

Program

Twenty-Fifth Annual Meeting

NATIONAL READING CONFERENCE

December 4, December 5, December 6, 1975
Sheraton-Bel Air
St. Petersburg, Florida

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University of South Florida
St. Petersburg

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FORM**

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\$25.00 Registration Fee: Includes single 1976 Membership Dues (12-1-75/11-30-76), one 25th Yearbook, and Volume VIII (4 issues) of the Journal of Reading Behavior.

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***NOTE:** Receives badge only.

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NATIONAL READING CONFERENCE
December 4-6, 1975

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Check one:

- Single Room @ \$16-\$18 per day
- Double Room @ \$17-\$20 per day
- Three persons (\$24)
- Four persons (\$28)

Arrival Date: Time:
Departure Date: Time:

NOTE: Reservations must be made by
November 22, 1975.

Thursday, December 4, 1975

Exhibits Foyer

8:00 - 9:00 Registration Foyer

9:00 - 10:15 General Session Suncoast Suite

Conference Welcome: J. Jaap Tuinman, Indiana University

University Welcome: Dean L. W. Tuttle, University of South Florida

Presidential Address: Edward Fry, Rutgers University

Presentation NRC Publications Award: Ann Marie Bernazza Haase, University of Massachusetts

10:15 - 10:45 Break-Coffee

10:45 - 12:00 Sectional Meetings

1. Paper Session Crystal Room

The Measurement of Reading Performance

Chair/critique: David Wark, University of Minnesota

1.1 Michael T. McCord, Morehead State University. Passage Dependency of College Level Comprehension Questions.

1.2 Earl F. Rankin, University of Kentucky. A Critical Evaluation of Several Methods for Measuring Gain in Reading.

1.3 Gloria Batkin Kahn, Brooklyn College of CUNY. The Effect of Testwiseness Training on Reading Test Scores and on Test Anxiety.

2. Special Session Sand Room

Chair: Lillie S. Davis, Florida A & M.

Thomas G. Sticht, Human Resources Research Organization.

Invited Address: Theory of Representation and the Performance of Tasks Involving Reading.

3. Paper Session Sun Room

Predictors of Success with Older Students

Chair/critique: Reed Motley, Southern Mississippi University

3.1 Charles W. Peters and Nathaniel A. Peters, Oakland Schools, Pontiac, Michigan. A Systematic Approach to Predicting Reading Performance at the Secondary Level.

3.2 Dorinda Ann McClellan, Hillsborough Community College and Leslie McClellan, University of South Florida. Factors Which are Predictive of Reading Success of Low Socio-economic Children in Selected Junior High Schools.

- 3.3 Jane Rhoads, Patricia Ellis, and A. B. Sweney, Wichita State University. Cognitive and Personality Predictors of Listening Ability in College Students.

4. Paper Session Sea Room

Affective Factors in Reading

Chair/critique: Richard Rystrom, University of Georgia

- 4.1 Marijo W. Ross, Texas Southern University. A Self-Concept Survey of Students Enrolled in the Reading and Study Skills Center at Texas Southern University Who Exhibit Reading Difficulty.
- 4.2 Ann Marie Bernazza Haase, University of Massachusetts and Mervin Lynch, Northeastern University. Self Concept in Reading with College Students.
- 4.3 Mervin Lynch, Northeastern University. Self Concept in Reading with Children.

12:15 - 1:30 **Sectional Meetings**

5. Paper Session Crystal Room

Grammatical Factors in Reading

Chair/critique: Mary Lorton, University of Missouri at Kansas City

- 5.1 Mary F. Franke, University of Southern Mississippi and Earl F. Rankin, University of Kentucky. Grammatical Usage and Reading: A Review of the Literature.
- 5.2 Patricia M. Cunningham, Ohio University. Syntax and Reading Comprehension.
- 5.3 George McNinch and Mark G. Richmond, University of Southern Mississippi. Experiments in Word Learning: Acquisition and Retention of Concrete and Abstract Words Under Differing Conditions of Practice.

6. Paper Session Sand Room

Focus on Study Skills

Chair/critique: John Mangieri, Ohio University.

