

Program

Twenty-Sixth Annual Meeting

NATIONAL READING CONFERENCE

December 2, December 3, and December 4, 1976

**Sheraton-Biltmore Hotel
Atlanta, Georgia**

Host Institutions

**University of Georgia
Georgia State University
Oglethorpe University**

Program Committee

**Emery Bliesmer, Albert Kingston,
Lee Mountain, Fred Ohnmacht,
John Towner, J. Jaap Tuinman (Chrm.)**

Conference Coordinator

Richard Robinson

Local Arrangements Chairman

James Dinnan

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FORM**

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***Attending NON-MEMBER**

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\$25.00 Registration Fee: Includes single 1976
Membership Dues (12-1-76 1 11-30-77), one 26th
Yearbook, and Volume IX (4 issues) of the Journal of
Reading Behavior.

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NATIONAL READING CONFERENCE
December 2-4, 1976

Name

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Check one:

Single Room at \$22.00

Double or Twin Room at \$28.00

Three persons (\$32.00)

Four persons (\$36.00)

Arrival Date: Time:

Departure Date: Time:

NOTE: Reservations must be made by
November 10, 1976.

Thursday, December 2, 1976

Exhibits

Sheraton Corridor

8:00 - 8:45 Registration

Crystal Lounge

9:00 - 10:15 General Session

Sheraton C

Conference Welcome: J. Jaap Tuinman, Simon Fraser University.

University Welcome: Manning Patillo, Jr., President Oglethorpe University.

Presidential Address: Edward Fry, Rutgers University. *Tools For Reading Researchers.*

10:15 - 10:30 Break - Coffee

Sheraton Corridor

10:35 - 11:55 Sectional Meetings

1. Paper Session

Sheraton A

The Cloze Procedure Revisited

Chaired by: Earl Rankin, University of Kentucky.

1.1 M. Jane Greenewald, University of Wisconsin-La Crosse, and Ken L. Dulin, University of Wisconsin-Madison. Levels of Cloze-Test Replacement as Related to Agreement and/or Disagreement with Controversial-Content Reading Materials.

1.2 Marian E. Power, Le Moyne College. An Investigation of Varying the Order of Difficulty of Cloze Passages with Higher Education Opportunity Programs and Special Education Students.

1.3 Wilson Taylor. What Does the Cloze Really Measure?

2. Special Session

Sheraton B

Chaired by: Fred Ohnmecht, SUNY at Albany. Richard C. Anderson, University of Illinois. Context, Knowledge of the World, and Language Comprehension.

3. Paper Session

Sheraton C

Chaired by: Harry Singer, University of California-Riverside.

3.1 Richard L. Allington, SUNY at Albany. Developmental Trends in the Discrimination of High Frequency Words.

3.2 Patricia Cunningham, University of North Carolina at Chapel Hill. Investigating the Role of Meaning in Mediated Word Identification.

3.3 Martha Evans and Nancy Taylor, University of Maryland. The Effect of Non-Linguistic Cueing on the Ability to Identify Functional Words.

4. Paper Session

Seminar Theatre

Factors Affecting Reading Ability

Chaired by: Martha Maxwell, University of California at Berkeley.

4.1 Gloria Batkin Kahn, Brooklyn College of CUNY. The Effect of Two Behavioral Treatments upon Reading Achievement and Test Anxiety.

4.2 Mary Lorton, University of Missouri-Kansas City. An Investigation of Factors Related to Three Levels of Reading Disability in Children and Adolescents.

Thursday

- 4.3 Joanna Sullivan, Penn State University. The Effect of Selective Attention Training Upon Reading Tasks of Primary Grade Pupils.
- 4.4 James L. Laffey, Madison College. First Graders' Perceptions of Reading and Classroom Reading Activities.

12:00 - 1:30 Meeting of NRC Publications Committee Directors Room

12:00 - 1:25 Sectional Meetings

5. Paper Session Sheraton A

Issues in Measurement

Chaired by: Wayne Otto, University of Wisconsin-Madison.

