

The vita for this member of the Reading Hall of Fame, who is now deceased, was submitted to the then office of the Reading Hall of Fame housed in the headquarters of the International Reading Association while this individual was still active in our profession. Hence, the vita may not include a complete delineation of the individual's professional contributions across a lifespan. The vita is simply what was available for uploading as of the summer of 2018. Still, it provides current and future scholars with a valuable primary source on the professional endeavors undertaken by this respective member of the Reading Hall of Fame.

MARTHA L. KING

VITA

ADDRESS:

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PRESENT POSITION:

Professor Emerita
College of Education, Educational Theory and Practice
The Ohio State University College of Education

EDUCATIONAL BACKGROUND:

1967	University of California at Berkeley, Institute in Linguistics for Professors Directing Reading Institutes
1957	The Ohio State University, Ph.D.
1946	Teachers College, Columbia University, M.A.
1942	Ohio University, B.S. in Education

PROFESSIONAL EXPERIENCE:

College of University Teaching

1959-1982	The Ohio State University, Professor
1982-1984	Part-time teaching, Professor Emerita
1979 Summer	University of Alberta, Edmonton, Alberta
1968-1974	Coordinator of Graduate Programs in Reading and the Reading/Language Arts Center
1971-1972	Co-Director, In-Service Project in Improvement of Reading, USOE Sponsored
1967-1970 1978-1969	Co-Director of E.P.D.A. Fellowship Programs in Reading
1966, 1963 Summers	Visiting Lecturer, University of Hawaii, Graduate School
1958 Summer	Visiting Lecturer, The Ohio State University
1947-1953	Part-time Instructor, Extension Division and Regional Campuses of Ohio University

PROFESSIONAL EXPERIENCE: (Continued)

Elementary School Teaching and Supervision

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| 1949-1959 | Supervisor and Curriculum Consultant, Franklin County (Ohio) Schools |
| 1946-1949 | Supervising-Critic Teacher (Grades 3-5), Ohio University, Athens, Ohio |
| 1938-1945 | Teacher (Grades 1-7) Lancaster city, Athens and Perry County Public Schools (Ohio) |

PROFESSIONAL/ACADEMIC ASSOCIATION MEMBERSHIPS

American Educational Research Association
Chair, Special Interest Group in Writing, 1982-1983

International Reading Association
Chairman, Commission on Reading in the Open Classroom, 1973-1977
Member of Publications Committee, 1981-1983
Member of Editorial Board, Reading Research Quarterly, 1980-1982
Member of Research Committee, 1984-1985

National Education Association (Life Member)

National Council of Teachers of English
Member of Research Committee, 1972-1977; and 1981-1984
Chair of Composition Section of Pre-Convention Research Institute, 1976, 1977, 1978
Member of Select Committee to Develop Program Guidelines in Writing for USOE, 1978
Co-chair, Language Arts Spring Conference, St. Louis, 1972

National Conference on Research in English
Vice President and Program Chair, 1978
President, 1979-1980

Phi Delta Kappa
Author of Fastback: Informal Learning

HONORS AND AWARDS

The Language Arts Reading and Literature Center, College of Education, The Ohio State University was named The Martha L. King Center in 1982 on her retirement.

Distinguished Researcher Award, National Conference on Research in English, 1989

Hall of Fame, International Reading Association, 1991

Hall of Fame, College of Education, The Ohio State University, 1992

PUBLICATIONS

Books

Child, Language and Society, Co-editor with Olga Garnica Pergamon Press, 1979.

Forum for Focus: Language Arts in the Elementary School, Co-editor with Robert Emans and Patricia Cianciolo, Champaign, Illinois: NCTE, 1973.

Critical Reading: A Book of Readings, Co-editor with Bernice Ellinger and Willavene Wolf, Philadelphia: Lippincott, 1967.

Bulletins and Journals

Informal Learning (Fastback) Bloomington, IN: 1974.

Supervision in Action, with Reba Burham. Washington, D.C.: Association for Supervision and Curriculum Development, NEA, 1962.

Access to Meaning (Theme), Theory Into Practice, (Co-editor with Gay Pinnell), Summer 1984.

Language and Reading (Theme), Theory Into Practice, (Guest Editor), December 1977.

Language Acquisition and Use (Theme), Theory Into Practice, (Guest Editor), December 1975.

The Library in the Elementary School (Theme), Theory Into Practice, (Guest Editor), 1967.

Articles

Viewpoint: Behind and beyond whole language. In K.S. Goodman, L.B. Bird & Y. Goodman (Eds.) The whole language catalog, Santa Rosa C.A. American Schools Publishers, 1990 p. 16.

Speech to Writing: Children's growth in writing potential. In V.M. Mason (Ed.) Reading and writing connections. Boston: Allyn & Bacon, 1989. 7-30.