- 6.1 John J. Campbell and Yolanda Madden, Howard University School of Education. Reading/Study Skills Content: Meeting Program Objectives Cooperatively.
- 6.2 Leslie McClellan, and Dorinda Ann McClellan, University of South Florida. The Need for Study Skills as Perceived by Community College Students.
- 6.3 Cecil Jorgensen and Dan Rhodes, Weber State College. A New Approach to Individualized Credit-bearing Reading Modules In The College Learning Center.
- 6.4 Barbara M. Tomlinson and Michael D. Tomlinson, University of California at Riverside. Integrating Reading and Study Skills Into College Biology. Teaching Relationships Among Major and Minor Thoughts.

7. Paper Session Sun Room

College Students and Academic Skills

Chair/critique: Robert E. Shafer, Arizona State University.

- 7.1 Ronald V. Schmelzer, Jr., Anoka-Ramsey Community College. The Effect of College Student Constructed Questions on the Comprehension of a Passage of Expository Prose.
- 7.2 Ken L. Dulin, University of Wisconsin-Madison and M. Jane Greenewald, University of Wisconsin-LaCrosse. College Students' Perceptions of Cheating and Non-Cheating Behaviors During Test-Taking.
- 7.3 Elaine Ann Crable, Duke University. A Comparison of Verbal Performance of Foreign- and Native-Born Graduate Students.

8. Paper Session Sea Room

The Analysis of Oral Reading

Chair/critique: Eleanor Guetzloe, University of South Florida.

- 8.1 Clifford D. Pennock, University of British Columbia. An Evaluation of the Difficulty of Selected Standardized Oral Reading Tests.
- 8.2 Leon E. Williamson, New Mexico State University. Blind Students' Reading Errors Compared to Reading Errors Made by Students With Sight Based on RMI Diagnostic Concepts.
- 8.3 Juanita Avinger, Abilene Christian College. An Analysis of the Oral Language Development of Selected Fourth-Grade Black Readers in Relation to Reading Difficulties.

1:45 - 3:00 Sectional Meetings

9. Paper Session Crystal Room

Aspects of the Comprehension of Prose

Chair/critique: David Wark, University of Minnesota.

- 9.1 Ronald P. Carver, University of Missouri-Kansas City. Measuring Readability and Reading Ability in Order to Predict Comprehension.
- 9.2 Mary Anne Herndon, San Diego State University and Dennis Bowen, Computer Sciences Corporation, San Diego. A Pattern Recognition Algorithm for Redundancy Detection and Editing in Prose.
- 9.3 Robert J. Tierney, University of Arizona. Conceptual Difficulty of Reading Materials: Identifying Conceptual Constructs for Prediction.

10. Special Session Sand Room

Chair: Alton Raygor, University of Minnesota

Harry Singer and Alan Rhodes, University of California, Riverside

Invited Address: Learning from Text: Theories, Research and Strategies at the High School Level.

11. Paper Session Sun Room

The Preparation of Reading Teachers

Chair/critique: Gordon Gray, Clemson University.

- 11.1 Karl Koenke, University of Illinois. **Ascertaining Knowledge of Reading with the Artley-Hardin Inventory.**
- 11.2 Bob W. Jerrolds, University of Georgia. **A Report on an Instrument Designed to Evaluate Reading Instruction.**
- 11.3 Marie Carducci Bolchazy, State University of New York at Albany. **How Necessary are Certain Skills for Reading Competence?**
- 11.4 Henry D. Olsen, Medgar Evers College-CUNY. **Increasing Phonics Proficiency of Pre-Service Teachers Through Modularized Instruction.**

12. Paper Session

Sea Room

The Adult Reader

Chair/critique: David Knight, Oglethorpe University.

- 12.1 Richard D. Robinson, University of Missouri-Columbia. **The Aging Process and Its Relationship to Reading: A Review of Literature from Gerontology With Implications for Future Research.**
- 12.2 Christopher J. Ramig, Georgia State University. **Informal Reading Inventories for Adult Basic Education.**
- 12.3 Thomas P. Fitzgerald, State Education Department, Albany, New York. **Relationship Between Comprehension Performance and Passage Interest – Passage Categories for Curriculum Development in Adult Education.**
- 12.4 David C. Johnson, United States Air Force and Albert J. Kingston, University of Georgia. **Word Boundaries and English Second Language Subjects.**

3:15 - 4:15 Sectional Meetings

13. Paper Session

Crystal Room

Learning from Prose

Chair/critique: N. Dale Bryant, Columbia University

- 13.1 James F. Sheperd, New York University. **Note-taking and the Relations among Major and Minor Thoughts.**
- 13.2 Donald Cunningham, Indiana University. **The Development of a Theory of Adjunct Aids.**
- 13.3 John P. Rickards. **Toward a Theory of Assessing Higher Order Comprehension.**

14. Special Session

Sand Room

Chair: Norma Bartin, California State College

Jay Samuels, University of Minnesota.

