

PROGRAM

Twenty Ninth Annual Meeting

National Reading Conference

November 29, November 30, December 1, 1979

**El Tropicano Hotel
San Antonio, Texas**

Host Institutions

**Texas A & M University
The University of Texas — San Antonio**

Program Committee

**Irene Athey, Mark Aulls, Tom Estes, Vic Froese,
Frank Greene (Chair), Ann Marie Haase, George
Klare, Al Raygor, Lenore Ringler, Joanna
Williams**

Conference Coordinator

**Michael C. McKenna
Wichita State University**

Local Arrangements

**Joe Ilika, Co-Chairperson
Texas A & M University**

**Margaret Anne Langer, Co-Chairperson
The University of Texas — San Antonio**

**John Stansell, Registration
Texas A & M University**

**Nora Forester, A-V Coordinator
Northside Independent School District**

The 1979 National Reading Conference will be held at the

El Tropicano Motor Hotel
110 Lexington Ave
San Antonio, TX. 78205.

If the hotel reservation card which was sent with this program is missing, write to the hotel directly for reservations, indicating that you wish the NRC rates. The hotel has blocked room for the conference, but after the end of October, they may release unreserved rooms to other people not connected with the conference. There will be overflow space in other hotels, but this is never as comfortable as being in the meeting hotel. Make your reservations directly with the hotel and EARLY.

If the conference registration and NRC membership form which was the middle page of this program is missing, write directly to Gordon Gray, NRC Treasurer, Clemson University, Clemson, NC. 29631. He will be able to send you registration and/or membership application forms.

Conference registration and NRC membership may also be made at the time of the conference in the Mall area of the hotel.

Registration for the conference is required of all who are present at or attend the conference.

Please note that there are two preconvention sessions being held in conjunction with the regular NRC conference. For detailed information and registration at either one, write directly to the indicated person.

James Hoffman, University of Texas — Austin, Faculty of Education, Austin, TX, 78712. **Field Based Reading Research: Issues and Paradigms.** (Transportation from San Antonio to Austin and back is being arranged.)

Priscilla Drum, University of California — Santa Barbara, Graduate School of Education, Santa Barbara, CA. 93106. **Current Activities in Secondary Reading Instruction.** (This meeting will be held at the El Tropicano Hotel.)

Thursday, November 29, 1979

8:00 — 5:00 Registration **Mall**

9:00 — 10:15 First Plenary
Session Continental Ballroom

1. **Conference Welcome:** Frank Greene, McGill University.
2. **University Welcome:** Joseph Michel, Dean of the College of Multidisciplinary Studies, University of Texas — San Antonio.
3. **Plenary Address:** Walter Kintsch, University of Colorado-Boulder.
Reading Comprehension.

10:15 — 10:30 Coffee Break **Mall**

10:30 — 11:55 SECTIONAL MEETINGS

4. Symposium **River Room**

Orthography in reading: from basic research to application.

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

- 4.1 Dominic Massaro, University of Wisconsin-Madison. **Orthography on word perception.**
- 4.2 Ovid Tzeng & Daisy Hung, University of California-Riverside. **Orthographic variation in information processing.**
- 4.3 Harry Singer, University of California-Riverside. **Orthographies in reading acquisition.**
- 4.4 Richard Venezky, University of Delaware. **Orthographic considerations in beginning reading material.**
- 4.5 Marilyn Adams, Bolt, Beranek & Newman. **A schema for orthography in reading acquisition.**
Discussants: S. Jay Samuels, University of Minnesota & John Guthrie, International Reading Association.

5. Symposium **Fontana Room**

Interrelationships of discourse processing.

Chaired by: Karen Feathers & Nancy L. Shanklin, Indiana University.

- 5.1 Stephen B. Kucer, Indiana University. **An international, decision based model of discourse production.**
- 5.2 Nancy L. Shanklin, Indiana University. **A model of relationships between two discourse processes.**
- 5.3 Karen Feathers, Indiana University. **Language universals in discourse processing.**
- 5.4 Mary W. Hill, Indiana University. **A longitudinal study of three and four year olds' discourse processing.**
Discussant: Robert F. Carey, Indiana University

Thursday

6. Paper Session North American Room

Teacher training.

Chaired by: Howard Klein, University of Saskatchewan.

- 6.1 Emaline B. Henriksen & William Patton, Kent State University. **Perceptions of preservice teacher competencies in teaching reading.**
- 6.2 Lenore Ringler, New York University & Ruth S. Meyers, CUNY-Brooklyn College. **Teacher interns' conceptualization of reading theory and practice.**
- 6.3 Mary Sue Dillingofski & Ken L. Dulin, University of Wisconsin-Madison. **Changes in reading — related attitudes during a one-semester preservice course in secondary reading methods.**
- 6.4 Shirley B. Merlin, James Madison University. **A comparison of preservice and inservice teachers' diagnostic reading competencies.**
- 6.5 Gloria T. Blatt, Oakland University. **The reading environment in two elementary classrooms, a comparison.**

7. Paper Session South American Room

Comprehension and organizers.

Chaired by: Robert Kaiser, Memphis State University

- 7.1 Bertran Bruce & Cindy Steinberg, Bolt, Beranek & Newman. **Interacting plans of characters in stories for children.**
- 7.2 Nancy A. Burris, Incarnate Word College. **Role models for readers and student inferred identification.**
- 7.3 Nancy Butler Bowden, University of Houston — Clear Lake City. **A study of fourth grade students' reading comprehension measures in short and long passages of an informal reading inventory.**
- 7.4 Michael Johnston & Frank Spencer, University of Arizona. **The effects of manipulating the advance organizer on comprehension of abstract material.**
- 7.5 John E. Readence & David Moore, University of Georgia. **An integrative analysis of research on structured overviews.**

8. Paper Session Lanai Room

Affect and effect of reading.

Chaired by: Peggy Langer, University of Texas — San Antonio.

- 8.1 Gloria A. Schiwetz, University of Houston. **A study of creative expression activities and their influence on self esteem.**
- 8.2 Mary Creamer & Jeffrey L. Lorentz, West Georgia College. **Interaction of teacher structure, affect cognitive level of questions and group size with student social status as they relate to reading.**
- 8.3 Glen Powell & Robert L. Aaron, University of Georgia. **Pupils' on-off task behaviors as a function of teacher race, pupil race, and reading achievement.**

Thursday

- 8.4 Kathleen Reed, Taunton, MA. **Assessing affective responses to reading: non-reactive measures.**
- 8.5 Glen R. Avant, Emory University. **The effect of an individualized reading tutorial program on the locus of control and locus of evaluation of disabled readers.**

12:00 — 1:00 SECTIONAL MEETINGS

9. Invitational River Room

Walter Pauk, Cornell University
What the college reading program should be doing.
Chaired by: Ladessa Yuthas, Metropolitan State College

10. Annual Review South American Room

Lynne Reder, Carnegie-Mellon University. **A discussion of recent research on text comprehension.**
Chaired by: Margaret Smith-Burke, New York University.