- 5.1 Dan D. Rhodes and Merlin G. Cheney, Weber State College. Student Retention—Reading Level Diagnosis and What to Do with the Results.
- 5.2 Jane W. Meeks, Marilyn G. Eanet and Anthony V. Manzo, University of Missouri-Kansas City. A Model for the Construction of a "Difference" Inventory: Supporting Data and Its Implications.
- 5.3 Henry D. Olsen, Medgar College of CUNY. Adaptation Level of Prospective Reading Teachers on Mastery Tests of Varied Test Item Arrangements.
- 5.4 E. Noel Bowling, Madison College. Children's Oral Responses to Silent Reading Test Items.

6. Paper Session Sheraton B

Teachers' Behaviors and Perceptions

Chaired by: Mary Ella Brady, Indiana University.

- 6.1 Kathleen S. Jongsma. Reading Teachers' Knowledge of and Attitudes Toward Black English.
- 6.2 Martha Dillner, University of Houston at Clear Lake City. How Teachers Perceive Their Organizational and Assessment Skills in Teaching Reading on a Needs Assessment for Reading Teachers.
- 6.3 Anne C. Fox, University of Kentucky. Teaching Behavior and the Teaching of Reading: Research on the First Stage of Training Pre-Service Teachers.
- 6.4 Ruth Mueller Hervatin, Case Western Reserve University. Teachers' Attitudes Toward Factors Influencing a Child's Success in Beginning Reading.

Discussant: Robert E. Shafer, Arizona State University

7. Symposium Sheraton C

[Re]Training the Secondary/Adult Content Teacher: Attitudes and Knowledge about Reading

Organized and Chaired by: Mary M. Dupuis, Pennsylvania State University.

- 7.1 Mary M. Dupuis. A Diagnostic Teaching Model for Content Teachers.
- 7.2 Joyce W. Lee and Carlotta J. Young, Pennsylvania State University. Measuring Content Teachers' Attitudes Toward Reading.
- 7.3 Eunice Askov, Pennsylvania State University. An In-service Training Model for Content Teachers.

Discussant: Harry Singer, University of California, Riverside.

Thursday

8. Symposium

Seminar Theatre

Needed Research for Test Management Systems [Criterion Referenced Tests]

Organized and Chaired by: Lenore Ringler, New York University.

- 8.1 Hap Gilliland, Eastern Montana State College. Classroom Application of Criterion-Referenced Instruments: Implications for Research.
- 8.2 Dale Johnson, University of Wisconsin-Madison. Criterion-Referenced Testing: Problems of Reliability and Validity.
- 8.3 Gordon E. Wainwright, California Test Bureau / McGraw Hill. Program Evaluation and Criterion-Referenced Tests.

Discussant: Jay Samuels, University of Minnesota.

1:30 - 2:55 Sectional Meetings

9. Paper Session

Sheraton A

Children's Perception of Words

Chaired by: Richard Allington, SUNY at Albany.

- 9.1 Jerome Niles, Aileen Grunder and Carol Wimmer, Virginia Polytechnic Institute and State University. The Effects of Grade Level and School Setting on the Development of Sensitivity to Orthographic Structure.
- 9.2 Jerry L. Johns, Northern Illinois University. Children's Concepts of Spoken Words: A Follow-Up Investigation.
- 9.3 Josephine S. Goldsmith, Rutgers University. Cross-sectional Validity Studies of the Word Boundary Task.

10. Special Session

Sheraton B

Chaired by: Richard Rystrom, University of Georgia.

Charles Read, University of Wisconsin-Madison. Reading and Phonology: What Level of Language Do Children Expect to Find in Print?

11. Paper Session

Seminar Theatre

Affect and Personality Related to Reading

Chaired by: Ladessa Yuthas, Metropolitan State College.

- 11.1 Joe Peterson and Steve Harlow, University of North Dakota. The Influence of "Cautiousness" and "Original Thinking" Personality Traits on Cloze Placement Testing of High School Schools and College Students.
- 11.2 Patricia Anders, University of Arizona and Ken L. Dulin, University of Wisconsin-Madison. Masculine, Feminine, and Androgynous College Age Readers' Story-Plot Preferences Related to Gender of Protagonist.
- 11.3 Ken L. Dulin, University of Wisconsin-Madison and M. Jane Greenwald, University of Wisconsin-La Crosse. Mature Readers' Affective Response to Nine Personal-Interview Profiles Written in Portrayal of Three Regional American Dialects.

