob. "Communication Apprehension and People Orientations." Paper presented at the 72nd Annual Meeting of the Speech Communication Association, 1986. 13 p. [ED 279 050]

Examines the relationship between CA and general people orientations.

Behnke, Ralph R.; and others. "The Communication of Public Speaking Anxiety," *Communication Education*, v36 n2 p138-41 Apr 1987.

Investigates the relationship between beginning public speakers' self-reported performance anxiety and audience perception of that anxiety. Indicates that audiences perceive speaker anxiety levels to be lower during performance than the speakers themselves report.

Daly, John A. "Communication Apprehension in the College Classroom," *New Directions for Teaching and Learning*, n26 p21-31 Jun 1986.

Presents research and theory about CA that offer ways of understanding and dealing with this barrier to learning.

Daniel, Arlie. "Communication Apprehension and the Use of Video-Tapes." Paper presented at the Annual Meeting of the Speech Communication Association, 1983. 20 p. [ED 236 745]

Investigates the relationship between students' CA levels and their attitudes toward the use of video recording in a basic speech course. Finds that speech teachers should use videotaping cautiously in beginning courses. Suggests that student skills are more likely to be enhanced by videotaping in advanced elective courses where the levels of CA are generally lower.

Kinzer, Harold J. "Video Feedback in the Classroom: Possible Consequences for the Communication Apprehensive." Paper presented at the Annual Meeting of the Western Speech Communication Association, 1985. 29 p. [ED 257 168]

Points out that a review of the literature suggests that the use of video playback of classroom assignments for students who are CA, shy, or unassertive is potentially harmful.

Littlefield, Robert S.; Sellnow, Timothy L. "The Use of Self-Defense as a Means for Reducing Stage-Fright in Beginning Speakers," *Communication Education*, v36 n1 p62-64 Jan 1987.

Indicates that the "Sharing Feelings Speech" assignment failed to support the hypothesis that self-disclosure reduces stage fright in public speaking situations more than other forms of public speaking.

Lake, Robert L.; Adams, W. Clifton. "Effects of the Videotape Recorder on Levels of Anxiety, Exhibitionism, and Reticence in High School Speech Students," *Communication Education*, v33 n4 p333-36 Oct 1984.

Concludes that the videotape recorder can be used effectively as an instructional feedback tool without fear of serious negative effects on speaker performance or on the emotional condition of students.

McDowell, Earl E. "An Assessment Study of the Communication Reticence of High School Students." Paper presented at the 35th Annual Meeting of the International Communication Association, 1985. 27 p. [ED 265 591]

Examines the communication reticence of high school students enrolled in required speech and writing courses. Finds that over 40% of the

students were apprehensive about public speaking and over 30% did not enjoy writing.

Newburger, Craig Alan; Daniel, Arlie V. "Self-Concept, Communication Apprehension and Self-Confrontation: A Relational Study." Paper presented at the 35th Annual Meeting of the International Communication Association, 1985. 24 p. [ED 253 896]

Examines the relationship between the personality constructs of self-concept and CA and the use of self-confrontation (self-viewing of videotaped speeches) as a potential self-concept enhancement strategy.

Rossi, Ana Maria; Todd-Mancillas, William R. "Visualization: An Alternative or Supplemental Procedure in the Treatment of Excessive Communication Apprehension." Paper presented at the 8th Annual Conference of the American Association for the Study of Mental Imagery, 1986. 14 p. [ED 272 946]

Uses the extensive research on CA as the basis for a description and comparison of three conventional approaches toward the treatment of excessive communication apprehension: systematic desensitization, social skills development, and cognitive modification/rational emotive therapy.

Stacks, Don W.; Stone, John D. "An Examination of the Effect of Basic Speech Courses, Self-Concept, and Self-Disclosure on Communication Apprehension," *Communication Education*, v33 n4 p317-31 Oct 1984.

Shows that a basic course in speech communication (1) produced significant reduction in students' CA scores; (2) yielded more positiveness about self-disclosure; and (3) reduced discrepancies between self-concepts and ideal self-concepts.

Watson, Arden K. "Alleviation of Communication Apprehension: An Individualized Approach." Paper presented at the 77th Annual Meeting of the Eastern Communication Association, 1986. 20 p. [ED 275 011]

Reiterates that the use of an individualized approach to the alleviation of CA has been shown to increase students' class interaction and to improve their verbal skills. Suggests that since students develop CA in various ways, individualized methods should be used to assess and remedy different types of CA.

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Storytelling: An Art for All

by William Burriss

No matter what the subject, good stories remain compelling to teller and listener alike. While literature emerges from the intimate and complex impulses generating them, much of our enduring culture resides in oral traditions. And more and more research is exploring the roles stories play in communication at all levels. This bibliography has been assembled to provide some general background on this ancient human phenomena and a quick survey of ways in which educators are constructively incorporating the wonder of story to engage and retain student interest.

Education began with storytelling and effective classes often still do. Yet what constitutes a story is a matter of considerable debate and the diversity of approaches spawned by this issue is suggested in the first section of this bibliography. This question may appear to be of primarily academic interest, but to anyone who has taught or may be about to teach writing, the advantages of having a variety of explanations for selection and arrangement of details are well appreciated. A familiarity with different traditions from which stories arise and how these affect the sense of story as suggested in these articles may also be useful, as could their various insights concerning the types and differing occasions for stories.

The benefits of introducing stories and bringing storytellers into the classroom are increasingly appreciated as providing the opportunity for a wide range of learning experiences. Articles concentrating on ways of using stories to promote a more immediate and fulfilling encounter with literature for students are included in the next category. In the third section, various examples, models and possible areas to be highlighted while encouraging students to share their stories are featured. Recent research emphasizes again and again how much there is for students at all levels to discover in creating and communicating their own stories. The fourth category concerns perhaps the most intriguing and potentially exciting area of development in the possible uses of stories with subject materials not traditionally associated with them. Many and diverse cultures have felt the essence of wisdom gathered in their stories, and while this may no longer be possible, in our technological society, introducing students to a wide variety of fields including math and the sciences while providing them with basic concepts and values in memorable forms through stories appears to be extremely productive.

Of course, such a bibliography can give only a glimpse of potential sources and approaches among the work in the field, and there remains much to be done. Among the people ensuring that such work does get done are those associated with the National Association for the Preservation and Perpetuation of Storytelling (NAPPS). They may be contacted at P.O. Box 309, Jonesborough, TN 37659, and their membership includes many of the most active scholars and finest current storytellers, along with thousands of people who wish to continue sharing the pleasures and insights of a story well told.

Some Perspectives That Help Define Storytelling

Aiex, Nola Kortner. "Storytelling: Its wide-ranging impact in the classroom," *ERIC Digest* 9, 1988, 2 pp. ERIC Clearinghouse on Reading and Communication Skills, Bloomington, IN.

A concentrated survey of recent research into the possibilities of making fuller use of stories in teaching.