Invited Address: Comprehension: Where is the Field after 10 Years of Research?

15. Paper Session

Sun Room

Perspectives on the Reading of Minority Groups

Chair/critique: George Mason, University of Georgia

- 15.1 M. Jean Greenlaw, University of Georgia. **Study of the Influence of Minority Groups in the Selection and Development of Basal Reading Programs: A 5-year Replication.**

- 15.2 Viola D. King, Southern University in New Orleans. Association of Language with the Race of the Speaker and Preference for Standard English: Analysis of Responses by Black Inner-City First Grade Students.
- 15.3 M. O. Knapp, University of Texas at San Antonio. Teacher Differentiation Between Black Dialect Miscues and Non-Dialect Miscues During Oral Reading.

16. Paper Session

Sea Room

Guiding the Older Reader

Chair/critique: Byron Calloway, University of Georgia

- 16.1 H. Hawkins and A. J. Lowe, University of South Florida. A Longitudinal Study of CRIP and NO-CRIP Students.
- 16.2 Phil L. Nacke, University of Kentucky. Variables in the Development of Mature Reading Strategies.
- 16.3 Richard T. Vacca, Northern Illinois University. Holistic vs. Skills-Centered Instruction in a Special Program for Secondary School Students.

4:30 - 5:00 **Business Meeting**

Chairperson: Edward B. Fry, Rutgers University

8:00 - 12:00 **Vital Issues**

Friday, December 5, 1975

8:30 - 9:45 **Sectional Meetings**

17. Paper Session

Crystal Room

Information Processing Strategies

Chair/critique: Ralph Staiger, International Reading Association

- 17.1 Ginger Van Blaricom, University of Wisconsin-Madison. Assessing Main Idea Skills: Selecting Versus Generating the Central Thought.
- 17.2 Mark W. Aulls, University of Minnesota. The Main Idea: What Can Be Measured and Taught?
- 17.3 Jocelyn Chen and Richard H. Bloomer, The University of Connecticut. Analytic and Synthetic Processes in Concept Learning and Their Relationship to Reading Comprehension.
- 17.4 Gordon L. Cox and James Swalm, Rutgers University. An Analysis of the Relationship Between the Acquisition of the Meta-Language of the Reading Process and Comprehension Skill Improvement in a College Level Developmental Reading Program.

18. Paper Session

Sand Room

Literacy of Adults

Chair/critique: Laveria T. Hutchison

- 18.1 Emilie P. Sullivan, University of Southern Mississippi. Functional Literacy of Teacher Trainees and Interns.

18.2 Teryle Carpenter and Yvonne Jones, Clemson University. Transferring Reading Skills to the Content Area at the College Level.

18.3 Carolyn Burke, Indiana University. The Proficient Reader.

18.4 Carol Greenfield, University of Wisconsin, MOBREAL: The Brazilian Struggle for Adult Literacy.

19. Paper Session Sun Room

The Meaning of Comprehension

Chair/critique: Martha Dillner, University of Houston at Clear Lake City

19.1 James A. Dinnan, University of Georgia. Logic and Meaning of Language in Written Communication.

19.2 Patrick J. Finn, State University of New York at Buffalo. Quick Appraisal of Passage Readability for Individuals and for Whole Classes.

19.3 W. John Harker, University of Victoria. A Model of Comprehension of Poetry.

20. Paper Session Sea Room

Reading Improvement Courses

Chair/critique: Paul Berg: University of South Carolina

20.1 Ladessa Yuthas, Metropolitan State College. A Study of Self-Pacing in College Reading Improvement Courses.

20.2 William G. Browning, University of Minnesota. A Critical Review of the Underlining Study Aid.

20.3 Rowena M. Wilhelm, The University of Michigan. Advantages and Disadvantages of Models.

20.4 Michael Bradley, University of North Carolina-Wilmington. Evaluation of Reading Improvement Courses: The Carver-Darby Chunked Reading Test Compared with Tests Prepared for Use With the Course Materials.