Thursday

12. Paper Session

Sheraton C

Comprehension of Text

Chaired by: Phil Nacke, University of Kentucky.

- 12.1 Donald Cunningham, Indiana University-Bloomington. Prose Comprehension: Some Theory and Data on Process.
- 12.2 Emilie P. Sullivan, University of Texas-El Paso, Mary F. Franke, University of Kentucky and Joseph Ilika, Texas A & M University. Effects of Questioning Levels on Student Retention of Reading Material.
- 12.3 Stephen M. Bialick, Diane H. Bialick and David M. Wark, University of Minnesota. The Effect of Experimenter Underlining and Expertise on the Retention of Textual Material.
- 12.4 Ann Herzog and Mervin D. Lynch, Northeastern University. Some Effects of Area and Percent Area Reading Block Deletion, Reading Efficiency and Reading Difficulty on Ninth Grader Reading Comprehension.

3:00 - 4:25 Sectional Meetings

13. Paper Session

Sheraton A

Educating the Reading Teacher

Chaired by: Frank Greene, McGill University.

- 13.1 Jerome Harste and Carolyn Burke, Indiana University-Bloomington. A New Hypothesis for Reading Teacher Research: Both the Teaching and the Learning of Reading are Theoretically Based.
- 13.2 Shirley B. Merlin, Madison College. Developing and Evaluating a Criterion Referenced Test for Preservice Reading Education Students.
- 13.3 William R. Powell, University of Florida. Teachable Concepts from Reading Research.
- 13.4 John Mangieri, Ohio University. What the Principal Doesn't Know About Reading.

14. Special Session

Sheraton B

Chaired by: Evelyn Spache.

Jules Abrams, Johns Hopkins University. The Myths and Realities of Severe Reading and Related Learning Abilities.

Discussant: Anthony Manzo, University of Missouri-Kansas City.

15. Paper Session

Seminar Theatre

The Analysis of Instructional Content

Chaired by: Nancy Andrews, Indiana University.

- 15.1 Carol M. Santa, Douglas College, Rutgers University. Are College Textbooks Becoming More Difficult?
- 15.2 Ann B. Dolgin, University of Tampa. An Analysis of the Role of Blacks in High School American History Textbooks as Perceived by Selected Social Studies Teachers in an Urban Florida County.
- 15.3 Susan Walker, Chattahoochee-Valley Community College and Roland G. Noland, Auburn University. The Effect of High and Low Interest Content on Instructional Levels in Informal Reading Inventories.

Thursday / Friday

- 15.4 Rita Sullivan, Kansas State University. A Comparison of Results Obtained Using the Cloze Technique with Readability Levels using the Dale-Chall Formula on Selected University Textbooks.

16. Paper Session Sheraton C

Aspects of Research in Comprehension.

Chaired by: Jay Samuels, University of Minnesota.

- 16.1 Dorothy M. Hansen, Brigham Young University. A Discourse Structure Analysis of the Comprehension of Rapid Readers.
- 16.2 J. Jaap Tuinman, Simon Fraser University. The Experimental Study of Reading Comprehension: Paradigms.
- 16.3 David Pearson and Tom Nicholson, University of Minnesota. Scripts, Texts and Questions: A Taxonomy of Reading Comprehension Derived from Artificial Intelligence Systems.

4:30 - 5:15 **Business Meeting** Sheraton C

Chaired by: Edward Fry, Rutgers University.

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

To Distill Thought and Imbibe Ideas.

Friday, December 3, 1976

7:30 - 8:30 **Breakfast Meeting, Editorial Board, JRB** The Minute Chef

8:30 - 9:55 **Sectional Meetings**

17. Paper Session Sheraton A

The Cloze Procedure Under Analysis.

Chaired by: Eugene Jongasma, Southern Methodist University.