11. Symposium Fontana Room

Comprehension and context: high-level schemata and some socio-linguistic aspects of discourse processing.

Chaired by: Robert F. Carey, Indiana University.

- 11.1 Sharon L. Smith, Indiana University. **Organizational schemata and comprehension: a review.**

- 11.2 Robert F. Carey, Indiana University. **Contextual constraints as socio-psycholinguistic phenomenon.**

- 11.3 Jerome C. Harste, Indiana University. **Comprehension as semantic transaction.**
Discussant: William D. Page, University of Connecticut

12. Paper Session North American Room

Early reading skills.

Chaired by: Glenda Lofton, Louisiana Department of Education.

- 12.1 Randall James Ryder, Kansas State University. **Development of variant-predictable letter-sound correspondences in elementary students.**

- 12.2 Connie Juel, University of Texas-Austin & Robert Solso, University of Idaho. **Effects of orthographic and phonetic structures on word identification.**

- 12.3 Doris Seeder, Northwestern University. **Experience affects children's understanding of before and after.**

- 12.4 David E. Stone, SUNY-Albany. **Acquiring knowledge from verbal and pictorial sources.**

13. Paper Session Lanai Room

Rating research design

Chaired by: Allen Berger, University of Pittsburgh

- 13.1 William H. Rupley & James F. McNamara, Texas A & M University. **Practical significance and statistical models in reading research.**

Thursday

13.2 R. Scott Baldwin, University of Tulsa, John E. Readence, University of Georgia, Thomas W. Bean, California State University & Ernest K. Dishner, Delta State University. **An argument for descriptive detail in reading research.**

13.3 Prudence Opperman & Eric Brown, New York University. **Phonological regression in oral reading.**

1:05 — 2:05 SECTIONAL MEETINGS

14. Invitational River Room

John Downing, University of Victoria.

Holmes' sub-strata factor theory revisited

Chaired by: Irene Athey, Rutgers University.

15. Invitational Fontana Room

Frank J. Guszak, University of Texas — Austin.

Elementary reading programs that work.

Chaired by: Joanna Williams, Columbia University.

16. Paper Session Lanai Room

Analogy and imagery.

Chaired by: Voncile Mallory, Florida Atlantic University.

16.1 Patricia S. Koskinen & Linda B. Gambrell, University of Maryland. **The effects of induced visual imagery upon the reading comprehension of below average readers.**

16.2 Cynthia Van Norden Peck, Rutgers University. **The effect of imagery and readability on reading comprehension.**

16.3 Eugene H. Cramer, University of Illinois-Chicago Circle, & Cheryl Hendress, Project Pegasus, Princeton, Illinois. **A comparison of analogical reasoning and reading comprehension ability in middle grade students.**

16.4 David Hayes & Patricia L. Anders, University of Arizona. **The effect of text-embedded analogy upon comprehension and learning.**

17. Paper Session South American Room

College study skills.

Chaired by: Roger DiSanti, University of New Orleans

17.1 Joyce Pederson, College of St. Thomas. **Evaluating the processes and products of the college reading program.**

17.2 Dorothy M. Hansen & Sandi H. Amend, Brigham Young University. **A required university critical reading evaluation: design, validation and results — a five year report.**

17.3 Martha Dillner, University of Houston — Clear Lake. **The relationship between performance on the reading and study skills test for medical students and success in medical school.**

17.4 Rona F. Flippo, University of South Carolina. **The need for comparison studies of college students' reading gains in developmental reading programs using general and specific levels of diagnosis.**

Thursday

18. Paper Session North American Room

Analyzing reading errors

Chaired by: Joyce Hamrick, Troy State University.

- 18.1 Carol A. Davis & Michael L. Kamil, Purdue University. **A pragmatic taxonomy of reading difficulties and symptoms.**
- 18.2 Mark W. Aulls, McGill University. **Issues and problems in qualitatively analyzing the reading performance of individuals.**
- 18.3 Margaret MacLean, McGill University. **QASOR: a framework for qualitatively analyzing silent and oral reading.**

2:10 — 3:25 SECTIONAL MEETINGS

19. Invitational River Room

Andrew Ortony, University of Illinois. **Figurative language: aid or hinderence to comprehension.**

Chaired by: Jaap Tuinman, Simon Fraser University.

20. Symposium Fontana Room

Conceptual readability: application of text structure analysis.

Chaired by: Andee Rubin, Bolt Beranek & Newman & Alice Davison, University of Illinois.

- 20.1 Cindy Steinberg & Bertram Bruce, Bolt Beranek & Newman. **A model for the rhetorical structure of narrative and its application to children's literature.**
- 20.2 Bonnie B. Armbruster & Thomas Anderson, University of Illinois. **Mapping: representing text structure diagrammatically.**
- 20.3 Robert N. Kantor & Alice Davison, University of Illinois. **Categories and strategies of adaptation in children's reading material.**
- 20.4 Dedre Genter & Andee Rubin, Bolt, Beranek & Newman. **A technique to allow practice with high-level aspects of text.**
Discussant: Barbara J. Grosz, SRI International.

21. Paper Session South American Room

Reading perceptions.

Chaired by: Horst Taschow, University of Regina

- 21.1 Carol A. Hodges, University of Illinois. **Reading comprehension instruction in the fourth grade: a tale of three methods.**
- 21.2 William Metheny, Michigan State University. **The influence of grade and pupil ability levels on teacher conceptions of reading.**
- 21.3 Marie Carducci Bolchazy, Naperville Illinois Unit School District. **Teachers' perceptions of students' self-concept and autonomy and indirectness in teaching.**
- 21.4 Luthene A. Pommer, Michigan State University. **There is nothing permanent except change (Heraclitus).**

Thursday

22. Paper Session North American Room
- College reading.**
Chaired by: Richard Robinson, University of Missouri-Columbia
- 22.1 Larry Mikulecky & Jill Edwards Olshavsky, Indiana University. **Differences in textbook strategies employed by good and poor university level readers.**
- 22.2 Shirley A. Biggs, University of Pittsburgh. **Using the college reader's own strategies to facilitate comprehension.**
- 22.3 Joyce Pederson, College of St. Thomas. **An investigation into the differences between the study techniques of structured overview mapping and student constructed post-questions with college freshmen.**
- 22.4 Ula M. Casale & Brenda Wright Kelly, University of Missouri-Kansas City. **Case studies in pass: a problem solving approach to study skills.**

23. Symposium Lanai Room
- Does literacy enhance the lives of the aged?**
Chaired by: Albert J. Kingston, University of Georgia.
- 23.1 James A. Dinnan, University of Georgia. **An evaluation of literacy training for mature adults.**
- 23.2 Molly M. Wilson, University of Georgia. **Physical and psychological decrements effecting reading in the aged.**
- 23.3 Albert J. Kingston, University of Georgia. **Can reading enhance the lives of the aged?**
- 23.4 Paul Berg, University of South Carolina. **Bibliotherapy with the aged.**
Discussant: George Spache, Spache Educational Consultants.

