

ATTITUDES OF TEACHERS OF GRADES ONE, TWO,  
AND THREE, IN LOUISIANA, TOWARD  
THE TEACHING OF READING

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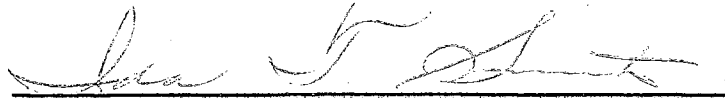
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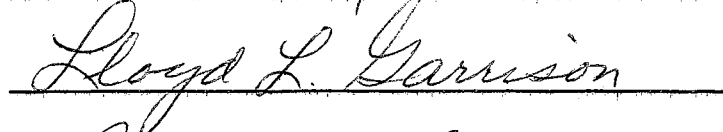
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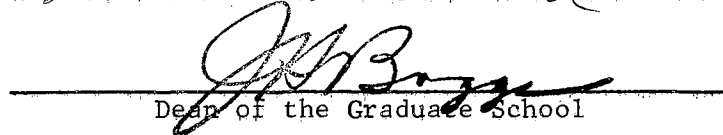


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## PREFACE

The study of the attitudes of teachers of grades one, two, and three toward the teaching of reading, as evidenced by their practices, is an outgrowth of the writer's desire to increase the effectiveness of her supervisory work.

The writer gratefully acknowledges her indebtedness to Dr. Ida T. Smith who served as major adviser for her incisive, constructive criticism, for her helpful attitude, and for her faith and encouragement which were a constant source of inspiration. She is appreciative also of the help of Dr. Bernard R. Belden, Dr. Lloyd Garrison, and Dr. W. Ware Marsden who acted as her advisory committee.

The writer is also grateful to the members of the State Department of Education of Louisiana for their help and encouragement; to the parish supervisors who assisted with gathering the data; to the jury of experts and the jury of experienced teachers; and to the classroom teachers who responded to the questionnaire.

The writer also expresses sincere thanks to Miss Mabel Collette, Primary Supervisor, State Department of Education of Louisiana, and to Mr. H. A. Norton, Superintendent Calcasieu Parish Schools, Louisiana, for their cooperation and encouragement.

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## CHAPTER I

### INTRODUCTION

Educators and teachers have for many years been interested in the best methods of teaching the child to read and in the quantity and quality of reading being done. But man's idea of what constitutes satisfactory reading instruction is a changing concept, not a static one. The history of reading instruction reveals that concepts of teaching reading have changed as philosophies of education have changed, and reading ability considered adequate a few years ago would be considered inadequate today. Austin states that:

Methods of teaching reading have received their share of criticism during recent years. Because the concept of the reading process has broadened and emphasis in reading instruction has changed during the last few years, teaching methods have been modified and changed also.<sup>1</sup>

These changing emphases in teaching methods present many problems to those who are intimately concerned with the teaching of reading. Reading needs differ for individuals, and the needs change under the impact of social, technical, communicational, educational, and economical developments. The scope of reading must be broadened to include all.

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<sup>1</sup> Mary C. Austin, "Progress Achieved Thus Far in Developing Better Readers," Better Readers for Our Times, International Reading Association Proceedings, Vol. 1 (New York, 1956), p. 55.

Authorities have long recognized that attitudes of teachers have a great impact upon the effectiveness of their teaching. The attitudes that a teacher holds toward teaching of reading will greatly affect the success of any reading program. Each teacher's concept of the reading process influences the planning and development of every aspect of the reading program.

Stauffer says that Russell, DeBoer, Durrell, Guilford, and others, have said teachers must change their attitudes toward the teaching of reading as well as their practices.<sup>2</sup>

Little is known about the attitudes of teachers toward the teaching of reading. Even less is known about causes which may be instrumental in affecting teacher attitude and opinion toward the teaching of reading.

A study of teacher practices in teaching reading may provide insights which can be used in planning and guiding programs of reading. Furthermore, by studying current practices of teachers of reading in relation to their training, experience, level of teaching, age, classification of school, and time of teacher training, the effective instructional leader will have these findings to use as a guideline for planning a dynamic, functional, sound program of reading instruction. A knowledge of the factors which seem to be related to teacher opinions and attitudes toward the teaching of reading may be valuable in making adjustments in method courses, in teacher education, in teacher training, and in pre-service, and in-service training periods.

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<sup>2</sup>Russell G. Stauffer, "A Hundred Years Later," The Reading Teacher, Vol. 13, No. 3 (1960), p. 169.