- 17.1 Earl F. Rankin, University of Kentucky. Sequence Strategies for Teaching Reading Comprehension with the Cloze Procedure.
- 17.2 S. Kemble Oliver, III and Robert Palmatier, University of Georgia. Effects of Altering the Visual Format of Cloze Deletions.
- 17.3 Vicki Valdens, Sumner Junior High School and Joe Petersen, University of North Dakota. Diagnostic Placement Testing: Cloze Responses of Junior High Students Categorized by Syntactic and Semantic Functions.

18. Paper Session Sheraton B

Improving and Evaluating Reading Achievement.

Chaired by: Benjamin Center, Nova University.

- 18.1 Ann Marie Bernazza Haase, Shirley Deshields, University of Massachusetts and Mervin Lynch, Northeastern University. Method of Evaluating a College Reading Program: New Wine in Old Bottles.
- 18.2 Cathy Stallard, University of Wisconsin-Madison. Use of *Speedway: The Action Way to Speed Read* as a Method of Increasing the Reading Rate and Reading Proficiency of Adult Readers.

Friday

- 18.3 Carol Greenfield, Indiana University. The Impact of Title I Reading Programs on Inner-City Pupils in Racine, Wisconsin.
- 18.4 Homer Coker and Jeffrey Lorentz, West Georgia College. Growth in Reading as a Correlate of Student Classroom Behavior.

19. Paper Session

Sheraton C

Perceptual and Linguistic Factors Affecting Encoding

Chaired by: Albert Kingston, University of Georgia.

- 19.1 Fred W. Ohnmacht, Frank R. Vellutino and William Bentley, SUNY at Albany. Word Encoding by Good and Poor Readers at Two Grade Levels.
- 19.2 Kathleen Gormley and Jane Domaracki, SUNY at Albany. Coding Strategies of Deaf and Hearing Children on High Frequency, Low-Acoustic and Low-Visual Discrimination Words.
- 19.3 Diane S. Stupay, Case-Western Reserve University. The Effects of Ambiguous Nouns Embedded in a Reading Task for Children.
- 19.4 Sean A. Walmsley, SUNY at Albany. Adolescents' Understanding of Logical Connectives.

20. Paper Session

Seminar Theatre

Individual Differences and Learning to Read.

Chaired by: Richard Robinson, University of Missouri

- 20.1 Anthony V. Manzo, University of Missouri-Kansas City. Relationship of Animal Identification with Styles of Learning and Reading.
- 20.2 Hal W. Seaton and Sharon D. Smith, University of Georgia. The Use of Receptive and Expressive Language Development Activities for Improving Students' Reading Achievement.
- 20.3 Thomas Cloer, Furman University. Subvocalization — Asset, Liability or Both?
- 20.4 Anabel P. Newman, Indiana University. Longitudinal Study of Pupils Who Were Underachieving in Reading in First Grade.

10:00 - 10:15 Break - Coffee

Sheraton Corridor

10:20 - 11:55 Sectional Meetings

21. Symposium

Sheraton A

Child and Classroom Language and Its Relation to Beginning Reading.

Chaired and organized by: Bea Mayes, Richmond College, CUNY.

- 21.1 Bea Mayes. A Study of the Substantive-Logical Dimension of Questions in First Grade Reading.
- 21.2 Martha J. Bell, St. John's University. The Natural Acquisition of the Reading Process in Children Four to Eight.
- 21.3 Rita S. Brause, Forham University. A Preliminary Report on a Study of the Relationship Between an Approach to the Teaching of Reading and the Development of Reading Abilities.

Friday

- 21.4 Sally Kaminsky, Richmond College, CUNY. An Investigation of Oral Language Production of Young Bilingual Children and the Beginning Reading Program.

Discussant: Albert V. Schwartz, Teachers College, Columbia University.

22. Symposium Seminar Theatre

Literature Review of Selected Aspects of College Reading.

Chaired by: Dan Rhodes, Weber State College.

Organized by: A. Garr Cranney, University of Florida.