3:30 — 4:30 SECTIONAL MEETINGS

24. Invitational River Room
- Richard Anderson, The Center for Advanced Studies-Stanford. **Schema theory and reading: a progress report**
Chaired by: Mark Aulls, McGill University
25. Debate Fontana Room
- Ronald P. Carver, University of Missouri-Kansas City, versus Ed Coleman, University of Texas. **Statistical significance testing vs replication; merits and demerits of both.**
Chaired by: Robert Leibert, University of Missouri-Kansas City
26. Paper Session South American Room
- Publishing, reading and readability.**
Chaired by: A. Garr Cranney, Brigham Young University
- 26.1 Carol J. Hopkins, Purdue University. **An analysis of individual and institutional levels of productivity for reading journals and conferences.**

Thursday / Friday

- 26.2 Joyce Matheson, University of British Columbia. **You're publishing — but who is reading? A study of information seeking behaviors and attitude to information of education practitioners.**
- 26.3 Judith W. Irwin, Purdue University. **Text structure and comprehension: readability in the 1980's.**
- 26.4 Victor Froese, University of Manitoba. **Rauding and SEERing: judging global readability.**
27. Paper Session North American Room
Research on gifted children's reading and on music and reading.
Chaired by: Bea Mayes, University of Utah
- 27.1 Joseph Anthony Muia, James Madison University, & Patricia Alexander, Woodstock, Virginia. **Reading and the gifted child: what the research tells us!**
- 27.2 Emilie Sullivan, University of Arkansas. **Using music to teach reading: state of the art review.**
28. Paper Session Lanai Room
Cloze
Chaired by: James Riley, University of Montana
- 28.1 O. Paul Wielan, University of Georgia. **The ability of comparable comprehenders at the 8th, 10th and 12th grade levels to utilize syntactic and semantic redundancy as silent reading strategies.**
- 28.2 Alice Legenza, University of Kansas & June D. Knafle, University of Illinois-Chicago Circle. **Cloze error profiles of German and American adults.**
- 28.3 Roberta C. Johnson & Lea M. McGee, Virginia Polytechnic Institute. **Information theory applied to the cloze procedure: effects on comprehension and recall.**
- 4:30 — 6:00 ANNUAL BUSINESS MEETING**
River Room
- 8:00 — 12:00 VITAL ISSUES** **Hemisfair Room**
- Friday, November 30, 1979**
- 9:00 — 10:15 SECTIONAL MEETINGS**
29. Invitational River Room
Robert B. Ruddell, University of California-Berkeley. **Literacy use profiles — high and low achievers**
Chaired by: Thomas Estes, University of Virginia.
30. Paper Session Lanai Room
Older reading
Chaired by: Emery Bliesmer, Pennsylvania State University
- 30.1 Audrey Wilson-Ives & Patricia L. Anders, University of Arizona. **Reading attitudes and needs of the aged.**
- 30.2 Richard Allington & Fred Ohnmacht, SUNY-Albany. **Task performance as a function of age and reading ability.**

Friday

- 30.3 Kathleen M. Ngandu & Bill O'Rourke, University of Nebraska-Lincoln. **Older Americans: their reading habits, interests, motivations and attitudes.**
31. Symposium Fontana Room
- Through the looking glass: can instructional implications be derived from text comprehension research?**
Chaired by: Charles W. Peters, Oakland Schools.
- 31.1 P. David Pearson, University of Illinois. **An overview of text comprehension research.**
- 31.2 Don Nix, Watson Research Center. **LINKS and the explicit teaching of reading comprehension.**
- 31.3 Wayne Otto & Kay Camperell, University of Wisconsin-Madison. **Does text comprehension research offer new insights into the development of marginal gloss strategies.**
- 31.4 Charles W. Peters, Oakland Schools. **A content processing model: a new direction for text comprehension research.**
Discussants: Aaron Stander, Oakland Schools, & Tom Beyer, Columbia University.
32. Paper and Symposium South American Room
- Microcomputers in reading and reading research.**
Chaired by: Robert A. Wisher, Navy Personnel Research & Development Center.
- 32.1 Alden J. Moe, Purdue University. **Analyzing text with computers: the state of the technology.**
- 32.2 Franz J. Frederick & Michael L. Kamil, Purdue University. **Microcomputers in preservice education of secondary reading teachers.**
- 32.3 Michael L. Kamil & Franz J. Frederick, Purdue University. **Solving research problems with microcomputers.**
- 32.4 Ron C. Leslie, New York University. **Microcomputers and creative software: research instruments and cognitive analogies.**
33. Paper Session North American Room
- Neurological aspects.**
Chaired by: Ruth Zollinger, Lake Erie College.
- 33.1 Dennis F. Fisher, Human Engineering Laboratory-Aberdeen. **Foveal and peripheral visual disfunctioning in disabled readers: implications for compensatory training.**
- 33.2 Yvonne L. Turner, California State Polytechnic University. **Right brain vs. left brain in assessing verbal abilities.**
- 33.3 Jimmi Fischer, Gainsville State Correctional Institution, & Judith Cochran, North Texas State University. **Identification of right hemispheric remedial readers.**
- 33.4 Judith Cochran, North Texas State University. **Remediation for right hemispheric remedial readers.**

Friday

10:15 — 10:30 Coffee Break

Mall

10:30 — 11:55 SECTIONAL MEETINGS

34. Symposium

River Room

Fitting learning processes and materials to the needs of the adult student.

Chaired by: Robert D. Chester, University of British Columbia.

34.1 Anne D. Forester, Camosun College. **Using a process model as a guide to adult reading instruction.**

34.2 Sheila Allen, University of Victoria. **The use of attitude inventories and needs assessment instruments in teaching the adult student.**

34.3 Robert D. Chester, University of British Columbia. **Preparing reading instructors for adult basic education.**

34.4 David Harrison, Malaspina College. **The evaluation of materials for adult basic reading instruction.**

Discussant: Kenneth Dulin, University of Wisconsin-Madison

35. Symposium

Fontana Room

Selected studies of teaching comprehension through cloze procedure.

Chaired by: Ann Marie Bernazza Haase, University of Arizona.

35.1 Roger Pritzkie, Tucson Unified School District & Lisa Howard, Sunnyside Unified School District. **The effects of sequencing reading passages on comprehension at the junior high school.**

35.2 Margueritte J. Caldwell, Sunnyside Unified School District, Adela Artola Stewart & Ann Marie Bernazza Haase, University of Arizona. **The effects of structural and lexical deletions in cloze procedures on comprehension at the senior high school.**

35.3 Curtis Smith, Cochise Junior College. **The effects of response types in cloze procedure on comprehension at the junior college.**

35.4 Adela Artola Stewart, University of Arizona & Earl Rankin, University of Kentucky. **Issues in material development for experimenting and teaching with cloze procedure.**

36. Symposium

Lanai Room

The role of pictures in reading: a resolution.