Fisher, Walter. "The narrative paradigm: In the beginning," *Journal of Communication*, 35 (4), Fall 1985, pp. 73-89.

Explores the role of stories in human discourse through a definition and brief history of the "narrative paradigm."

Lester, Julius. "The storyteller's voice: Reflections on the rewriting of Uncle Remus," *New Advocate*, 1 (3), Summer 1988, pp. 143-147.

Reviews the process of rewriting the Uncle Remus stories. Discusses the difference between writing stories and storytelling, and suggests an approach to identifying cultural assumptions.

Lewis, William. "Telling America's story: Narrative form and the Reagan presidency," *Quarterly Journal of Speech*, 73 (3), August 1987, pp. 280-302.

Examines the dominance of the narrative form in President Reagan's rhetoric and analyzes how his use of stories affects political opinion in distinguishing between the perspectives of his supporters and opponents. Also considers the power, occasion, and limitations of narrative form.

Jalongo, Mary. "Preserving American folk heritage through story and song." Paper presented at the International/Intercultural Seminar of the Association for Childhood Education International, 1983. 17pp. ERIC Clearnighouse on Reading and Communication Skills, Urbana, IL. [ED 232 771]

Defines the role of folklore, especially in the multicultural classroom, as a way of encouraging children to participate in the history of universal human emotions and experiences.

Pradl, Gordon. "Narratology: The study of story structure," ERIC Digest, 1984. 11pp. [ED 250 698]

Discusses the nature of narratology and its relation to language arts instruction.

Rosen, Harold. "The importance of story," *Language Arts*, 63 (3), March 1986, pp. 226-237.

Decries British education's near elimination of the animation and essence of narrative. Explores features giving narrative broader and deeper importance than literary values have customarily given it and proposes a rationale to retain storytelling curricula to enhance student writing.

Sward, Jeane (Ed.) *The Child's View of the World: Stories and Play*. Proceedings of the Annual Conference on Early Childhood Education, 1985. 50pp. [ED 276 498]

Argues that stories have frequently been used by adults for indoctrinating children, as opposed to encouraging self-discovery and expression. Goes on to suggest non-traditional goals and techniques.

van den Brock, Paul, and Trabasso, Tom. "Causal thinking and the representation of narrative events," *Journal of Memory and Language*, 24 (5), October 1985, pp. 612-630.

A comparative analysis of two studies into characteristics contributing to the memorability of story elements. Also proposes a theory to identify significant variables and account for their influence on the comprehensibility of stories.

Literature and Storytelling

Cudd, Evelyn, and Roberts, Leslie. "Using story frames to develop reading comprehension in a first grade classroom," *Reading Teacher*, 41 (1), October 1987, pp. 74-79.

Discusses the use of story frames as a strategy for teaching reading comprehension to first grade students, and includes examples of student responses.

Goodman, Yetta. "Retelling of literature and the comprehension process," *Theory into Practice*, 21 (4), Fall 1982, pp. 300-307.

Analyzes student versions of studied stories and speculates as to how listeners and readers predict meaning, form concepts essential for comprehension, and relate stories to their cultural background. Discusses implications for classroom instruction.

Hade, Daniel. "Children, stories, and narrative transformations," *Research in the Teaching of English*, 22 (3), October 1988, pp. 310-325.

Argues that a productive way to investigate the relation of text and story-taker (reader or listener) is to compare how the writer has made the story to how the story-taker recreates it.

Reinehr, Frances. "Storyteaching," *Teachers and Writers Magazine*, 18 (3), January-February 1987, pp. 1-7.

Explores ways to use mythic literature to teach children about themselves and to help them write their own stories and legends.

Schwartz, Marni. "Connecting to language through story," *Language Arts*, 64 (6), October 1987, pp. 603-610.

Advocates storytelling in the elementary classroom to build self-esteem among students and suggests criteria with which to find appropriate stories.

Students as Storytellers

Campbell, Janet. *Story Pictures (Draw Me a Story): Using Children's Drawings to Develop Writing Skills of Blackfoot Indian Children*, 1986. 51pp. [ED 278 031]

Provides lessons and rationale for a course intended to integrate general cognitive, perceptual, psychomotor, and affective skills.

Kemper, Susan, and Edwards, Linda. "Children's expression of causality and their constructions of narratives," *Topic in Language Disorders*, 7 (1), December 1986, pp. 11-20.

Explores the development of children's understanding of causality as reflected in their narrative organization. Also relates the contribution of these skills to the development of intentional, goal-directed behavior.

Mikkelsen, Nina. "Talking and telling: The child as storymaker," *Language Arts*, 61 (3) March 1984, pp. 229–239.

Relates talking, telling, and storymaking stages as children prepare a narrative. Encourages children to create stories in response to stories they are told and suggests several approaches to this end.

Preece, Alison. "The range of narrative forms conversationally produced by young children," *Journal of Child Language*, 14 (2), June 1987, pp. 353–373.

Examines the narrative competence of three five year olds and concludes that children routinely and regularly produce striking variations of 14 basic narrative forms. Original fantasy was rare as seventy percent of the narratives took an anecdotal form.

Riding, R. J., and Tite, H. C. "The use of computer graphics to facilitate story telling in young children," *Educational Studies*, 11 (3), 1985, pp. 203–210.

Reports on a study of children in a nursery setting asked to tell a story following one of three treatments: no stimulus, a static presentation, or a computer graphics presentation. Children working with computer graphics created longer and more structured stories.

Van Dongen, Richard. "Children's narrative thought, at home and at school," *Language Arts*, 64 (1), January 1987, pp. 79–87.

Argues that literacy and literature become interrelated in classrooms where there are many opportunities to engage in the narrative mode of thought. Discusses how the potential of literacy/literature experience is enriched when children draw from the narrative reservoirs of community and school.

Storytelling as a Teaching Technique

Allen, Virginia, and Allen, Edward. "Story retelling: development of stages in second language acquisition," *Canadian Modern Language Review*, 41, (4), March 1985, pp. 686–691.

Suggests that the activity of retelling a story in a second language reveals a student's knowledge of vocabulary, grammar, pronunciation, and sense of story. Describes a story-telling activity with students in Spanish, levels three-five, and notes a strong relationship between language proficiency and years of study.

Armstrong, Thomas. "Chasing away the times table blues," *Academic Therapy*, 19, (2), 1983, pp. 147–154.

Reports on classroom strategies and activities incorporating movement, storytelling, and music with instruction on multiplication facts and concepts for elementary special education students.

Brazeau, Martin. "Storytelling: An underused teaching aid," *Journal of Outdoor Education*, 19, 1984–85, pp. 23–24.

Integrates storytelling with an outdoor education program to teach history, culture, concepts and values; stimulate imagination; introduce new words; set a mood; encourage listener participation; and foster caring attitudes about the environment.