- 22.1 A. Garr Cranney. Teacher Training: A Review of Training Programs for College and Adult Reading and Study Skills Specialists.
- 22.2 Chester Tillman, University of Florida. Measurement in College Reading: A Review of Three Frequently Used College Reading Tests.
- 22.3 Janet J. Larsen, University of Florida. Adult Dyslexia: A Review of the Research on Unusual Reading Problems in Adults.
- 22.4 Robert F. Millott, College of Virgin Islands. Personal Dimensions: A Review of College Reading Skills and Personality.

23. Paper Session Sheraton C

Reading Instruction: Special Considerations

Chaired by: David Wark, University of Minnesota.

- 23.1 W. Shane Templeton, Emory University. The Spelling of Young Children in Relation to the Logic of Alphabetic Orthography.
- 23.2 Laveria F. Hutchison, University of Houston. The Effects of Media/Print Modules Related to Junior College Social Studies Content Reading Courses.
- 23.3 William E. Blanton, Appalachian State University. Piaget and Reading: A Look at the Research.
- Discussant:* Tom Estes, McGuffey Reading Center.

24. Paper Session Sheraton B

The Reduction of Information

Chaired by: Ron Carver, University of Missouri-Kansas City.

- 24.1 James T. Fleming and Fred W. Ohnmacht, SUNY at Albany. Reading Ability and Memory for Sentences and Words.
- 24.2 Mary Anne Herndon, San Diego State University. An Approach Toward Computer Detected Semantic Similarity.
- 24.3 Sharon Perelmut, SUNY at Albany. The Use of Features in Classification Tasks.
- 24.4 Eugene Jongasma, Southern Methodist University. The Effect of Training in Miscue Analysis on Teachers' Perceptions of Oral Reading Behaviors.

12:00 - 1:30 Meeting Yearbook Advisory Board

Directors Room

Friday

12:00 - 1:25 Sectional Meetings

25. Paper Session

Sheraton A

Teacher Competencies

Chaired by: James A. Swindling, Eastfield College.

- 25.1 Karl Koenke, ERIC/RCS. Inventory of Teacher Knowledge of Reading Scores: Predicting and as Predictors.
- 25.2 Robert Palmatier, University of Georgia and Susan G. Strader, Augusta College. Teacher Performance in Assessment of Comparative Reading Difficulty of Content Materials.
- 25.3 Rosalind Streichler and Joseph S. Nemeth, Bowling Green State University. *Competencies for College Developmental Reading Teachers.*
- 25.4 James E. Walker, Northern Illinois University and Arthur E. Smith, SUC at Brockport. *A Comparison of the Word Attack Knowledge of Pre-Service British and American Teachers.*

Discussant: Howard Evans, Western Washington State College.

26 Symposium

Sheraton B

The Implications of Case Grammar for the Study of Reading Processes.

Chaired and organized by: Phil L. Nacke, University of Kentucky.

- 26.1 Phil Nacke. The Development of Mature Reading/Study Strategies and the Implications of Case Grammar.
- 26.2 Michael T. McCord, Morehead University. Implications of Case Grammar for Reading Comprehension.
- 26.3 Bonnie J. F. Meyer. Using Prose Structure in Reading Research.

Discussant: George Spache.

27. Paper Session

Seminar Theatre

Special Perspectives on Reading.

Chaired by: Kathleen Gormley, SUNY at Albany.

- 27.1 Nicholas Anastasiow, Indiana University. A Developmental Perspective on Reading.
- 27.2 Richard Bloomer, University of Connecticut. Reading and Learning to Read.
- 27.3 Laura Chodos and Sandra Gould, SUNY at Albany. Effect of Student Generated Pre-Questions, Retelling, or Study on the Recall of Social Studies Content.

28. Paper Session

Sheraton C

Psycholinguistic Analysis of Reading Performance.

Chaired by: Martha Evans, University of Maryland.

- 28.1 Joseph L. Vaughn and Robert J. Tierney, University of Arizona. Psycholinguistic Analysis of Cloze Responses.
- 28.2 Scott Baldwin, University of Tulsa. Canonical-Sentoid Strategies as a Factor in the Readers' Misperception of Clause Boundaries.
- 28.3 Mary Ella Brady, Indiana University. Pupil Miscue Patterns in Teacher Interrupted and Uninterrupted Reading Situations.
- 28.4 Helen V. H. Baines, University of Tampa. An Assessment and Comparison of Syntactic Complexity and Word Associations of Good and Poor Readers in Grade Four, Eight and Twelve.