9:45 - 10:15 **Break-Coffee** Foyer

10:15 - 12:00 **Sectional Meetings**

21. Symposium Crystal Room

A Critical Look at Reading Interests

21.1 *Chairperson:* Effie Kaye Adams, State University of New York at Buffalo. Reading Interests of Children and Adults: A Critical Look.

21.2 Elois Skeen, State University of New York-Buffalo. Reading Preferences of Adult Basic Education Students.

21.3 Lillie S. Davis, Florida A & M University. Leisure Reading Habits of Students in a Competency-Based Program.

21.4 Philip Carter, State Department of Education, Halifax, Nova Scotia. The State of the Art in Reading Programs in Nova Scotia.

22. Symposium Sand Room

22.1 *Chairperson:* Wayno Otto, University of Wisconsin-Madison. Developing a Skill-Based Approach to Reading Comprehension.

- 22.2 Karlyn Kamm, University of Wisconsin-Madison. Identifying Sentence Meaning Skills.
- 22.3 Beverly Morrison, University of Wisconsin-Madison. Identifying Word Meaning Skills.
- 22.4 Sandra White, University of Wisconsin-Madison. Identifying Passage Meaning Skills.
- 22.5 Cathy Stallard, University of Wisconsin-Madison. Identifying Sequence Skills.

23. Special Session Sun Room

Chair: Mary Anne Hall, Georgia State University

Joanna Williams, Teachers College of Columbia University.

Invited Address: Instructional Techniques for Teaching Decoding to Learning Disabled Children.

24. Paper Session Sea Room

Prediction of Reading Success

Chair/critique: Jane Algozzine, Bureau of Reading, New York State.

- 24.1 Joseph S. Micia and Emery P. Bliesmer, Pennsylvania State University. Predictors of Academic Success of Special Groups of University Freshmen.
- 24.2 Hughie Hughes and Gerald DeLuca, University of New Orleans. An Investigation of the Effectiveness of Reading Rate, Comprehension and Vocabulary as Predictors of Success in Independent Study.
- 24.3 Richard M. Clark, State University of New York at Albany. Early Identification and Its Relevance to Reading.

12:15 - 1:30 **Sectional Meetings**

25. Paper Session Crystal Room

Multi-Modal Processing of Input

Chair/critique: Jerome Niles, Virginia Polytechnical Institute

- 25.1 Tom Cloer, Furman University. Abstract Modality Preferences and Reading Achievement – A Review.
- 25.2 Kathleen Gormley and Richard Allington, State University of New York at Albany. Encoding Strategies of Pre-school Children with and without Letter Name Knowledge.
- 25.3 Janet S. Warren and Ronald G. Noland, Auburn University. Learning Modalities and Instructional Procedures in Word Recognition.

26. Symposium Sand Room

Reading and Learning Disabilities

- 26.1 *Chairperson:* M. Hope Underwood, University of Wisconsin-Whitewater. Language of Learner/Language/Disorders/Nature of Language Acquisition.
- 26.2 Jean Caudle, University of Wisconsin-Oshkosh. Focus on Behavioral Characteristics of Learning Disabled Child.

- 26.3 Roger Quealy, University of Wisconsin-Eau Claire. Behavior Modification and Corrective Activities.

1:45 - 3:00 Sectional Meetings

27. Paper Session Crystal Room

Semantic and Syntactical Orienting Tasks

Chair/critique: Donald Cunningham, Indiana University

- 27.1 Jane M. Morse, Rutgers University. Effect of Reader Generated Questions on Learning from Prose.

- 27.2 Randall A. Silverston and R. Jon Leffingwell, The University of Texas at Arlington. The Interactive Effects of Verbal Comprehension, Nonverbal Performance, Review Question Type, and Review Question Placement on Reading Comprehension.

- 27.3 Fred Ohnmacht and James Flemming, Effects of Semantic and Syntactic Orienting Tasks on Memory For Sentences.

28. Special Session Sand Room

Chair: Michael Rowls, University of South Carolina

George Klare, Ohio University

Invited Address: A Second Look at the Validity of Readability Formulas.

29. Paper Session Sun Room

Parameters of Reading Performance

Chair/critique: Bill Bryant, East Texas State University

- 29.1 Homer Coker and Jeffrey Lorentz, West Georgia College. An Examination of Student Coping Style, Teacher Control and Student Achievement in Reading.