Egan, Kieran. "Teaching as story-telling: A non-mechanistic approach to planning teaching," *Journal of Curriculum Studies*, 17 (4), October-December 1985, pp. 396–406.

Suggests alternative techniques to encourage teachers to formulate lesson plans as well-presented stories rather than as a set of objectives to be achieved.

George, Siegfied, and Hughes, Ann. "Against boredom in political education," *International Journal of Political Education*, 6 (3), November 1983, pp. 281–293.

Examines the failure of traditional teaching methods to motivate students and proposes creative exercises whereby poetry, meditation, fantasy/Utopian thinking, and storytelling can be utilized in high-school political education.

Kazemek, Francis. "Stories of ourselves: Interviews and oral histories for language development," *Journal of Reading*, 29 (3), December 1985, pp. 211–218.

Presents ways in which teachers can use the Foxfire format, focusing on reasons for using interviews for language development, possible people and topics to be explored by students through the interview process, and four stages in using interviews in the classroom.

Martin, Kathleen, and Miller, Etta. "Storytelling and science," *Language Arts*, 75 (3), March 1988, pp. 56–59.

Observes that most science textbooks are static, linear, and non-participatory, offering young students no connections between forms

and forces or observer and observed. Argues that presenting scientific materials in narrative format makes them more interesting and easily remembered.

More, Robin. "Storytelling as a teaching tool," *Social Studies*, 16, Spring 1987, pp. 25-26.

Describes the practice of professional storytellers and suggests storytelling can be a powerful means of presentation in social studies and history.

Oller, John. "Story writing principles and E.S.L. teaching," *TESOL Quarterly*, 17 (1), March 1983, pp. 39-53.

Explores four hypotheses of language use and acquisition to support the premise that storytelling techniques may be helpful in making ESL materials meaningful, recallable, and comprehensible. Eleven specific principles are discussed and illustrated.

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Teenage Television Viewing

by Michael Shermis

While working as a group home houseparent with juvenile delinquent boys, I frequently wondered how much effect their television viewing was having on them. I watched as they viewed normal prime-time television filled with violence, sexual content, and sometimes with apparently misleading or stereotyped information. Were these programs harmful to them or helpful in their socialization? Were there any benefits to the shows they were watching? Which might be educational? Could I use the television to facilitate communication with these youths? Or was TV's only benefit that it could be a source of escape? How much TV should I let them watch? Those teachers and parents who are concerned with these questions and others will find this selection of documents from the ERIC database helpful and informative.

This *FAST Bib* has been divided into four sections. Sources cited in the first, "Impact on Health, Sexual Behavior, Use of Alcohol," address such issues as the relationship of viewing sexual content to sexual activity and sex role acquisition, and relationships between amount of viewing and the way youth deals with stress and other pressures. Sources in the second section, "TV Violence and Teenage Behavior," examine concerns like the relationship between media content and antisocial behavior and possible connections between fantasy violence and real-world violence. Sources cited in the section on "Impact on Other Social Behaviors" deal with TV's possible role as a socializing agent and relationships between television viewing and academic achievement. In the last section, "Viewing Habits," the sources cited examine and report on the monitoring of television viewing, parental intervention, educational uses of television, and other concerns parents and teachers are likely to have.

Impact on Health, Sexual Behavior, Use of Alcohol

Brown, Jane D., and Gaddy, Gary D. "Television and adolescent sexual behavior." Paper presented at the 66th Annual Meeting of the Association for Education in Journalism and Mass Communication, 1983. 40pp. [ED 232 208]

Examines the relationship of the frequency of viewing sexual content on television and sexual activity among a sample of adolescents.

Durkin, Kevin. *Television, Sex Roles and Children: A Developmental Social Psychological Account.* Philadelphia: Taylor and Francis, 1985. 148 pp. [ED 272 955; not available from EDRS.]

Assembles and evaluates the main findings of recent work on television and sex role acquisition, points out gaps and limitations in present inquiry, and sketches a framework around which future research might usefully address some of the remaining questions.

Morgan, Michael, and Rothschild, Nancy. "Impact of the new television technology: Cable TV, peers, and sex-role cultivation in the electronic environment," *Youth and Society,* 15 (1), September 1983, pp. 33-50.

Examines the intervening and/or conditioning roles of integration into peer groups (a traditional socializing agent) and access to new video technology via home cable viewing (a new socializing agent) in the relationship between television viewing and adolescents' sex-role images.

Peterson, Gary W., and Peters, David F. "Adolescents' construction of social reality: The impact of television and peers," *Youth and Society,* 15 (1), September 1983, pp. 67-85.

Draws upon ideas about "television effects" and the adolescent peer group to illustrate how interconnections between these two socializing agents contribute to the adolescent's "construction of social reality." Examines how gender, sexual, consumer, and occupational roles as enacted by teenagers are a product of media and peer group influences.

Peterson, James L, *et al. Starting Early: The Antecedents of Early Premarital Intercourse.* Final Summary Report. Washington, DC: Office of Adolescent Pregnancy Programs (PHS), 1985. 36 pp. [ED 263 268]

Focuses on the association between early sexual activity and, respectively, household

structure; television viewing; sex education; race; and parent-teen communication.

Rhiner, Pauline. "The many pressures on children in today's world," *PTA Today*, 8 (4), February 1983, pp. 5-8.

Discusses pressures that may cause stress in children and adolescents. States that shifting family patterns due to divorce or working parents, stressful situations at day care centers, busy schedules during adolescence, test anxiety at school, and watching violence on television all can increase stress for today's children.

Tucker, Larry A. "The relationship of television viewing to physical fitness and obesity," *Adolescence*, 21 (84), Winter 1986, pp. 797-806.

Determines the extent to which light, moderate, and heavy television viewing relate to multiple measures of obesity and physical fitness among high school males. Shows that light television viewers scored significantly better than heavy viewers on a composite fitness index but that light viewers were not significantly less obese than moderate or heavy viewers.

Tucker, Larry A. "Television's role regarding alcohol use among teenagers," *Adolescence*, 20 (79), Fall 1985, pp. 593-598.

Examines television and drinking practices of high school males to determine the extent to which adolescents classified as light, moderate, or heavy television viewers differed regarding alcohol use. Finds that heavy television viewers consumed alcohol significantly more often than did light and moderate viewers, especially the former, particularly when demographic variables were controlled simultaneously.

Van Hoose, John J., and Riddle, Denise. "Television: A major cause of undesirable behavior," *NASSP Bulletin*, 67 (463), May 1983, pp. 97-100.

Finds that middle-school level students watch more television than any other age group and that they are exposed to violence, sex, use of drugs, and sex role socialization in many programs. Suggests schools can help students become discriminating consumers of television.

TV Violence and Teenage Behavior

Atkin, Charles. "Effects of realistic TV violence vs. fictional violence on aggression," *Journalism Quarterly*, 60 (4), Winter 1983, pp. 615-621.