Friday

1:30 - 2:55 Sectional Meetings

29. Paper Session Sheraton A

Non-Instructional Variables Related to Reading Achievement.

Chaired by: Richard Bloomer, University of Connecticut.

- 29.1 Albert J. Kingston, Terry L. Lovelace and Molly R. Wilson, University of Georgia. Reading: Sexism and Ethnicity—A Critical Review of the Literature.
- 29.2 Robert L. Aaron, Etta Bates and Alfredo Stokes, University of Georgia. The Effects of Pupils' Socioeconomic Status, Teacher Style and Readiness on Achievement Scores under Differential Treatment Conditions.
- 29.3 Mary A. Keetz, West Chester State College. Social Position and Family Correlates of Study Habits.
- 29.4 William H. Rupley, Texas A & M University. Stability of Teacher Effectiveness and Instructional Emphasis on Elementary Reading Instruction over a Two Year Period and Their Relation to Pupils' Reading Achievement.

30. Special Session Sheraton C

Chaired by: David Pearson, University of Minnesota.

Ronald Carver, University of Missouri-Kansas City. How Speedily Can a Superior Reader Read?

31. Paper Session Sheraton B

Investigations in Comprehension

Chaired by: John Towner, Western Washington State College.

- 31.1 Alton Raygor, University of Minnesota. Readability: A Simplified Formula.
- 31.2 James W. Cunningham, University of North Carolina-Chapel Hill. Investigating Comprehension of Metaphorical and Non-Metaphorical Prose.
- 31.3 Barbara Naef, Mission, B.C. School District and J. Jaap Tuinman, Simon Fraser University. The Development of Higher Order Comprehension Skills in Basal Reading Programs.
- 31.4 Jerilyn K. Ribovich, University of Wisconsin-Madison. Reading Ease and Reading Rate as a Function of Unexpected Information in Adult Subjects.

Discussant: Marvin Klein, DPI, Madison, Wisconsin.

32. Paper Session Seminar Theatre

Teaching College Students to Read

Chaired by: George Lamb, Western Washington State College.

- 32.1 Betty Overholser, Tarrant County Junior College, Mary Franke and Earl Rankin, University of Kentucky. Using Academic Aptitude Scores for the Selection of College Students for Developmental Reading Instruction.
- 32.2 Andrew C. Kistulentz, Middlesex County College. An Analysis of Two Approaches Used in Teaching Reading and Study Skills Improvement in a Two Year Community College.

Friday

- 32.3 Eleanor Haburton, Valencia Community College. The Impact of an Experimental Reading-Study Skills Course on High-Risk Student Success in a Community College.
- 32.4 Lem Lodos Railsback, Texas A & I University at Laredo. A Comparison of Four Automated Audio-Visual Techniques to Teach the Strong Verbs to Black, Male, Adolescent Dropouts.

Discussant: Leroy Ervin, University of Georgia.

3:00 - 5:00 Sectional Meetings

33. Symposium

Sheraton C

Adult Reading Habits and Interests

Chaired and organized by: Roger DeSanti, University of New Orleans.

- 33.1 Richard Robinson, University of Missouri. The Reading Habits of Persons 30 to 50 Years Old.
- 33.2 Ann Marie Bernazza Haase, University of Massachusetts. The Reading Habits and Interests of Persons 40 to 60 Years.
- 33.3 Roger DeSanti. The Reading Habits and Interests of Persons 60 Years of Age and Older.

Discussant: Robert Chester, University of British Columbia.

34. Symposium

Sheraton B

Paradigmatic-Syntagmatic Behavior and the Reading Process.

Chaired and organized by: James A. Dinnan, University of Georgia.