## Statement of the Problem

What attitudes do the teachers of the first three grades in Louisiana have toward the teaching of reading as evidenced by their classroom practices?

## The Purposes of the Study

The purposes of the study are three-fold. The major purpose is to ascertain the attitudes of Louisiana teachers of grades one, two, and three toward the teaching of reading, as evidenced by a study of their classroom practices.

A second purpose of the study is to discover likenesses and differences among the first, second, and third grade teachers with respect to their attitudes toward the teaching of reading.

A third purpose of the study is to determine whether relationships exist between the attitudes of teachers of grades one, two, and three toward the teaching of reading and the following: the amount of training, teaching experience, age, type of school in which they are teaching, and recency of training.

## Hypotheses

First Hypothesis. Teachers of grades one, two, and three in the state of Louisiana have significantly different attitudes toward the teaching of reading as evidenced by their practices.

Second Hypothesis. Certain factors in the backgrounds, training, and experience of these teachers influence or affect these attitudes as evidenced in their practices.

### Assumptions

The study is based on the assumptions that criteria for good reading programs exist in professional literature which relates to the teaching of reading; that these criteria can be identified and may be stated as practices; that acceptance or rejection of statements of practices will indicate teacher attitudes toward the teaching of reading; and that the use of group judgment is an accepted research technique.

### Scope of the Sample

The schools included in the study were chosen by a stratified random sampling of the white, public, elementary schools in Louisiana. Teachers from grades one, two, and three were chosen by the parish supervisors from these selected schools. The schools of the state were divided into three strata: city, town, and rural schools. The list of Louisiana schools was obtained from the State Department of Education in Baton Rouge, Louisiana. The stratified sample consisted of schools of each type in proportion to the number of such schools in the state. The exact schools were chosen at random.

The schools included in the study were limited to the white, public, elementary schools and to schools which have a separate teacher for each grade. Teachers in grades one, two, and three of the selected schools were chosen by the parish supervisors to participate in the study.

### Limitations of the Study

One major limitation of the study is the recognized limitation of the instrument used for obtaining the data. This instrument, a check list, has several inherent limitations. The validity of responses given

to items in a check list is contingent on the honesty and sincerity of the individual respondent, the willingness of the respondents to cooperate, and the motivating interest of the respondents. Words and questions may be misunderstood and incorrect answers inadvertently given. Furthermore, danger exists that the wording or phrasing of a question may engender bias or provide a ready-made answer rather than provoke an evaluated response. Moreover, it is impossible to be certain that all teachers are responding within the same frame of reference.

The selected items for developing statements of practices in the teaching of reading present another limitation of the study. Statements were drawn from the writings of recognized authorities in the field of teaching reading. These statements concern items which these authorities believe to be important in the reading program, but there is a lack of research on which to base criteria. The criteria used in the study are, therefore, recognized as subjective.

A further limitation of the study is that only white public schools are used in the sampling and only teachers of grades one, two, and three are included.

#### Need for the Study

Continuity in a program of teaching reading is vital. Concepts and methods of teaching reading have undergone a series of changes in America. Understandingly, the reading process has changed markedly for the better over the years, but even today teachers do not always do as well as they might in teaching reading.<sup>3</sup> Most authorities, however, are in agreement

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<sup>3</sup>Miles A. Tinker and Constance McCullough, Teaching Elementary Reading (New York, 1962), p. 18.

that reading instruction should be systematic, sequential, and concerned with the development of specific reading competencies in grades one through three. Therefore, it is necessary to determine whether or not there is a commonality of thinking concerning the reading program among the teachers of grades one, two, and three.

There is general agreement among educators that attitudes influence teaching methods. Since the attitudes of a teacher are generally considered basic to her effective performance in the classroom, a study of teacher attitudes toward the teaching of reading should furnish insight into the kinds of reading programs now used.

In a recent study, Austin states;

The people who received the most censure were the classroom teachers. They were accused of being generally unaware of current or past research in the field of reading, or, if they were cognizant of it, of failing to utilize it effectively in their teaching. Further, it was felt that many could not teach reading skills properly because they had not mastered these skills themselves. One respondent summed up his feelings that teachers caused most reading disabilities by saying that teachers "are not able to cope with the variety of abilities which are to be found in most elementary classrooms."<sup>4</sup>

If the current study indicates the likenesses and differences which exist among the teachers included in the study, then the educator will have information to guide him in planning in-service programs and in giving educational assistance in local school systems. If the study also shows that certain factors are closely associated with teacher attitudes, then better procedures for working with teachers can be identified.