Concludes that adolescent aggression increases with perceived reality of television violence.

Dominick, Joseph R. "Videogames, television violence, and aggression in teenagers," *Journal of Communication*, 34 (2), Spring 1984, pp. 136-147.

Investigates relationships among factors such as teenagers' videogame playing, watching violent television programs, antisocial behavior, and self-esteem.

A Hearing on Media Violence before the Subcommittee on Juvenile Justice, Committee on the Judiciary, United States Senate (October 25, 1984). Congress of the U.S., Washington, D.C. Senate Committee on the Judiciary. 59 pp. [ED 252 322]

Contains the testimony of researchers from governmental agencies and media organizations, representatives of scientific associations, scholars, early childhood educators, and television personalities concerning the effects of televised violence on the behavior of children, adolescents, and adults.

Roberts, Churchill L. "The cultivation effects of television violence: Further testing." Paper presented at the 68th Annual Meeting of the Association for Education in Journalism and Mass Communication, 1985. 88 pp. [ED 258 277]

Explores the hypothesis that heavy television viewing, particularly the viewing of a great deal of violence, cultivates certain misconceptions about social reality. Finds that for adolescents there was only scant evidence that television might alter perceptions of social reality in a way that is consistent with its content.

Impact on Other Social Behaviors

Bearison, David J., *et al.* "Developmental changes in how children understand television," *Social Behavior and Personality*, 10 (2), pp. 133-144.

Examines how children's understanding of social interaction portrayed on television changes with age.

Carlson, James. "Crime show viewing by pre-adults: The impact on attitudes toward civil liberties," *Communication Research: An International Quarterly*, 10 (4), October 1983, pp. 529-552.

Finds that students (grades 6-12) who were heavy viewers of crime shows were more likely to have anticivil-libertarian attitudes. Suggests that television entertainment may be an important source of political learning.

Comstock, George. "Education and television: The persistent challenge," *Television & Children*, 5 (3), Summer 1982, pp. 9-13.

Summarizes research from the California Assessment Program (1980) and the Foundation for Child Development (1976) concerning the relationship between student academic achievement and television viewing habits.

Gantz, Walter, and Weaver, James B., III. "Parent-child communication about television: A view from the parent's perspective." Paper presented at the 67th Annual Convention of the Association for Education in Journalism and Mass Communication, 1984. 27pp. [ED 265 840]

Examines both general and specific parent-child television viewing experiences together and interactions related to television, whether the child has watched with a parent or alone.

Holosko, M. J., *et al.* "Why teenagers watch television: Implications for educational television," *Journal of Educational Television*, 9 (1), pp. 57-62.

Outlines research into teenage viewing preferences which was undertaken prior to production of a television series for CITY-TV, Toronto that was designed to attract as large a teenage audience as possible, and to promote "socially responsible" attitudes. Discusses effects on instructional television programming.

Moore, Roy L., and Moschis, George P. "A longitudinal analysis of television advertising effects on adolescents." Paper presented at the 65th Annual Meeting of the Association for Education in Journalism, 1982. 32 pp. [ED 219 753]

Examines both the short-term and long-term effects of television advertising on the development of adolescents' consumption-related orientations.

Viewing Habits

Alexander, Alison. "Adolescents' soap opera viewing and relational perceptions," *Journal of Broadcasting and Electronic Media*, 29 (3), Summer 1985, pp. 295-308.

Examines the influence of duration and amount of soap opera viewing by sixth and seventh graders on their perceptions of relational fragility and importance of talk in managing relationships. Mediating variables of viewing motives, experience with peer relations, and family structure are also examined.

Campbell, Lloyd P., and Roether, Betty. "Suggested guidelines for television viewing for children and adolescents," *Contemporary Education*, 55 (4), Summer 1984, pp. 220-221.

Contends that parental intervention with respect to television viewing is necessary for both young children and adolescents. Lists guidelines that give a purpose for watching television.

Compton, Mary F. "Television viewing habits of early adolescents," *Clearing House*, 57 (2), October 1983, pp. 60-62.

Disputes previous research findings that the amount of time spent viewing television declines significantly during the adolescent years.

Comstock, George, and Paik, Hae Jung. "Television and children: A review of recent research." ERIC Clearinghouse on Information Resources, Syracuse, N.Y., 1987. 71 pp. [ED 292 466]

Reviews recent empirical research on the effects of television on children and teenagers by examining the results of two surveys which were conducted to determine the opinions of experts in the field.

Corder Bolz, Charles R. *Family Educational Use of Television*, Final Report. Revised. Washington, DC: National Institute of Education, 1982. 176 pp. [ED 231 328]

Examines families' use of home television, including educational use, and parental involvement in their children's television viewing.

Gallup, George, Jr. "Forecast for America," *Television and Families*, 8 (1), Winter 1985, pp. 11-17.

Examines views of current U.S. teenage population regarding valued traits and family-shared television viewing habits, as well as overall trends in society among the adult population. Reports on a national survey conducted to determine proportion of adults who viewed television with their children on a regular basis.

Larson, Reed, and Kubey, Robert. "Television and music: Contrasting media in adolescent life," *Youth and Society*, 15 (1), September 1983, pp. 13-31.

Reports on a study of the relationship between adolescent television viewing versus listening to youth music and participation in adult-strucured segments of daily life. Finds that music is more successful in engaging youth in its world.

Lawrence, Frances Cogle, et al. "Adolescents' time spent viewing television," *Adolescence*, 21 (82), Summer 1986, pp.431-436.

Examines the amount of time adolescents spend viewing television. Finds that 1) adolescents viewed television 147 minutes per day; 2) employment of mother significantly affected the time adolescents spend viewing television; and 3) sex of adolescent; age of father, mother, and

adolescent; education of father and mother; income of family; and day of week were not significant factors.

Selnow, Gary W., and Reynolds, Hal. "Some opportunity costs of television viewing," *Journal of Broadcasting*, 28 (3), Summer 1984, pp. 315-322.

Explores patterns of pastime activities that stand as alternatives to television viewing among middle school children.

Sun, Se Wen, and Lull, James. "The adolescent audience for music videos and why they watch," *Journal of Communication*, 36 (1), Winter 1986, pp. 115-125.

Describes patterns of exposure and motivation of adolescent sample group. Correlates findings with race, gender, involvement with peers, attitude toward school, and other personal circumstances.

Watkins, Bruce. "Television viewing as a dominant activity of childhood: A developmental theory of television effects," *Critical Studies in Mass Communication*, 2 (4), December 1985, pp. 323-337.

Provides a theoretical framework for thinking, from a developmental perspective, about the role of television as a "dominant activity" of American childhood.

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Religious Broadcasting

by Michael Shermis

Televangelists have been receiving a large amount of attention in the news. Along with concern over personalities, however, there is a renewed interest in the medium itself and in its impact on its viewers. Documents in the ERIC database treat questions such as these: Why does the "electronic church" have such a broad appeal? Who are those who watch "televangelists"? What influence does the Christian Right have on media viewers? Has the religious broadcasting industry received unconstitutional aid from the Federal Communications Commission (FCC)?