- 34.1 James A. Dinnan. General Overview: The Reading Process and Paradigmatic-Syntagmatic Behavior.
- 34.2 Albert J. Kingston, University of Georgia. High School Students' Paradigmatic-Syntagmatic Response, Reading Performance and Cerebral Dominance.
- 34.3 Paul A. Lamarre, Simon Fraser University. Paradigmatic-Syntagmatic Responses of Bilingual Students and Reading Comprehension.
- 34.4 Lora Cartelli, Collier County, Fla. An Experimental Study in Oral Language Readiness in Paradigmatic Language Behavior in Two Primary Classes of Learning Disabled Children.

Discussant: Robert A. Lodge, Kings College.

35. Symposium

Seminar Theatre

A General Education Critical Reading Requirement for All Freshmen Students: WHAT, WHY, HOW.

Chaired and Organized by: Wayne R. Herlin, Brigham Young University.

- 35.1 Wayne Herlin. A Required Critical Reading Evaluation: Content, Rationale and Results.
- 35.2 Dorothy Hansen, Brigham Young University. TICCIT: Computer-Assisted Instruction in Critical Reading.
- 35.3 Don Norton, Brigham Young University. The BYU Critical Reading Program: In the University, in the Classroom.

Discussant: Karl Sandberg, Macalester College.

Friday / Saturday

36. Paper Session

Sheraton A

Issues in Comprehension.

Chaired by: Michael Bradley, University of North Carolina.

- 36.1 Jack N. Cole and H. Beth Davey, University of Maryland. The Effects of Non-Prose Textual Devices on Retention of Major Concepts and Supporting Details With and Without Specific Instruction in their Use.
- 36.2 Lyndell Finch Grey, University of Georgia. Non-Literal Reading Comprehension: An Evaluative Review of the Issues.
- 36.3 Thomas P. Fitzgerald, New York State Education Department. Three Measures of Comprehension: A Cross Cultural Study.
- 36.4 Beth Davey and Marcia Pollack, University of Maryland. The Effect of Question Order and Comprehension Test Performance at the Literal and Interpretive Levels.

8:00 - 12:00 Vital Issues

Ballroom

To Distill Thought and Imbibe Ideas.

Saturday, December 4, 1976

8:30 - 9:55 Sectional Meetings

37. Symposium

Sheraton A

Electromyography and Silent Reading.

Chaired and Organized by: Leo J. Campbell, Rutgers University.

- 37.1 J. V. Basmajian, Emory University. EMG Background and Technology.
- 37.2 Frank J. McGuigan, Hollins College. Electromyographic Measures of Covert Oral Behavior During Silent Reading: Recent Developments.
- 37.3 Leo Campbell, Rutgers University. Lexical and Syntactic Influences on Covert Oral Linguistic Activity During Silent Reading.

Discussant: George Spache.

38. Symposium

Sheraton B

Reading Programs for Vocational-Technical High School and College Students.

Chaired and organized by: Emery Bliesmer, Pennsylvania State University.

- 38.1 Mary Dee Bliesmer and Marcie Kramer, Centre County, Pa. Reading Program Needs, Problems, and Modifications in a Rural Area Vocational-Technical High School.
- 38.2 Stanley J. Schneider, Rutgers University. Reading Programs for Vocational-Technical High School Students in Larger Cities or Metropolitan Areas.
- 38.3 Donna Wood and Paul Dudenhefer, State Technical Institute, Memphis, Tenn. An Open-Ended Reading and Language Arts Program for Vocational-Technical College Students.
- 38.4 Edward S. Frye, State College Pennsylvania Area Schools. Training Aspects for Both Reading and Classroom Teachers of Vocational-Technical Secondary Students.

Saturday

39. Paper Session

Sheraton C

Improving Reading Instruction in the High school.

Chaired by: M. Jean Greenlaw, University of Georgia.

- 39.1 Roger Klumb, National Computer Systems and Wayne Otto, University of Wisconsin-Madison. Developing an Essential Skills Program for High School Students.
- 39.2 Larry Mikulecky, Indiana University and Anne Nelson, Oconomowoc Public Schools. Effect of Uninterrupted Sustained Silent Reading and of Reading Games on Changes in Secondary Students' Reading Attitudes.
- 39.3 Charles W. Peters, Oakland School, Mich. Predicting Reading Performance at the Secondary Level Through the Utilization of a Students Attitude Inventory.
- 39.4 Joyde D. Johnston, University of Georgia. Improving High School/College Articulation for Compensatory Students Through Early Basic Skills Evaluation.