- 29.2 Karlyn Kamm, University of Wisconsin-Madison. Paraphrasing Sentences: Generation Versus Selection.

- 29.3 Fred Ohnmacht and Nick Aliote, SUNY at Albany. Connotative Meanings of Dyslexia.

30. Paper Session Sea Room

Prerequisite Skills

Chair/critique: John Wood, Kutztown State College

- 30.1 Robert Curry and Lynna Geis, University of Oklahoma. Syllabication Skills and Reading Achievement of High School Students.

- 30.2 Norma Johnson, East Texas State University. A Comparison of Syntactic Writing Maturity With Reading Comprehension.

- 30.3 Mary Ella Brady and J. Jaap Tuinman, Indiana University. Issues Involved in Accounting for Variance on Reading Comprehension Tests with Vocabulary Knowledge: Another Look.

3:15 - 5:00 Sectional Meetings

31. Symposium Crystal Room

An Alternate Teacher Education Program: Humanizing, Individualizing, and Personalizing Reading Through Early Field Experiences.

31.1 *Chairperson*: Neila Pettit, University of Missouri-Columbia. The Humanistic Approach to the Teaching of Reading.

31.2 Joseph F. Ryan, Center for Educational Improvement. Organization and Management for an Alternate Teacher Education Program.

31.3 O. V. Wheeler, Columbia Public Schools. Early Field Experiences: Viewed from the Cooperating School.

32. Symposium Sand Room

New Directions in Measurement and Evaluation of College Reading Programs.

32.1 *Chairperson*: Josephine S. Goldsmith and Fred Streit, Rutgers University. A Multivariate Approach to the Prediction of Open Admissions Success.

32.2 David A. Smith-Gold, Rutgers University. A Longitudinal Examination of Factors Affecting Success of EOP Students.

32.3 Reinhart Kussat, Rutgers University. A Reading Skills Improvement Program for Freshmen College Students: Design, Implementation, and Assessment.

32.4 Janelle Leonard and Margaret Smith-Burke, New York University. Language Patterns of Minority Students and Grouping Procedures in a College Study Skills Program.

33. Symposium Sun Room

Humanism Versus Behaviorism in a College Learning Center

33.1 *Chairperson*: A. Garr Cranney, University of Florida. Flak from the Staff - Administrative Problems in Implementing New Programs.

33.2 Chester Tillman, University of Florida. Modular Mayhem.

33.3 Mary Landsman, Santa Fe Community College. Feedback from the Field: An Eclectic Response.

33.4 Janet Larsen, University of Florida. Reading Center Attendance and G.P.A.: An Outcome Study.

34. Symposium Sea Room

Children's Concepts of Oral and Written Language

34.1 *Chairperson*: Robert Christina, Oakland University. Introduction of the issues.

34.2 Martha C. Evans, University of Maryland. Sentence Segmentation Ability of Children with Reading Problems.

34.3 Jerry L. Johns, Northern Illinois University. Children's Concepts of a Spoken Word.

34.4 Marjorie H. Holden, Richmond College of CUNY. Word Awareness, Reading and Development.

8:00 - 12:00 **Vital Issues**

Saturday, December 6, 1975

8:30 - 9:45 **Sectional Meetings**

35. Paper Session Crystal Room

The Cloze Procedure

Chair/critique: Eugene Jongsma, Louisiana State University

- 35.1 James W. Cunningham, University of North Carolina-Chapel Hill and Patricia M. Cunningham, Ohio University. Reexamining Cloze as a Diagnostic Procedure.
- 35.2 Robert Bortnick, University of California-Santa Barbara. Practical Application of the Cloze Procedure in the Classroom.
- 35.3 Wilson Taylor.
Invited paper: The Cloze Procedure in Perspective.

36. Paper Session Sand Room

Evaluation of Competency Based Programs

Chair/critique: Florence Pieronek, University of British Columbia

- 36.1 Joanne Olson, University of Houston. Student Evaluation of a Competency Based Graduate Reading Course.
- 36.2 Carl Shaw, University of Houston. A Comparison of Self Reports of Diagnosis and Prescription in the Teaching of Reading.
- 36.3 Robert T. Rude, Rhode Island College. An Empirical Evaluation of a Competency-Based Reading Methodology Course.
- 36.4 Cyrus F. Smith and Roger DeSanti, Indiana University. Reading Research: A Modular Approach to Graduate Instruction.