Chaired by: Joseph Ilika, Texas A & M University.

36.1 Patricia Baggett, University of Denver. **Structurally equivalent stories in movie and text: processing and recall.**

36.2 Joel R. Levin, University of Wisconsin-Madison. **The role of pictures and imagery strategies in prose comprehension.**

36.3 Mary Beth Marr, SUNY-Albany. **Picture and text sequences: processing differences.**

36.4 S. Jay Samuels, University of Minnesota. **The role of pictures in sight word learning: a review and critique.**

Friday

37. Paper and Symposium North American Room

The relationship between reading rate and flexibility characteristics.

Chaired by: James V. Hoffman, University of Texas-Austin

- 37.1 Bruce L. Brown & Dorothy M. Hansen, Brigham Young University. **New evidence for an old issue: an empirical demonstration of rapid reading.**
- 37.2 James V. Hoffman & Sharon O'Neil, University of Texas-Austin. **An investigation into the internal and external rate flexibility of proficient readers in relation to the difficulty level of the material.**
- 37.3 Marilyn G. Eanet, Rhode Island College & Jane Warren Meeks, Old Dominion University. **Flexibility of reading rate: a fact or an artifact of measurement?**
- 37.4 Mark Condon, University of Louisville. **Internal flexibility of oral and silent reading rates in the rauding mode.**
Discussant: Ronald P. Carver, University of Missouri-Kansas City.

38. Paper Session South American Room

Psycholinguistics.

Chaired by: George McNinch, University of Southern Mississippi.

- 38.1 Rebecca Kirschenman Dungan, Ohio State University. **Retelling: the state of the art.**
- 38.2 Lowell Eberwein & Jean Pival, University of Kentucky. **Effects of repatterning a story on oral reading miscues and comprehension.**
- 38.3 Josephine Spivack Goldsmith, Rutgers University. **Examining miscue assumptions; towards a new taxonomy.**
- 38.4 Jerome A. Niles, Virginia Polytechnic Institute. **The effects of selected teacher prompting strategies on oral reading performance.**
- 38.5 Donna L. Wiseman, University of Missouri-Columbia. **A psycholinguistic description of the reading and writing behavior of a selected group of five year old children.**

12:00 — 1:00 SECTIONAL MEETINGS

39. Invitational River Room

Rand Spiro, University of Illinois. **A framework for investigating the transition from narrative to expository prose.**

Chaired by: James Fleming, SUNY-Albany.

40. Paper Session Fontana Room

Cloze

Chaired by: Eugene Jongsma, Southern Methodist University.

- 40.1 Eileen B. Entin & George R. Klare, Ohio University. **Cloze tests of comprehension on ambiguous passages.**

Friday

- 40.2 Michael C. McKenna & John W. Miller, Wichita State University. **The effects of age, reading ability, and distractor type on maze performance.**
- 40.3 Patricia S. Gingrich, New York University. **Clozing the gap: an investigation of conjunctions.**
- 40.4 Susan Thomas, Fayette County Schools, & Earl F. Rankin, University of Kentucky. **The effect of prior knowledge upon the operation of contextual constraints in cloze passages.**
41. Paper Session South American Room
Knowledge of language and language of language.
Chaired by: John Barnitz, University of New Orleans.
- 41.1 Karl Koenke & Sheryl Benson, University of Illinois. **A validation of the revised Artley-Hardin inventory of teacher knowledge of reading.**
- 41.2 Emery P. Bliesmer & George S. Johnson, Pennsylvania State University, **Spelling at high school and adult levels: exploratory research.**
- 41.3 Thomas W. Bean & Thomas C. Potter, California State University-Northridge, & Charles H. Clark, Western Illinois University. **Selected semantic features of ESL materials and their effect on bilingual students' comprehension.**
- 41.4 Eunice L. Schmidt, Seattle Pacific University. **Linguistic awareness of young readers in Denmark and the United States.**
42. Paper Session North American Room
Comprehension training.
Chaired by: Victor Froese, University of Manitoba
- 42.1 Jane L. Davidson & DeWayne Triplett, Northern Illinois University. **Thematic convergence in reconstructed passages in mapping activities.**
- 42.2 David Caverly, Indiana University. **Rehearsal as a retention strategy in reading: developing a theoretical base for teaching study systems.**
- 42.3 Barbara Taylor & Sandra Berkowitz, University of Minnesota. **Facilitating children's comprehension of content area material.**
- 42.4 Margaret Policastro, Pamela Adelman, Bernice Goldberg, Doris Seeder & Elizabeth Sulzby, Northwestern University. **The effects of three instructional techniques on the comprehension of a well-formed story.**
43. Paper Session Lanai Room
Vocabulary
Chaired by: Reed Mottley, University of Southern Mississippi
- 43.1 Martha Rapp Haggard, Northern Illinois University. **Vocabulary acquisition during elementary and post-elementary years.**
- 43.2 Joe Peterson, Kansas State University. **Relationships between meaningfulness and ease of acquisition of sight vocabulary with first and fifth grade subjects.**

Friday

- 43.3 Robert L. Aaron & Glen Powell, University of Georgia. **The relationship of intelligence to rate for learning reading vocabulary.**
- 43.4 Michael F. Graves, University of Minnesota, Heidi Hammond, West St. Paul Public Schools, & Judith A. Boettcher, University of Minnesota. **A validated procedure for teaching prefixes and its effect on students' ability to assign meaning to novel words.**

1:05 — 2:05 SECTIONAL MEETINGS

44. Invitational River Room
Eric Brown, New York University. **The relevance of neurological factors in the reading process.**
Chaired by: Frank Greene, McGill University
45. Paper and Symposium Lanai Room
Teachers' developing models of reading
Chaired by: Peggy Atwell, University of Wisconsin-Milwaukee
- 45.1 Sandra Buike, Michigan State University. **You have to be a part of it to know what I mean! Methodological evolution of a naturalistic study.**
- 45.2 John Stansell & Carol Robeck, Texas A & M University. **The effect of professional training on theoretical orientation to reading.**
- 45.3 Diane E. DeFord, Southern Illinois University. **The effect of years of experience on changes in theoretical orientation due to instruction on the college level.**
Discussant: Yvonne Steinruck, Boulder Public Schools.
46. Paper Session North American Room
Comprehension concerns.
Chaired by: Thomas Rakes, Memphis State University
- 46.1 Charles H. Clark, Western Illinois University, & Judith W. Irwin, Purdue University. **The development of macro-level textual components in the comprehension of organized and unorganized prose.**
- 46.2 James L. Laffey, James Madison University, & Donna Kelley, Dayton, VA. **The influence of repeated reading on reading achievement and attitudes toward reading.**
- 46.3 James W. Cunningham, University of North Carolina-Chapel Hill, & Patricia M. Cunningham, Wake Forest University. **Further investigating the "print-to-meaning" hypothesis.**
47. Paper Session Fontana Room
Metacomprehension.
Chaired by: Edward Fry, Rutgers University
- 47.1 Ann J. Pace, University of North Carolina-Greensboro. **Metacomprehension and school-aged children's reading: an overview.**
- 47.2 Victoria Chou Hare & Cynthia A. Pulliam, University of Illinois-Chicago Circle. **Adult readers' metacognitive awareness of reading strategies.**