Research Currents: Literary discourse from the child's perspective (with M.G. McKenzie). Language Arts, 65, 1988. 304-313.

Empowering readers and writers through drama: Narrative theatre, (with Brian Edmiston & Pat Enciso) Language Arts 64, 1987, 219-228.

PUBLICATIONS (continued)

Articles (continued)

Language and school success: Access to meaning, Theory Into Practice, Summer 1984.

Language and language learning for child watchers. In A. Jagger & T. Burke-Smith (Eds.), Observing The Language Learner. Newark, N.J.: International Reading Association, 1985.

Language Arts. In T. Husen & T.N. Postle Thevaite (Eds.), International encyclopedia of education: research and studies, 1984.

Contexts for writing. In R. Dowling & J. Porter (Eds.), Understanding Writing: Process, Skills, and Product. Columbus, Ohio: Ohio Department of Education, 1983.

What is Language For: A functional view of the curriculum. In P. Demers (Ed.), The Creative Word. Papers from Conference, University of Alberta, 1984. London: Macmillan.

IMPACT Conferences: What's the impact? In Y. Goodman, M.M. Haussler and D. Strickland (Eds.), Oral and written language development research: impact on schools. Selected Proceedings from 1979 and 1980 IMPACT Conferences. Urbana: National Council of Teachers of English, n.d.

Present at the beginning (with V. Rentel). In P. Mosenthal, L. Tamor and S. Walmsley (Eds.), Research in writing, New York: Longman's, 1982.

Conveying meaning in written texts (Research Feature), with V. Rentel, Language Arts, (1981), 58, 121-128.

Learning how to mean in written language, Theory Into Practice, 1980, 163-169.

Reflections: The Child as a communicator, Language Arts, 1979, 56. 612.

Toward a theory of early writing development with V. Rentel, Research in the Teaching of English, (1979), 13, 243-253.

Research in composition: A Need for Theory, Research in the Teaching of English, (1978), 12, 193-202.

Language: Insight from acquisition, Theory Into Practice, (1975), 14, 293-298.

Evaluation of reading, Theory Into Practice, (1977), 16, 407-420.

Roundtable review of functions of language in the classroom, Research in the Teaching of English, (1974).

PUBLICATIONS (continued)

Articles (continued)

Individuality is inherent in the informal classroom, (with G. Dunn and M.G. McKenzie), Theory Into Practice 13, 107-111.

Teaching critical reading to elementary school children, Reading Research Quarterly, with W. Wolf and C. Huck, (1968), 435-498.

Should critical reading skills be taught in the elementary school?" Ohio Reading Teacher, Winter 1968, 2-6.

_____. Texas Journal of Reading, 1969.

_____. Language and the Language Arts, Johanna DeStefano and Sharon Fox, (Eds.) Boston: Little Brown and Co., 1974.

Evaluation of critical reading, Comprehension and critical reading, International Reading Association, 1968.

An Annotated Bibliography of Critical Reading, with Bernice Ellinger, Elementary English 44, 365-377.

Evaluation of critical reading, Forging ahead in reading, Report of the 1967 Conference, International Reading Association, Newark, Delaware: IRA, 1967.

New developments in the evaluation of critical reading. In Elementary reading instruction: Selected materials, A. Beery, T.C. Barrett, and W.R. Powell (Eds.). Boston: Allyn and Bacon, Inc., 1969.

Knowledge and competence for the instructional leader, Educational Leadership 20, (1963), 449-452.

Have we overlooked the obvious in curriculum improvement? Ohio School Boards Journal VI. (1962) 14.

RESEARCH AND DEVELOPMENT

A Longitudinal Study of Coherence and Story Structure in Children's Oral and Written Discourse with Victor Rentel under a grant from the National Institute of Education, NIE Grant No. G-81-0063, 1981-1982.

Children's Planning and Cohesion in Three Modes of Discourse: Interactive Speech, Dictation, and Writing with Victor Rentel under a grant from the National Institute of Education No. G-79-0137, 1980-1982.

Contextual Features Produced by Children in Three Modes of Discourse: Interactive Speech, Dictation and Writing (K-gr. 2) with Victor Rentel under a grant from National Institute of Education, No. G-79-0039, 1979-1981.

Research and Development (continued)

The Language of Children: Protocol Materials on Oral Language Acquisition.
Film, filmstrip/audio-tape materials sponsored by USOE with F. Zidonis, J.
DeStefano, S. Fox and V. Rentel. Columbus, Ohio: The Ohio State
University, 1971-1975.

Functions of Language: Play-talk in Kindergarten (video tape
and guide)

Story Retelling, Salt (filmstrip and recording plus guide)

Acquisition of Comparative Structures (color film and guide)

Combining Simple Sentences (color film and guide)

Cooperative Research Project No. 5-1040, An Investigation of Critical Reading
Abilities of Elementary School Children with C. Huck and W. Wolf, 1967.