40. Paper Session

Seminar Theatre

Specific Concerns at the Secondary Level.

Chaired by: Phoebe Helm, University of Kentucky.

- 40.1 Allen Berger and Charlene Andolina, University of Pittsburgh. Implications of Reading Research for Secondary School Teachers and Administrators.
- 40.2 Claire Orlansky and Robert C. Gerace, Queensborough Community College. The Combined Teaching of Reading and Writing Through the Use of Subject-Oriented Video Tapes.
- 40.3 Christopher J. Ramig and Clifford I. Johnson, Georgia State University. Role of the Reading Specialist in the Secondary School: Do We All Agree?
- 40.4 Gary L. Shaffer, Madison College. An Investigation of the Relationships of Selected Components of Readability and Comprehension at the Secondary School Level.

10:00 - 10:15 Break - Coffee

Sheraton Corridor

10:20 - 12:00 Sectional Meetings

41. Paper Session

Sheraton A

Teaching the Older Student: Plans and Programs.

Chaired by: John E. Readance, Ohio University.

- 41.1 Effie Kaye Adams, Educational Consultant. Cannons to the Left! Case Studies of Frustrations in Reading Laboratories — Public and Private.
- 41.2 John J. Campbell, Howard University. Effectiveness of High Intensity Learning Centers (Reading) on Achievement of Ninth Grade Students.
- 41.3 Anne Eisenberg, New York City Community College. A Plan for Teaching Technical Reading.
- 41.4 Kristina Hayward, Vincent Orlando and Emery P. Bliemer, Pennsylvania State University. Effectiveness of a Study Management Program for "Non-Traditional" College Students.

Saturday

42. Paper Session

Sheraton B

Teaching Learning Disabled Persons.

Chaired by: Jules Abrams, Johns Hopkins University.

- 42.1 Betty Yarborough, Old Dominion University. Reading Drag — Spelling Lag: A Syndrome of Residual Difficulties Among Learning-Disabled Teenagers and Adults.
- 42.2 Cathy Morsink, University of Kentucky and Wayne Otto, University of Wisconsin-Madison. Special Considerations in Teaching LD Children to Read.
- 42.3 Sheila K. Hollander, Hollander Learning Center. Organic Aspects of Learning Disability.
- 42.4 Leon E. Williamson, New Mexico State University. Is Efficient Reading Language?

43. Paper Session

Sheraton C

The Evaluation of Affective Factors Related to Reading.

Chaired by: Charles Blair, Madison College.

- 43.1 Nancy K. Long, Norman, Okla. Public Schools. The Accuracy of Self-Estimation of Reading Skills as a Function of the Extroversion-Introversion Dimension of Personality.
- 43.2 Marilyn Fairbanks and Carolyn Castello, West Virginia University. Measuring and Evaluating Changes in Study Behaviors.
- 43.3 Robert Aaron and Hal Seaton, University of Georgia. An Item Analysis of the Estes Attitude Scale as a Predictor of Reading Attitude Changes in Minority Students.
- 43.4 Roger J. Quealy, University of Wisconsin-Eau Claire. A Review and Practical Demonstration of the Analysis of Avoidance Pattern Techniques as Applied in an Undergraduate Study Skills Program.
- 43.5 M. Hope Underwood, University of Wisconsin-Whitewater. A Summary of Current Research in Psychological Introspection as Related to Behavior Modification Procedures.

44. Paper Session

Seminar Theatre

Undergraduate College Reading Programs.

Chaired by: Jerome Harste, Indiana University-Bloomington.

- 44.1 David J. Yarrington, Aquinas College. A Feasibility Study of the Undergraduate Classroom Specialist Program.
- 44.2 Richard T. Vacca, University of Connecticut. An Exploratory Study of a Field-Based Instructional Module in a Secondary School Reading Methods Course.
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