1979 National Reading Conference registration form.

NAME	Last	First

HOME ADDRESS (number, street, and apartment)

--

(City-State-Zip)	City	State	Zip

BUSINESS ADDRESS (number, street, and apartment)

--

(City-State-Zip)	City	State	Zip

AFFILIATION (University/School/Company)

--

Friday

- 47.3 Linda K. Crafton, Indiana University. **Experiential background: the reader's inexorable contribution to the reading process.**
- 47.4 John H. Mize, Alamance County Schools, NC. **The relationship between reading performance and awareness of comprehension of textbook passages.**
48. Paper Session South American Room
- Comprehension.**
Chaired by: Anne Forester, Camosun College
- 48.1 Judith A. Langer, New York University. **Pre-reading language and concept organizers: a schema theory application.**
- 48.2 Phyllis Hawley & Allan Neilsen, University of Calgary. **Effects of prior knowledge and linguistic connectives on comprehension of causal relationships in written discourse.**
- 48.3 Mariam Jean Dreher, Richard P. Salley, & Harry Singer, University of California-Riverside, & Virginia L. Berry, Rialto Unified School District. **Recall of direct vs. inferred instantiations in children.**
- 48.4 Nancy Marshall, Montgomery County Public Schools, MD. **The effects of discourse type upon comprehension.**

2:10 — 3:25 SECTIONAL MEETINGS

49. Paper Session River Room
- Test development.**
Chaired by: Janet Larsen, University of Florida
- 49.1 Kathleen Lyon & Mary Beth Marr, SUNY-Albany. **Passage independency of the informal reading inventories.**
- 49.2 Edward Fry, Rutgers University. **A passage dependent test to provide a different view of reading comprehension.**
- 49.3 Alton L. Raygor, University of Minnesota. **The Minnesota reading assessment: a new tool for community college, post-secondary, and adult programs.**
50. Symposium Fontana Room
- Reading interests: past, present and future research.**
Chaired by: Ruth J. Kurth, North Texas State University.
- 50.1 Mary Doyle, North Texas State University. **The role children's interests have taken in shaping the reading program: research overview.**
- 50.2 Ruth Berrier, Hurst-Eules-Bedford ISD, TX. **Developing a reading interest inventory: primary and intermediate.**
- 50.3 M. Jean Greenlaw, North Texas State University. **Using case study and interest inventories: a research report.**
- 50.4 Sylvia Carter, University of Georgia. **Teacher's and pupil's perception of sex roles as they relate to reading interests.**
Discussant: Barbara Thompson, North Texas State University

Friday

51. Paper Session South American Room

Study skills.

Chaired by: Josephine Goldsmith, Rutgers University

- 51.1 Beverly S. Morrison, University of Wisconsin-Madison. **Reading/learning skills: how relevant are they? Reactions of secondary level teachers in seven content areas.**
- 51.2 Eunice N. Askov, Pennsylvania State University, Karlyn Kamm, University of Wisconsin-Madison, & Roger Klumb, University of Maine. **Study skills mastery: comparisons between teachers and students.**
- 51.3 Vincent P. Orlando, Oberlin College. **A comparison of notetaking strategies while studying from text.**
- 51.4 Nancy Kendall Snouffer & Linda Thistlethwaite, University of Western Illinois. **Use of the structured overview in two content areas.**
- 51.5 Richard F. Barron & Robert M. Schwartz, Oakland University. **The effect of student constructed graphic post-organizers upon concept differentiation in the teaching of reading.**

52. Symposium North American Room

Change in portrayal of the teacher from picture books to adolescent novels.

Chaired by: Lee Mountain & Richard Abrahamson, University of Houston

- 52.1 Mary Ann Siebert, University of Houston. **Portrayal of the teacher in picture books.**
- 52.2 Eleanore S. Tyson, University of Houston, **Portrayal of the teacher in primary books.**
- 52.3 Rosemary Oliphant Ingham, University of Houston. **Portrayal of the teacher in intermediate novels.**
- 52.4 Marian Perry, University of Houston. **Portrayal of the teacher in adolescent novels.**
Discussants: Douglas Tomas & JoAnn Olson, University of Houston

53. Paper Session Lanai Room

College reading.

Chaired by: Gordon Gray, Clemson University

- 53.1 Sandra White & Pauline Witte, University of Wisconsin-Madison. **Improving comprehension through repetition... repetition... repetition.**
- 53.2 M. Jane Greenewald, University of Wisconsin-La Crosse & Anne E. Wolf, University of Wisconsin-Eau Claire. **The status and use of reading and other language arts in junior and senior high content-area instruction.**
- 53.3 Terry Lovelace, University of Southwestern Louisiana. **Effects of individual differences on secondary students' performance on selected learning tasks.**
- 53.4 Mary Lorton, Aquinas College. **Effect of language curriculum on college freshmen.**

Friday

- 53.5 Ken L. Dulin, University of Wisconsin-Madison, & M. Jane Greenwald, University of Wisconsin-La Crosse. **Male and female college-age readers' judgments of the gender appropriateness of informal colloquial, and substandard dialogue associated with male and female literary characters.**

3:30 — 5:30 SECTIONAL MEETINGS

54. Papers and Symposium River Room
- The effects of direct instruction in comprehension and metacomprehension.**
Chaired by: P. David Pearson, University of Illinois & Taffy E. Raphael, University of Minnesota
- 54.1 Gerald G. Duffy, Michigan State University. **Direct instruction in reading: an analysis of the instructional practices of twenty-three elementary school teachers.**
- 54.2 Taffy E. Raphael, University of Minnesota, Peter Winograd & P. David Pearson, University of Illinois. **Strategy perceptions and actual performance in question answering tasks.**
- 54.3 Jane Hansen, University of Minnesota. **Changing children's questioning environments: its effects on comprehension.**
- 54.4 Christine Gordon, University of Minnesota. **Effects of instruction in metacomprehension and inferencing on children's comprehension abilities.**
- 54.5 Ellen Sylvester, University of Minnesota. **Prior knowledge and reading comprehension: changing states of schemata.**
Discussant: Robert Tierney, University of Arizona
55. Papers and Symposium Fontana Room
- Children's developing concept of word: theory and practice.**
Chaired by: Edmund H. Henderson, University of Virginia.
- 55.1 Elizabeth Sulzby, Northwestern University. **The development of metalinguistic understandings about words.**
- 55.2 Bernadette Pudis & Elizabeth Sulzby, Northwestern University. **The development of children's understanding of the linguistic unit "word".**
- 55.3 Nelly M. Hecker & Bob W. Jerrolds, University of Georgia. **Space test scores as compared to cloze and multiple-choice.**
- 55.4 Charles Temple, University of Houston-Victoria. **Learning to spell in other languages.**
- 55.5 R. Darrell Morris, University of Virginia. **The beginning reader's concept of word and its relationships to phonetic segmentation ability**
- 55.6 M. Jane Kita, University of Virginia. **Children's concepts of reading and writing.**