Most authorities seem to feel that findings indicate that poor

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<sup>4</sup>Mary C. Austin, Coleman Morrison, et al, The Torch Lighters: Tomorrow's Teachers of Reading (Cambridge, 1961), p. 61.

teaching is not due to a lack of effective methods available but is due to the fact that teachers are not making use of the methods recommended by reading authorities.

#### Summary

Educators need to be aware that reading needs in today's world are very different from reading needs of past centuries. As civilization becomes more complex, reading needs become more complex. Thus the great challenge that confronts teachers of reading today is the improvement of classroom practices in the light of current knowledge concerning reading needs and abilities.

The problem defined for the study, therefore, is to determine the attitudes of Louisiana teachers of grades one, two, and three toward the teaching of reading, as evidenced by their practices, and to ascertain which factors are associated with those attitudes. The study is based on the hypotheses that attitudes of teachers of grades one, two, and three toward the teaching of reading are significantly different and that certain factors in the backgrounds, training, and experiences of the teachers are associated with such attitudes. An assumption of the study is that teacher practices will indicate attitudes toward the teaching of reading which are associated with various factors in their backgrounds of training and experience. A further assumption is that these attitudes and factors can be ascertained.

The study includes schools chosen by a stratified random sampling of the white, public, elementary schools in Louisiana and includes selected teachers of grades one, two, and three. One limitation of the study is that only white elementary schools are included. A second limitation is



inherent in the use of a questionnaire instrument to gather data.

The need for the study rests on the lack of information pertaining to the attitudes, as reflected in practices of teachers in Louisiana, toward the teaching of reading.

In the chapters which follow, the study is described, the findings are given, and conclusions are drawn. A review of literature which has relevance to the study is given in Chapter II. The procedures used in bringing the study to completion are described in Chapter III, and the findings of the study are discussed in Chapter IV. In Chapter V, the study is summarized, and conclusions and recommendations are presented.

## CHAPTER II

### BACKGROUND FOR THE STUDY

#### Introduction

Teaching children to read is a most important function of the elementary school and improving the quality of teaching reading has long been one of the major concerns of educators in elementary schools. Concern with the teaching of reading is not new. As early as 1843, according to Bond and Bond,<sup>1</sup> Victor Hugo saw the necessity for a well-educated reading public.

A study of the early schools of the United States reveals that the teaching of reading has always been a major instructional job of the American schools from the time of their earliest establishment.<sup>2</sup> It constitutes one of the most crucial responsibilities of the elementary school. The child must be taught to read so that he can live intelligently and with pleasure in today's complex civilization, and so that he can learn whatever the school tries to teach through the medium of reading.

The complexity of modern living within the framework of a democracy has increased the importance of teaching reading, for modern living

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<sup>1</sup>Guy L. Bond and Eva Bond, Developmental Reading in the High School (New York, 1941), p. 3.

<sup>2</sup>Nila Blanton Smith, American Reading Instruction (New York, 1934), p. 1.

demand the ability to read if one is to be a well-adjusted, effective member of a democratic society.<sup>3</sup> Not only must adults be effective readers, but, so too, must children be effective readers. Adequate reading ability is essential for the school success of the pupil and for his emotional and social adjustment.<sup>4</sup>

### Reading in American Education

Concepts and methods of teaching reading have undergone a series of changes in America. At times a given emphasis has been overdone.<sup>5</sup> However, both research and teachers' experiences in instruction have contributed to knowledge of the reading process.

The teaching of reading at the lower elementary level seems well established. Ability to read reasonably well is, or should be, an essential aspect of the education of young boys and girls. Ability to read clearly and meaningfully is closely associated with success of an individual in his school program and in the discharge of his civic responsibilities as an adult.

For years the teaching of reading has perplexed teachers. Lack of competence in reading is a serious handicap to students not only in reading classes but in other courses that require reading as a tool for understanding. The problem of how to improve the quality of reading among students has been a major concern of many teachers of reading as

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<sup>3</sup>John J. DeBoer and Martha Dallman, The Teaching of Reading (New York, 1960), pp. 9-10.

<sup>4</sup>Howard T. Dunklin, The Prevention of Failure in First Grade Reading, Teachers College, Columbia University Contributions to Education, No. 802 (New York, 1940), p. 2.

<sup>5</sup>Miles A. Tinker and Constance McCullough, Teaching Elementary Reading (New York, 1962), p. 13.

evidenced by workshops, conferences, research, and published books and journal articles on the subject. Despite the efforts to find satisfactory means of improving the teaching of reading, the problem remains.