The first section of this *FAST Bib* lists sources which relate to the historical development of religious broadcasting. The next section looks at the role that television plays in religious broadcasting. A section on the Christian Right examines the role evangelicals have played in making religious broadcasting so pervasive on television. The government and its relationship to religious television, specifically regulation by the FCC, is considered in several articles and papers cited in the fourth section. The last section looks at a few other issues that are currently being researched in communications and reading.

The History of Religious Broadcasting

Neuendorf, Kimberly A., *et al.* "The history and social impact of religious broadcasting." Paper presented at the 70th Annual Meeting of the Association for Education in Journalism and Mass Communication, 1987. 35 pp. [ED 284 229]

Provides an informative review of scholarly treatments of the history of religious broadcasting in the United States, tracing the evolution from early broadcasts of simple church services to today's evangelical paid-time programming. Traces recent developments in the structure of religious television, and identifies three major trends: 1) the growth of high-energy, entertaining evangelical presentations; 2) the adoption of the broadcast/cabie network system; and 3) the adaptation of traditionally secular television formats to the religious task. Describes the viewership of religious television via a review of pertinent research literature, identifying a shift away from the stereotypical older, female viewer. Explores the potential social effects of religious television.

Frankl, Razelle. "A hybrid institution," *Critical Studies in Mass Communication*, 5 (3), September 1988, pp. 256-259.

Discusses the history and development of religious broadcasting. Suggests that the growth and structure of religious fare is the result of a good fit between the needs of the evangelical community and the dynamics of the television medium.

Religious Broadcasting and Television

Abelman, Robert. "The allure for viewers," *Critical Studies in Mass Communication*, 5 (3), September 1988, pp. 259-265.

Examines the viewers of religious programming, the allure of televangelism, and how the electronic church has become good television and effective mass communication.

Bluem, A. William. *Religious Television Programs: A Study of Relevance*. New York: Hastings House, Publishers, 1969. [ED 030 826; not available from EDRS.]

Examines religious program activity of over 430 television stations on such matters as weekly hours of program time, program types and styles, and subjective evaluations of the value and professional quality of programs used or created by the stations. Finds that the numerous local broadcasts consisted either of worship, inspiration, and meditation (the largest category); programs of religious information, orientation, and education (including those designed for children and youth); or seasonal, holiday, and memorial programs, many of which employed music, drama, or dance.

Buddenbaum, Judith M. "Characteristics and media-related needs of the audience for religious TV," *Journalism Quarterly*, 58 (2), Summer 1981, pp. 266-272.

Concludes that viewing religious programming on television is positively correlated to the need to know oneself better and is negatively correlated to the need for entertainment.

Christians, Clifford G., and Fortner, Robert S. "The media gospel," *Journal of Communication*, 31 (2), Spring 1981, pp. 190-199.

Examines four recent books on the religious media: Ben Armstrong's *The Electric Church*, James F. Engel's *Contemporary Christian Communications: Its Theory and Practice*, Malcolm Muggeridge's *Christ and the Media*, and Virginia Stem Owens' *The Total Image: or Selling Jesus in the Modern Age*. Evaluates the internal validity of each.

Gantz, Walter, and Kowalewski, Paul. "Religious broadcasting as an alternative to TV: An initial assessment of potential utilization of the Christian Broadcasting Network alternative." Paper presented at the 62nd Annual Meeting of the Association for Education in Journalism, 1979. 32 pp. [ED 175 015]

Examines levels of satisfaction with present television programming; awareness of and exposure to religious broadcasts; motivations for exposure to "The 700 Club," a nationally syndicated religious program; and potential utilization of Christian Broadcasting Network (CBN) alternatives to traditional television fare. Finds that there was marked dissatisfaction with present television fare among a sizable segment of the sample; more respondents were aware of religious broadcasting than watched it; seeking spiritual guidance was the most important factor influencing exposure to "The 700 Club"; the greatest interest in alternative programming was for prime time and early evening news; and no strong and systematic relationship existed between satisfaction with present programming and interest in the CBN alternative.

Gerbner, George, *et al. Religion and Television.* Princeton, N.J.; Pennsylvania University, Philadelphia, 1984. [ED 271 095]

Investigates the nature of religious television, its viewers, and its effect on mainline or other local churches. Finds that: 1) those who watch more general television are less likely to have had a religious experience, to attend church often, to engage in non-worship activities, or to make contributions to their local church; and 2) heavy viewers of religious programs are more likely than non-viewers to describe themselves as conservatives, oppose a nuclear freeze, favor tougher laws against pornography, and report voting in the last general election.

Schultze, Quentin J. "The mythos of the electronic church," *Critical Studies in Mass Communication*, 4 (2), September 1987, pp. 245-261.

Considers the broad appeal of broadcast evangelism among conservative American Protestants. Defines, describes, and examines the mythos as represented in the rhetoric of various well-known broadcast evangelists and their trade association, National Religious Broadcasters. Criticizes the mythos as a possible agenda for further inquiry.

Schultze, Quentin J. "Researching televangelism." *Critical Studies in Mass Communication*, 5 (3), September 1988, pp. 271-275.

Examines the current state of empirical research on religious television, discusses some of the implicit difficulties in exploring this phenomenon and its viewership, and suggests avenues for future research.

Religious Broadcasting and the Christian Right

Copeland, Gary A., and Davis, Donald M. "Political and social issues as predictors of attending to religious broadcasts." Paper presented at the Annual Meeting of the Southern Speech Communication Association, 1984. 15 pp. [ED 252 906]

Examines the political and social issues that best predict attendance to religious broadcasts. Finds that fundamentalist issues, political distrust, political power, and political knowledge tended to be the areas of distinction between viewers and nonviewers of religious broadcasts.

Johnston, Michael. "The new Christian Right and the powers of television." Paper presented at the Annual Meeting of the American Political Science Association, 1986. 31 pp. [ED 280 785]

Discusses the pervasiveness of broadcast religion with the emergence of television. Suggests that televangelism can best be regarded as a dialogue between communicators and audiences, not a magical tool by which the few manipulate the behavior of the many.

Virts, Paul H. "The electronic church debate in historical perspective: An analysis of the split between ecumenical and evangelical/independent religious broadcasters." Paper presented at the 66th Annual Meeting of the Speech Communication Association, 1980. 33 pp. [ED 197 399]

Contends that the break between ecumenical and evangelical religious broadcasting can be attributed to a failure of the evangelical churches to present a united front in the early days of radio until long after the ecumenical churches, united in the Federal Council of Churches of Christ (FCCC), had begun cooperating with commercial radio networks. Suggests that the split between ecumenical and evangelical broadcasting was caused by each group's different view of the nature and purpose of the church-spiritual versus social.