Friday

- 55.7 Jean Wallace Gillet, University of Virginia. **Classroom implications of word concept research.** Discussants: James T. Fleming & Peter Mosenthal, SUNY-Albany
56. Paper Session South American Room
- Story structures.**
Chaired by: Ann Marie Haase, University of Arizona
- 56.1 Patricia L. Anders & Judy Nichols Mitchell, University of Arizona. **A cross-grade thematic evaluation of nine social studies texts: relational text-patterns, supporting activities, and concept development.**
- 56.2 William Earl Smith, Indiana University. **The psychological reality of a story grammar and its relationship to reading comprehension.**
- 56.3 Randolph K. Cirilo, University of Texas-Austin. **Some effects of story structure during comprehension.**
- 56.4 V. Frank Stone, Western Illinois University. **The effect of textual cohesion on the comprehension of connected discourse.**
- 56.5 Paula J. Gaus, University of Arizona. **The effects of three types of metaphor on sixth grade students' reading comprehension.**
- 56.6 R. Timothy Rush, Purdue University. **Predicting first-grade reading achievement with case grammar aspects of spoken discourse: an application of Kintsch's system of propositional analysis.**
57. Paper Session North American Room
- Reading difficulties.**
Chaired by: James Hoffman, University of Texas-Austin
- 57.1 Harry Bowman & Paul Jones, Memphis State University. **U.S. navy recruit phonic abilities and referral to remedial instruction.**
- 57.2 June D. Knafle, University of Illinois-Chicago Circle & Mary Ann Geissal, Northeastern Illinois University. **Variations in attitudes toward children's oral reading errors.**
- 57.3 Rebecca J. Palmer, Wayne H. Slater & Michael F. Graves, University of Minnesota. **The effect of passage difficulty on good and poor readers' use of authors' schemata in written recall protocols.**
- 57.4 Myrtle Mayer, SUNY-Albany. **Developmental analysis of good and poor readers in recognition of word targets in three orienting conditions.**
- 57.5 Pauline F. Moley & John E. George, University of Missouri-Kansas City. **Effects of applying whole to part and part to whole reading instructional approaches to disabled readers with identifiable cognitive learning styles.**
- 57.6 Timothy Shanahan, University of Delaware. **Three theories of reading disability: a literature review.**
- 57.7 Estelle L. Fryburg, Manhattan College. **The relationship between reading failure and learning disabilities among delinquent youth.**

Friday / Saturday

58. Symposium Lanai Room
- Contextual factors in the reading process.**
Chaired by: Robert M. Schwartz, Oakland University
- 58.1 Ernest T. Goetz, University of Illinois. **The use of context by good and poor readers in a cloze task.**
- 58.2 James W. Pichert, Vanderbilt University. **Sensitivity to importance as a predictor of reading comprehension.**
- 58.3 Ralph E. Reynolds, University of Illinois. **The effect of inserted questions on the intensity and duration of text processing.**
- 58.4 Diane L. Shallert, University of Arizona. **A comparison of content and structural contexts in learning from expository prose.**
- 58.5 Robert M. Schwartz, Oakland University. **Levels of context utilization in the reading process.**
Discussant: Jana M. Mason, University of Illinois.

8:00 — 12:00 VITAL ISSUES Hemisfair Room

Saturday, December 1, 1979

9:00 — 10:15 SECTIONAL MEETINGS

59. Invitational River Room
- Carl Frederiksen, McGill University
Inference in children's comprehension of texts
Chaired by: Jaap Tuinman, Simon Fraser University
60. Symposium Fontana Room
- Research in parental influences on reading.**
Chaired by: M. Jean Greenlaw, North Texas State University
- 60.1 Bertha Wilhelm Kingore, North Texas State University. **An ethnographic investigation of the influence of the home environment on the developing reading skills of first graders.**
- 60.2 Barbara Thompson, North Texas State University. **Parents' perceptions of their roles in children's development.**
- 60.3 Ruth J. Kurth, North Texas State University. **Research on parent-child communication.**
- 60.4 Jane Boyce Seibert & Barbara Mathews, Dallas Independent School District. **Emerging trends in parent-school communication.**
Discussant: Gary Ryan, University of Texas-Arlington.
61. Paper Session South American Room
- Sex preferences.**
Chaired by: Mary Maguire, McGill University
- 61.1 Betty H. Yarborough & Roger A. Johnson, Old Dominion University. **A longitudinal study of sex differences in reading among elementary-school pupils.**

Saturday

- 61.2 Carol K. Weber, C.U.N.Y. — York College, & Lenore H. Ringler, New York University. **Motivational and knowledge influences on text comprehension.**
- 61.3 Bonnie Longnion & Jesus Garcia, Texas A & M University. **Publishers respond to sexism in basal and supplementary readers: a change in the nature of stories.**
- 61.4 Richard F. Abrahamson & Rosemary Oliphant Ingham, University of Houston. **A structural approach to children's expressed reading preferences.**

62. Paper Session Lanai Room

Reading and writing.

Chaired by: Eunice Askov, Pennsylvania State University

- 62.1 Dennis Guiser, Michigan State University. **Influence of reading instruction on the development of writing among first graders.**
- 62.2 Marilyn M. Fairbanks & Mary K. Elliott, West Virginia University. **Providing reading aids and evaluating the effect of selected background factors on student achievement in a composition course for high risk freshmen.**
- 62.3 Christine W. Lucas, McGill University. **Systematic reading-writing for student and teacher competency in the language of instruction.**

63. Paper Session North American Room

Cognitive style and text.

Chaired by: Richard Barron, Oakland University

- 63.1 Anita V. Kak, Northwestern Illinois University. **Cognitive style: its role in the development of the reading process.**
- 63.2 Charles W. Peters, Oakland Schools. **Measuring reading performance in four cognate areas through the utilization of metacognitive scale.**
- 63.3 Vicky Lynn Miller, University of Texas-Austin. **An investigation of the cognitive processing of children with good and poor reading comprehension.**
- 63.4 David M. Wark & J. Michael Bennett, University of Minnesota-St. Paul. **Impact of test anxiety on reading comprehension: test of a model.**

10:15 — 10:30 Coffee Break Mall Room

10:30 — 12:30 SECTIONAL MEETINGS

64. Symposium River Room

Comprehension of young readers: question-answering and recall strategies.