37. Paper Session Sun Room

Linguistic Competence as a Developmental Function

Chair/critique: Horst G. G. Taschow, University of Saskatchewan, Regina Campus

- 37.1 Ralph Turner and Robert Beyer, West Virginia University. The Role of Frequency and Pronouncability in Trigram Perception By Developing Readers.
- 37.2 Joyce M. Hamrick, Troy State University. Oral Language Inventories as a Method of Evaluating Remedial Readers.
- 37.3 Glenn F. Brosier, Richmond County School System, Augusta, Georgia. The Relationship of Paradigmatic Behavior to Selected Variables.
- 37.4 Walter M. Pawelkiewicz and Richard H. Bloomer, University of Connecticut. The Acquisition and Transfer of Paired-Associates by Good, Average and Poor Readers in Grades 3, 4, 5, and 6.

38. Paper Session Sea Room

Guidance of the Beginning Reader

Chair/critique: Philip Pfost, University of South Florida

- 38.1 Victor Froese, University of Manitoba. The Interrelationship of Conservation, Reading Readiness, and Intellectual Maturity Measures in First-Grade Students.

38.2 Mark G. Richmond, George McNinch and Kay G. Rayborn, University of Southern Mississippi. **An Auditory Test for Measuring Reading Readiness of Young Children – Its Rationale and Validation.**

38.3 Anthony V. Manzo, University of Missouri-Kansas City. **Psychological Ability of the Reading Specialist.**

9:45 - 10:15 **Break-Coffee** **Foyer**

10:15 - 12:00 **Sectional Meetings**

39. Paper Session **Crystal Room**

Perceptions of the Reading Process

Chair/critique: Joannè Olson, University of Houston

39.1 George J. Cretilli, Cardinal Stritch College, Ken L. Dulin, University of Wisconsin-Madison, and Bob R. Chester, University of British Columbia. **The Reading Interests, Reading Attitudes, and Reading Backgrounds of Private-College Incoming Freshmen.**

39.2 Robert D. Chester, University of British Columbia and Ken L. Dulin, University of Wisconsin-Madison. **Good, Average, and Poor College-Level Readers' Perceptions of the Reading Process.**

39.3 Robert L. Aaron, Hal Seaton, and Hazel Simpson, University of Georgia. **Modification of Pupil Attitude Toward Reading Through Positive Reinforcement Scheduling.**

40. Paper Session **Sand Room**

Sex Role and Reading Instruction

Chair/critique: Ralph Cline, University of South Florida.

40.1 Thomas A. Rakes, Memphis State University and Sandra Gotfred, Memphis City Schools. **Measurement of Reader Preference as Related to Female Aggressive or Non-aggressive and Stereotyped or Non-stereotyped Occupational Character Roles.**

40.2 Patricia H. Duncan, Virginia Commonwealth University. **Sex Role and Reading Instruction: A Critique of Related Research.**

40.3 Howard Klein, University of Saskatchewan. **What Unpublished Saskatchewan Research Tells About Sex Differences in School Children, Grades 3-9.**

41. Paper Session **Sun Room**

Teacher Training

Chair/critique: Jerome C. Harste, Indiana University

41.1 Barbara A. Hutson, State University of New York-Albany. **Teachers' Evaluation of the Reading Management Systems.**

41.2 Lawrence Erickson and Thomas Hatcher, West Virginia University. **Reading Attitudes and Achievement of Pre- and Post-Service Reading Teachers.**

41.3 William R. Powell, University of Florida. **A Study of Relationships in Teacher Proficiency.**

The Qualitatively Different Reader

Chair/critique: Margaret O. Knapp, University of Texas at San Antonio

- 42.1 Homer Coker and Jeffrey Lorentz, West Georgia College. An Examination of Student Coping Style, Teacher Control and Student Achievement in Reading.
- 42.2 J. R. Stewart, University of Lethbridge. A Study of the English Language and Concept Development of Primary Level Hutterite Children and Its Implications for Reading Instruction.
- 45.3 Joanna Sullivan, Pennsylvania State University. Differences Between Good and Poor Readers in Types of Critical Reading Errors.
- 42.4 Emery P. Blesmer, Vincent Orlando and Joseph S. Muid, Pennsylvania State University. Status and Development of Reading and Related Skills of School-Age and Older Residents in a State Institution for Mentally Retarded.

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