Religious Broadcasting and the Government

Abrams, Michael F. "The FCC and the electric church." Columbia, Missouri: Freedom of Information Center, 1980. 7 pp.[ED 182 784]

Focuses on the relationship between the Federal Communications Commission (FCC) and religious broadcasters. Summarizes some of the decisions made by regulating agencies and courts concerning religious broadcasting.

Griffin, Keith H. "Rubbing the devil's nose in it: PTL's Jim Bakker under investigation." Paper presented at the 51st Annual Meeting of the Southern Speech Communication Association, 1981. 11 pp. [ED 206 039]

Discusses the problems of well-known religious broadcaster, Jim Bakker, head of the "PTL Club" (People That Love). Reviews the Federal Communications Commission (FCC) investigation and Bakker's subsequent rhetorical strategy in response to it.

Jackson, Gordon. "Electronic religion and the separation of church and state." Paper presented at the 64th Annual Meeting of the Association for Education in Journalism, 1981. 18 pp. [ED 204 761; paper copy not available from EDRS.]

Examines the rise of "electronic religion" (religious broadcasting on radio and television) in the United States and the movement's fusing of religious and political issues during the 1980 election year. Analyzes the potential political influence of these broadcasters and the Federal Communication Commission's (FCC) possible problem with exempting religious programming from the fairness doctrine's requirements because such programming is seen as being noncontroversial by definition.

Netteburg, Kermit. "Religious broadcasting, the establishment clause, and Federal Communications Commission regulatory policy." Paper presented at the 63rd Annual Meeting of the Association for Education in Journalism, 1980. 28 pp. [ED 191 039]

Examines the question of whether the religious broadcasting industry has indirectly received unconstitutional aid from the Federal Communications Commission (FCC). Reviews individual FCC cases involving religious programming and religious broadcasters, the constitutional meaning of the establishment clause, and the limits the courts have set on governmental relationships with religion. Finds that there is no evidence that the FCC has contributed to the establishment of religion.

Virts, Paul H. "Trends in the regulation of religious broadcasting." Paper presented at the 65th Annual Meeting of the Speech Communication Association, 1979. 18pp. [ED 184 172; printed copy not available from EDRS.]

Discusses the historical basis of the government's regulation of religious broadcasting.

Other Issues Related to Religious Broadcasting

Appel, Edward C. "The perfected drama of Rev. Jerry Falwell," *Communication Quarterly* 35 (1) Winter 1987, pp.26-38.

Enhances the grammatical and formal features of drama through the application of Kenneth Burke's "principle of perfection" and nine "indexes of dramatic intensity" to study the tragic-symbol preaching of Rev. Jerry Falwell. Finds that Falwell's televised discourses represent remarkably "perfected" and strong dramas.

Corder, Lloyd E. "Charisma and Christianity: Is Jimmy Lee Swaggart a cynic?" 1988. 21 pp. [ED 291 119]

Discusses the successes of television evangelists including Oral Roberts, Jim Bakker, Robert Schuller, and Jimmy Swaggart, both in terms of finances and in conversion of souls. Classifies the television preachers in four categories: evangelicals, fundamentalists, Pentecostals, or charismatics. Analyzes Swaggart's leadership style with the use of Max Weber's definitions of political leadership to give further insight into Swaggart's charisma.

Hoover, Stewart M. "Audience size: Some questions," *Critical Studies in Mass Communication*, 5 (3), September 1988, pp. 265-271.

Identifies the significance of the long-running debate regarding the size of the religious televi-

sion audience among religious broadcasting professionals and religious practitioners.

Kemp, Alice Manion (Ed.) *Conference in Rhetorical Criticism: 16th Annual Address of the Annual Conference and Commended Papers, 1981.* 17 pp. [ED 234 461]

Uses fantasy theme analysis—specifically the three fantasy theme myths of the Hero, the Fellowship, and the Sacrifice—to examine the so-called "electronic church," today's television ministry.

Krohn, Franklin B. "The language of television preachers: The marketing of religion." *ETC.: A Review of General Semantics, 38* (1), Spring 1981, pp. 51-63.

Examines the verbal and nonverbal language characteristics of several renowned television preachers. Argues that they have identified and segmented their market to exploit more fully the television market and that they have mastered promotional and advertising skills. Proposes governmental controls of some aspects of religious broadcasting.

ERIC/RCS

A Profile

ERIC

Clearinghouse on Reading and Communication Skills
Indiana University
Smith Research Center, Suite 150
Bloomington, IN 47408-2698
(812) 855-5847

ERIC/RCS

Clearinghouse on Reading and Communication Skills

THE ERIC NETWORK

ERIC, the Educational Resources Information Center sponsored by the Office of Educational Research and Improvement of the U.S. Department of Education, is a national educational information system designed to do the following:

MAKE AVAILABLE hard-to-find educational materials, such as research reports, literature reviews, curriculum guides, conference papers, projects or program reviews, and government reports.

ANNOUNCE these materials in *Resources in Education (RIE)*, a monthly journal containing abstracts of each item.

PUBLISH annotations of journal articles in *Current Index to Journals in Education (CIJE)*, a monthly guide to current educational periodicals.

PREPARE magnetic tapes (available by subscription) of the ERIC database (*RIE* and *CIJE*) for computer retrieval.

CREATE products that analyze and synthesize educational information.

PROVIDE a question-answering service.

Most of the educational material announced in *RIE* may be seen on microfiche in one of the more than 700 educational institutions (college and university libraries; local, state, and federal agencies; and not-for-profit organizations) that have complete ERIC collections. It can also be purchased from the ERIC Document Reproduction Service (EDRS) on microfiche, a 4" x 6" microfilm card containing up to 96 pages of text; or paper copy, a photographically reproduced copy.

Journal articles announced in *CIJE* are not available through ERIC, but can be obtained from a local library collection, from the publisher, or from University Microfilms International.

ERIC/RCS

Where would you go to find the following kinds of information?

Suggested activities and instructional materials to teach elementary school students listening skills.

Instruction in writing that focuses on the writing process.

A list of suggestions for parent involvement in reading instruction.

Your answer should include the **ERIC Clearinghouse on Reading and Communication Skills (ERIC/RCS).** Each year ERIC/RCS helps thousands of people find useful information related to education in reading, English, journalism, theater, speech and mass communications. While we cannot meet every educational information need, anyone with a strong interest in or involvement with teaching communication skills should look to ERIC/RCS as a valuable resource.

The ERIC/RCS Clearinghouse is now located at Indiana University, in Bloomington, Indiana.

Write or call ERIC/RCS for the following information:

- How to submit material for inclusion in the ERIC database.
- How to conduct manual or computer searches of the ERIC database.
- Where to get an ERIC computer search.
- Which organizations and institutions near you have ERIC microfiche collections.
- To obtain a list of ERIC/RCS publications.