Chaired by: Priscilla Drum, University of California-Santa Barbara, & James Flood, Boston University

- 64.1 Priscilla A. Drum, University of California-Santa Barbara. **Relationships between text and question characteristics and correct answers in comprehension tests.**

Saturday

- 64.2 Robert J. Tierney & James Mosenthal, University of Arizona. **Reader, text and texture.**
- 64.3 James Flood, Boston University. **Paraphrasing ambiguous written discourse: comprehension and production.**
- 64.4 Carol N. Dixon, University of California-Santa Barbara. **Children's listening and reading recall strategies related to text type.**
- 64.5 Taffy Raphael, Peter Winograd & P. David Pearson, University of Illinois. **Relationships between children's perception and performance in strategies for answering questions.**
- 64.6 Diane Lapp, Boston University. **Directing questioning strategies through discourse analysis application.**
65. Symposium South American Room
- Family education in reading.**
Chaired by: Patricia Duncan, Virginia Commonwealth University.
- 65.1 Patricia H. Duncan, Virginia Commonwealth University. **Family education in reading: a school-based model.**
- 65.2 Frederic Linder, Virginia Commonwealth University. **Evaluation models: parent education in reading.**
- 65.3 Nancy Boraks, Virginia Commonwealth University. **Coping strategies of parents with minimal reading skills: ethnographic study.**
- 65.4 J. Lee Pemberton, Virginia State Department of Education. **The role of the state education agency in parent involvement.**
Discussant: Betty Yarborough, Old Dominion University
66. Symposium Fontana Room
- The reader and discourse comprehension.**
Chaired by: Joseph Vaughan, University of Arizona
- 66.1 Joseph L. Vaughan, Jr. & Diane Shallert, University of Arizona. **Identification of pre-requisite schemata; implications for reading research.**
- 66.2 Thomas H. Estes & Wayne L. Shebilske, University of Virginia. **Comprehension as cooperative structuring of text.**
- 66.3 Susan Thomas & Connie Bridge, University of Kentucky. **The relationship between subjects' cloze scores and their ability to employ macrostructure operations in the generation of summaries.**
- 66.4 James Mosenthal & Robert J. Tierney, University of Arizona. **Macrostructures and macro-operations during discourse comprehension.**

Directory

- Aaron, R. 8.3,43.3
Abrahamson, R. 52,61.4
Adams, M. 4.5
Adelman, P. 42.4
Alexander, P. 27.1
Allen, S. 34.2
Allington, R. 30.2
Amend, S. 17.2
Anders, P. 16.4,30.1,56.1
Anderson, R. 24
Anderson, T. 20.2
Armbruster, B. 20.2
Askov, E. 51.2,62
Athey, I. 14
Atwell, P. 45
Aulls, M. 18.2,24
Avant, G. 8.5
Baggett, P. 36.1
Baldwin, R. 13.2
Barnitz, J. 41
Barron, R. 51.5,63
Bean, T. 13.2,41.3
Bennett, J. 63.4
Benson, S. 41.1
Berg, P. 23.4
Berger, A. 13
Berkowitz, S. 42.3
Berrier, R. 50.2
Berry, V. 48.3
Beyer, T. 31
Biggs, S. 22.2
Blatt, G. 6.5
Bliesmer, E. 30,41.2
Boettcher, J. 43.4
Bolchzy, M. 21.3
Boraks, N. 65.3
Bowden, N. 7.3
Bowman, H. 57.1
Bridge, C. 66.3
Brown, B. 37.1
Brown, E. 13.3,44
Bruce, B. 7.1,20.1
Buike, S. 45.1
Burriss, N. 7.2
Caldwell, M. 35.2
Camperell, K. 31.3
Carey, R. 5,11.2
Carter, S. 50.4
Carver, R. 25,37
Caverly, D. 42.2
Casale, U. 22.4
Chester, R. 34.3
Cirilo, R. 56.3
Clark, C. 41.3,46.1
Cochran, J. 33.3,33.4
Coleman, E. 25
Condon, M. 37.4
Crafton, L. 47.3
Cramer, E. 16.3
Creamer, M. 8.2
Cranney A.G. 26
Cunningham, J. 46.3
Cunningham, P. 46.3
Davidson, J. 42.1
Davis, C. 18.1
Davison, A. 20,20.3
Deford, D. 45.3
Dillingofski, M. 6.3
Dillner, M. 17.3
Dinnan, J. 23.1
DiSanti, R. 17
Dishner, E. 13.2
Dixon, C. 64.4
Downing, J. 14
Doyle, M. 50.1
Dreher, M. 48.3
Drum, P. 64.1
Duffy, G. 54.1
Dulin, K. 6.3,34,53.5
Duncan, P. 65.1
Dungan, R. 38.1
Eanet, M. 37.3
Eberwein, L. 38.2
Elliott, M. 62.2
Entin, E. 40.1
Estes, T. 29,66.2
Fairbanks, M. 62.2
Feathers, K. 5
Filby, N. 64
Fischer, J. 33.3
Fisher, D. 33.1
Fleming, J. 39,55
Flippo, R. 17.4
Flood, J. 64.3
Forester, A. 34.1,48
Frederick, F. 32.2,32.3
Frederiksen, C. 59
Froese, V. 26.4,42
Fry, E. 47,49.2
Fryburg, E. 57.7

Garcia, J. 61.3
Gaus, P. 56.5
Geissal, M. 57.2
Genter, D. 20.4
George, J. 57.5
Gillet, J. 55.7
Ginrich, P. 40.3
Goetz, E. 58.1
Goldberg, B. 42.4
Goldsmith, J. 38.3,51
Gordon, C. 54.4
Grabrell, L. 16.1
Graves, M. 43.4,57.3
Gray, G. 53
Greene, F. 1,41
Greenewald, M. 53.2,
53.5
Greenlaw, J. 50.3,60
Grosz, B. 20
Guiser, D. 62.1
Guszak, F. 15
Guthrie, J. 4
Haase, A. 35.2,56
Haggard, M. 43.1
Hammond, H. 43.4
Hamrick, J. 18
Hansen, D. 17.2,37.1
Hansen, J. 54.3
Hare, V. 47.2
Harrison, D. 34.4
Harste, J. 11.3
Hawley, P. 48.2
Hayes, D. 16.4
Hecker, N. 55.3
Henderson, E. 55
Hendress, C. 16.3
Henriksen, E. 6.1
Hill, M. 5.4
Hodges, C. 21.1
Hoffman, J. 37.2,57
Hopkins, C. 26.1
Howard, L. 35.1
Hung, D. 4.2
Ilika, J. 36
Ingham, R. 52.3,61.4
Irwin, J. 26.3,46.1
Jerrolds, R. 55.3
Johnson, G. 41.2
Johnson, Roberta 28.3
Johnson, Roger, 61.1
Johnston, M. 7.4
Jones, P. 57.1
Jongsma, E. 40
Juel, C. 12.2
Kaiser, R. 7
Kak, A. 63.1
Kamil, M. 18.1,32.2,32.3
Kamm, K. 51.2
Kantor, R. 20.3
Kelly, B.22.4
Kelley, D. 46.2
Kingore, B. 60.1
Kingston, A. 23.3
Kintsch, W. 3
Kita, J. 55.6
Klare, G. 40.1
Klein, H. 6
Klumb, R. 51.2
Knafle, J. 28.2,57.2
Koenke, K. 41.1
Koskinen, P. 16.1
Kucer, S. 5.1
Kurth, R. 50,60.3
Laffey, J. 46.2
Langer, J. 48.1
Langer, P. 8
Lapp, D. 64.6
Larsen, J. 49
Legenza, A. 28.2
Leibert, R. 25
Leslie, R. 32.4
Levin, J. 36.2
Linder, F. 65.2
Lofton, G. 12
Longnion, B. 61.3
Lorentz, J. 8.2
Lorton, M. 53.4
Lovelace, T. 53.3
Lucas, C. 62.3
Lyon, K. 49.1
MacLean, M. 18.3
Maguire, M. 61
Mallory, V. 16
Marr, M. 36.3,49.1
Marshall, N. 48.4
Mason, J. 58
Massaro, D. 4.1
Mathews, B. 60.4
Mayer, M. 57.4
Mayes, B. 27
Meeks, J. 37.3
Merlin, S. 6.4