ERIC/RCS PUBLICATIONS

These publications represent a low-cost way to build your own personal educational library and are an excellent addition to a school professional library. They are the results of the clearinghouse's efforts to analyze and synthesize the literature of education into research reviews, state-of-the-art studies, interpretive reports on topics of current interest, and booklets presenting research and theory plus related practical activities for the classroom teacher.

ERIC/RCS FAST BIBS (Focused Access to Selected Topics): abstracts or annotations from 20-30 sources in the ERIC database.

ERIC/RCS NEWSLETTERS concerning clearinghouse activities and publications, featuring noteworthy articles for communication skills educators.

ERIC DIGESTS with information and references on topics of current interest.

ERIC/RCS SERVICES

As part of its effort to provide the latest information on education research and practice, ERIC/RCS offers the following services:

- Question-answering, a major clearinghouse priority along with processing documents and producing publications.
- ERIC orientation workshops at local, regional, and national levels, at cost.
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- Clearinghouse-sponsored sessions at professional meetings on timely topics in reading and communication skills.
- Customized computer searches of the ERIC database. (The charge for this service is $30 for the first 50 citations.)

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WOULD YOU LIKE EASY ACCESS TO EDUCATIONAL INFORMATION?

If you are involved in graduate studies, developing and evaluating programs or curricula, designing a new course or revamping an old one, writing a report, or any of countless other projects in the areas of reading, English, journalism, speech, or drama, then you already know how important it is to locate and use the most relevant and current resources. And if you have not been using ERIC, you have been missing a lot, simply because *many resources in the ERIC database are not available anywhere else.*

These resources cover all areas of education, including research reports, case studies, bibliographies, surveys, government reports, curriculum guides, teaching guides, program descriptions and evaluations, instructional materials, course descriptions, speeches, and conference reports.

Currently about 700,000 document abstracts and journal article annotations make up the ERIC database, which grows at the rate of approximately 30,000 entries per year. In order to make these resources more accessible to you, the ERIC Clearinghouse on Reading and Communication Skills offers a computerized database search service.

WHAT IS THE DIFFERENCE BETWEEN A COMPUTER SEARCH AND A MANUAL SEARCH?

The computer is much faster and far more efficient. Some highly complex searches that a computer can do in minutes would be virtually impossible for a person to do using the ERIC indexes *Resources in Education* and *Current Index to Journals in Education*. The computer offers the opportunity to search under several index terms at the same time

HOW DOES A COMPUTER SEARCH WORK?

ERIC uses a coordinate indexing system, with each document indexed under as many as 12 index terms, or "descriptors." These descriptors identify the educational level and content areas of a document. A computer search involves combining the descriptors for the specific search question into a search statement, which is then entered into the computer. Those documents that meet the requirements of the search statement are retrieved.

WHAT DO I GET?

You receive a printout of ERIC references that include complete bibliographic citations, annotations of journal articles, and 150- to 250-word abstracts of documents on your topic.

WHAT DOES IT COST?

The minimum charge for a customized computer search is $30 for up to 50 journal citations and/or document abstracts, plus $.10 for each additional reference. This fee includes handling and mailing. You will be billed for the cost upon completion of the search.

HOW LONG DOES IT TAKE?

Generally, the time from our receipt of your request to your receipt of the printout is two weeks.

WHAT DO I HAVE TO DO?

No prior knowledge of computers or computer searching is necessary. A member of our staff can help you define your search question. Our knowledge of the ERIC database, especially in the areas of reading and the other English language arts, can be an important aid in developing a successful search.

If you would like our clearinghouse to run a computer search on a topic of your choice, fill out and return the attached order form. If your question needs further clarification, a member of our staff will call you before conducting the search.

COMPUTER SEARCH SERVICE ORDER FORM

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Education level _____

Format (circle one):

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Practical applications	Document abstracts only
Both	Both

Known authority in f'eld (if any) _____

Possible key words or phrases:

Restrictions: Year(s) _____

Monetary _____

Statement of search question:

ERIC/RCS

ERIC *in Print*

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Searching ERIC in Print

ERIC (the Educational Resources Information Center) is an information resource designed to make educational literature easily accessible through two monthly bibliographic publications: *Resources in Education (RIE)* and *Current Index to Journals in Education (CIJE)*. By following the steps below, individuals can quickly locate literature for their specific educational information needs.

1. **Phrase Your Question as Precisely as Possible.** Then list the key concepts of that question in as few words or phrases as possible.
2. **See If Your Indexing Terms are Listed in the** *Thesaurus of ERIC Descriptors*. If they are listed, look for other descriptors that come close to matching your terms. To help you in this procedure most descriptors are listed with a display of cross-references to other descriptors, including narrower terms (NT); broader terms (BT); and related terms (RT) within the same area of classification.
3. **Go to the Subject Index Sections of the Monthly, Seminannual, or Annual Issues of *RIE*.** Read the titles listed under the descriptors you have chosen and note the six-digit ED (ERIC Document) numbers for those documents that seem appropriate for your information needs.
4. **Locate and Read the Abstracts of These Documents in the Main Entry Sections of the Monthly *RIEs*.** Main entries are listed consecutively by ED number.
5. **To Find the Complete Text of the Document, First Examine the Abstract to See if It Has an EDRS Price.** If it does, the document is available both in ERIC microfiche collections (which are owned by over 700 libraries nationwide) and through the ERIC Document Reproduction Service (EDRS) in Virginia. EDRS ordering information is given in the back of every RIE. If the document is not available through EDRS, it is due to copyright restrictions placed on the document by its author or publisher. In these cases, ordering information will be given in the document abstract in a note labeled "available from."
6. **If You Have Trouble With Your Search** (e.g., the documents are not exactly what you want or you find no documents), return to steps one and two, checking your search terms. You also may want to ask your librarian for assistance in identifying descriptors.

If you want to expand your search to include journal articles, use *CIJE* in addition to *RIE*. Remember, however, that copies of journal articles are not available from EDRS. If you want to read the complete article, you must obtain the journal from a local library, the publisher, or University Microfilms International.

A. A kindergarten teacher has been asked by some of his neighbors who have preschoolers if there is anything they can do at home to help their children get ready for writing in school. The teacher decides that the key concept involved is Writing Readiness.

B. The teacher checks that term in the *ERIC Thesaurus* at a nearby university library and finds it listed.

C. Selecting one of the library's volumes of *RIE*, in this case the January-June 1988 semiannual index, *the teacher finds the following documents in the subject index:*

Writing Readiness

Children's Names: Landmarks for Literacy?
ED 290 171
Integrating Reading and Writing Instruction at the Primary level. **ED 286 158**
Sister and Brother Writing Interplay.
ED 285 176
Writing Begins at Home: Preparing Children for Writing before They Go to School.
ED 285 207

D. **ED 285 207** Looks like an appropriate resource, so the teacher finds that ED number in a monthly issue of *RIE "January 1988" in the document resume section:*

ED 285 207 **CS 210 790**

Clay, Marie
Writing Begins at Home: Preparing Children for Writing before They Go to School.
Report No._ISBN-0-435-08452-6
Pub Date_87
Note_64p.
Available from_Heinemann Educational Books Inc., 70 Court St., Portsmouth, NH 03801 ($12.50)
Pub type_Books (010) - Guides - Non-Classroom (055)
Document Not Available from EDRS.

Descriptors_Case Studies, Family Environment, Language Acquisition, *Parent Child Relationship, Parent Participation, Parent Role, *Preschool Children, Preschool Education, Psychomotor Skills, Reading Writing Relationship, Writing Exercises, *Writing Readiness, *Written Language
Identifiers_*Childrens Writing, *Emergent Literacy, Writing Attitudes

Intended for parents of preschoolers, this book offers samples of children's writing (defined as the funny signs and symbols that pencils make) and attempts to show how parents can support and expand children's discovery of printed language before children begin school. Each of the eight chapters contains numerous examples of young children's drawing and printing, as well as helpful comments and practical considerations to orient parents. The chapters are entitled: (1) Getting in Touch; (2) Exploration and Discoveries; (3) I Want to Record a Message; (4) We Follow Sally Ann's Progress; (5) Individual Differences at School Entry; (6) How Can a Parent Help?; (7) The Child at School; and (8) Let Your Child Read. (References and a list of complementary publications are attached.) (NKA)

E. The teacher notes the price and ordering information for his neighbors. The teacher can then select other *RIE* documents to review from other volumes of the *RIE* index, or check *CIJE* for journal articles on writing readiness.

KEYS TO USING ERIC

Thesaurus of ERIC Descriptors

The *ERIC Thesaurus* is the key to a search of the ERIC database, with approximately 10,000 terms and cross-references in the fields of education. Scope notes serve as definitions for most descriptors. Each document in the ERIC system is assigned several descriptors from the *Thesaurus* that indicate the essential content of the document. Once you have familiarized yourself with ERIC's descriptors and the *Thesaurus*, you have put thousands of pages of educational materials at your fingertips.

Resources in Education (RIE)

This publication prints the abstracts of documents processed and indexed for the ERIC system. About 1000 abstracts from ERIC Clearinghouses appear each month, arranged by ED number in the main entry section of *RIE*. In addition to the main entry section, each volume of *RIE* contains three indexes. Document titles are listed by subject (descriptor term), author, and institution. Unless otherwise noted, copies of documents abstracted in *RIE* are available from the ERIC Document Reproduction Service.

Current Index to Journals in Education (CIJE)

This ERIC publication directs you to educational articles from over 800 educational journals. Annotations describing over 1400 articles each month are arranged in the main entry section of *CIJE* according to EJ (ERIC Journal) number and are listed in subject, author, and journal indexes. Copies of journal articles annotated in *CIJE* are not available from the ERIC Document Reproduction Service but may be obtained from local library collections, from the publisher, or (in most cases) from University Microfilms International.

Semiannual and annual issues of *RIE* and *CIJE* consolidate the monthly subject, author, and institution indexes.

COMPUTER SEARCHES

Over 900 organizations across the nation, including the individual ERIC Clearinghouses, provide computerized searches of the ERIC database. The search strategy—selecting the key descriptors and scanning the documents under those subject headings—is the same as for manual searching. The differences are in time and cost. When you search by computer, you can combine several terms instantaneously for any or all issues of *RIE/CIJE*; in effect, you thumb through more than 200 issues of *RIE* at once. Costs for these services vary; while some institutions offer computer searches at no cost to in-state educators, others may charge from $5 to $300, depending upon the complexity and depth of the search or the kind of feedback requested. Our Clearinghouse can assist you in developing computer search strategy, and can provide information about computer search facilities near you. No prior knowledge of computers or computer searching is necessary.

CUSTOMIZED SEARCHES AVAILABLE

Customized computer searches of the ERIC database will be performed for you by the ERIC/RCS Clearinghouse, if you wish. The charge for this service is $30 for the first 50 citations. If your search problem does not fall within the scope of ERIC/RCS, we will refer your question to one of the other Clearinghouses in the ERIC System, or help you contact the appropriate Clearinghouse directly.

ERIC/RCS

Submitting Material

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WHY NOT SEND YOUR MATERIAL TO ERIC/RCS?

The ERIC system is always looking for high-quality educational documents to announce in *Resources in Education (RIE)*, ERIC's monthly index of document abstracts. ERIC, Educational Resources Information Center, sponsored by the Office of Educational Research and Improvement of the U.S. Department of Education, is a national educational information system designed to make available hard-to-find educational materials (such as research reports, literature reviews, conference papers, curriculum guides, and other resource information). Through a network of clearinghouses, each of which focuses on a specific field in education, materials are acquired, evaluated, cataloged, indexed, abstracted, and announced in *RIE*.

The Clearinghouse on Reading and Communication Skills is responsible for educational materials and information related to research, instruction, and personnel preparation in such areas as English language arts, reading, composition, literature, journalism, speech communication, theater and drama, and the mass media.

ERIC relieves you of the need to maintain copies of your materials for distribution to people or organizations requesting them, since documents can be ordered individually in both microfiche and paper copy formats from the ERIC Document Reproduction Service (EDRS) in Springfield, Virginia.

Dissemination through ERIC provides a wide audience for your materials since there are more than 700 ERIC microfiche collections throughout the world. In addition, your material can be retrieved at the more than 450 locations that provide computer searches of the ERIC database.

Because your documents are permanently indexed in *RIE* and on computer tape, ERIC serves an archival function as well as keeping users informed of current theories and practices.

We depend on our network of volunteer contributors to accomplish our goal of making information readily available to the educational community and to the general public.

HOW TO SUBMIT YOUR MATERIAL

Please follow the guidelines listed below for preparation of documents. Send two clean, dark-print copies, at least six pages in length, either in original or photocopied form to **Coordinator of Documents, ERIC/RCS, 2805 East Tenth Street, Smith Research Center, Suite 150, Bloomington, Indiana 47408-2698.**

Document Preparation. The following guidelines are designed to ensure that documents will be legible on microfiche and that readable copies will be available to ERIC users:

- Standard 8 1/2" x 11" white or light-tinted paper is preferred.
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- Letters and line drawings must be unbroken and as black as possible. Very small or finely drawn letters, as well as photographs and edited copy, will not reproduce well.
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To ensure its usefulness to the educational community, each document submitted is evaluated for quality and significance by one of approximately 200 specialists from various universities and the following professional organizations:

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If your document is approved by the reviewers, it will be indexed and an abstract of it will appear in *RIE* in approximately three to four months. At the time of issue you will be sent a complimentary microfiche of your material.

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How Can I Prepare My Young Child for Reading?
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Creating Readers and Writers
by Susan Mandel Glazer (P05)

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