Metheny, W. 21.2
Matheson, J. 26.2
Meyers, R. 6.2
Michel, J. 2
Mikulecky, L. 22.1
Miller, J. 40.2
Miller, V. 63.3
Mitchell, J. 56.1
Mize, J. 47.4
Moe, A. 32.1
Moley, P. 57.5
Moore, D. 7.5
Morris, D. 55.5
Morrison, B. 51.1
Mosenthal, J. 66.4
Mosenthal, P. 55
Mottley, R. 43
Mountain, L. 52
Muia, J. 27.1
McGee, L. 28.3
McKenna, M. 40.2
McNamara, J. 13.1
McNinch, G. 38
Nielsen, A. 48.2
Ngandu, K. 30.3
Niles, J. 38.4
Nix, D. 31.3
Ohmacht, F. 30.2
Olson, J. 52
O'Neil, S. 37.2
O'Rourke, B. 30.3
Olshavsky, J. 22.1
Opperman, P. 13.3
Ortony, A. 19
Orlando, V. 51.3
Otto, W. 31.3
Pace, A. 47.1
Page, W. 11
Palmer, R. 57.3
Patton, W. 6.1
Pauk, W. 9
Pearson, P.D.
31.1,54.2,64.5
Peck, C. 16.2
Pederson, J. 17.1,22.3
Pemberton, L. 65.4
Perry, M. 52.4
Peters, C. 31.4,63.2
Peterson, J. 43.2
Pichert, J. 58.2
Pival, J. 38.2
Policastro, M. 42.4
Pommer, L. 21.4
Potter, T. 41.3
Powell, G. 8.3,43.3
Pritzkie, R. 35.1
Pudis, B. 55.2
Pulliam, C. 47.2
Rakes, T. 46
Rankin, E. 35.4,40.4
Raphael, T. 54.2,64.5
Raygor, A. 49.3
Readence, J. 7.5, 13.2
Reder, L. 10
Reed, K. 8.4
Reynolds, R. 58.3
Riley, J. 28
Ringler, L. 6.2,61.2
Robeck, C. 45.2
Robinson, R. 22
Rubin, A. 20,20.4
Ruddell, R. 29
Rupley, W. 13.1
Rush, T. 56.6
Ryan, G. 60
Ryder, R. 12.1
Salley, R. 48.3
Samuels, S.J. 4,36.4
Schallert, D. 58.4,66.1
Schiwetz, G. 8.1
Schmidt, E. 41.4
Schwartz, R. 51.5,58.5
Seeder, D. 12.3,42.4
Seibert, J. 60.4
Shanahan, T. 57.6
Shanklin, N. 5
Shebilske, W. 66.2
Siebert, M. 52.1
Singer, H. 4.3,48.3
Slater, W. 57.3
Smith, C. 35.3
Smith, S. 11.1
Smith, W. 56.2
Smith-Burke, M. 10
Snouffer, N. 51.4
Solso, R. 12.2
Spache, G. 23
Spencer, F. 7.4
Spiro, R. 39
Stander, A. 31
Stansell, J. 45.2
Steinberg, C. 7.1,20.1

Steinruck, Y. 45
Stewart, A. 35.2,35.4
Stone, D. 12.4
Stone, V. 56.4
Sullivan, E. 27.2
Sulzby, E. 42.4,55.1,55.2
Sylvester, E. 54.5
Taschow, H. 21
Taylor, B. 42.3
Temple, C. 55.4
Thistlethwaite, L. 51.4
Thomas, S. 40.4,66.3
Thompson, B. 50,60.2
Tierney, R. 54, 64.2
Tomas, D. 52
Triplett, D. 42.1
Tuinman, J. 19,59
Turner, Y. 33.2
Tyson, E. 52.2
Tzeng, O. 4.2
Vaughan, J. 66.1
Venezky, R. 4.4
Wark, D. 63.4
Weber, C. 61.2
White, S. 53.1
Wielan, O. 28.1
Williams, J. 15
Wilson, M. 23.2
Wilson-Ives, A. 30.1
Winograd, P. 54.2,64.5
Wiseman, D. 38.5
Wisher, R. 32
Witte, P. 53.1
Wolf, A. 53.2
Yarborough, B. 61.1,65
Yuthas, L. 9
Zollinger, R. 33

NRC OFFICERS AND BOARD

PRESIDENT

HARRY SINGER

University of California-Riverside

VICE-PRESIDENT

FRANK GREENE

McGill University

TREASURER

GORDON GRAY

Clemson University

SECRETARY

VONCILE MALLORY

Florida Atlantic University

PAST PRESIDENT

J. JAAP TUINMAN

Simon Fraser University

BOARD 78-79

GARR CRANNEY, Brigham Young University

BOARD 78-79

S. JAY SAMULES, University of Minnesota

BOARD 79-80

IRENE ATHEY, Rutgers University

BOARD 79-80

DEN DULIN, University of Wisconsin-Madison

Editors, NRC Yearbook:

MICHAEL KAMIL & ALDEN MOE,

Purdue University

Editors, Journal of Reading Behavior:

FRED OHNMACHT & DICK ALLINGTON,

SUNY-Albany

PAST PRESIDENTS

Oscar Causey, 1952-59

William Eller, 1960-61

George Spache, 1962-64

Albert Kingston, 1964-65

Paul Berg, 1967-68

Alton Raygor, 1969-70

Wendel Weaver, 1971

Earl Rankin, 1972-74

Edward Fry, 1974-76

Jaap Tuinman, 1976-78