#### Purposes and Aims

Significant changes in aims for reading in the United States have been identified and described by Smith.<sup>6</sup> During the early colonial days, for example, reading activities were dictated largely by religious motives. Following 1776, the major aim was to promote solidarity and national unity. Then about 1825 emphasis was placed on the need for preparing the great mass of citizens to discharge their civic duties intelligently. Then came the era when the emphasis on reading was to enrich experience and to secure acquaintance with cultural heritage.<sup>7</sup>

As emphasis in the social order has shifted, so have the aims in teaching reading. The importance of teaching reading has grown as society has grown.<sup>8</sup> It is scarcely possible for anyone to achieve success in today's complex civilization without the ability to read. Gray and Reese say:

Life in the United States is so organized that it is impossible to live effectively beyond the years of early childhood without reading, . . . . At the very best they should have the power to use reading as an aid in meeting the practical needs of life more effectively, as a means of gaining information vital to carrying on their occupation, as a wholesome way of spending leisure time, as a means to

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<sup>6</sup>Smith, pp. 1-277.

<sup>7</sup>Ibid., pp. 185-192.

<sup>8</sup>Lillian Gray and Dora Reese, Teaching Children to Read (New York, 1957), p. 42.

extend and enrich experience, as a tool of citizenship, and as a source of spiritual refreshment.<sup>9</sup>

Russell<sup>10</sup> observed that the aims which have directed teaching of reading have been expanded from time to time in harmony with changing personal and social needs.

In a recent world-wide survey of reading, Gray<sup>11</sup> noted striking evidence that purposes and aims for reading are markedly similar the world over, as groups rise in the scale of literacy and culture. He concluded that there were many common needs and many similar purposes for reading the world over,

#### Changing Methods

The methods used in teaching reading have provoked constant thought and discussion. The problems considered most often in preceding centuries related largely to methods of teaching beginning reading. In securing needed information and in reaching decisions, observations and personal judgments were relied on chiefly. Very little evidence of the use of scientific methods in studying reading problems appeared in literature until about the middle of the nineteenth century.<sup>12</sup>

The history of education in the United States during the past century shows that many methods have been used in teaching pupils to read. Gray

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<sup>9</sup>Ibid., p. 5.

<sup>10</sup>David H. Russell, Children Learn to Read (2nd ed., Boston, 1961), pp. 143-144.

<sup>11</sup>William R. Gray, The Teaching of Reading and Writing, Monographs on Fundamental Education, No. 10, UNESCO (Paris, 1956).

<sup>12</sup>Russell, p. 141.

and Reese<sup>13</sup> state, "Methods in the teaching of reading have veered from too much emphasis on oral reading to too much emphasis on silent reading, from an overdependence on phonics to a neglect of phonics, and so on."

The alphabet-spelling method which was used in the period from 1607 to 1776 was described as:

John and Priscilla started reading by learning that a is a and that b is b. . .after the children had mastered their ABC's, they were allowed to fit them together to form syllables . . . the last thing colonial pupils got in the whole process was the thought.<sup>14</sup>

Overdramatic oral reading followed in 1776 with emphasis on eloquent oral interpretation. The alphabet-spelling method was retained after 1776, but reading aloud with all the fire of patriot orators was added to the program. This method and its materials are described by Smith<sup>15</sup>, and Gray and Reese<sup>16</sup>, and others.

The analytical alphabet-spelling method was superseded by the introduction of the word method. Horace Mann was chiefly responsible for initiating this change. He criticized the alphabet method and advised the adoption of the word method in his famous report to the Board of Education in Massachusetts in 1833:

. . . presenting the child with the alphabet is giving them what they never saw, heard, or thought before. . . . But the printed names of known things are the signs of sounds which their ears have been accustomed to hear, and their organs of speech utter. It can hardly be doubtful therefore that a child would learn to name 26 familiar words sooner than the unknown, unheard of, and unthought of letters of the alphabet.

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<sup>13</sup>Gray and Reese, p. 31.

<sup>14</sup>Ibid., p. 32,

<sup>15</sup>Smith, pp. 98-103.

<sup>16</sup>Gray and Reese, p. 33

Horace Mann also made another important contribution to improved instruction in reading when he condemned the excessive devotion to oral reading practices in schools of his time.

The use of phonics for word analysis began about 1870 and was excessively emphasized until approximately 1920. Several elaborate systems, formal and mechanical, were developed; the Ward System, the Pollard System, the Beacon System, the Gordon System, and others.<sup>17</sup>

This period was followed by a complete swing to another extreme. Teachers eliminated any form of word analysis and adopted the equally unsatisfactory method known as the "look-and-say" method. Every word was to be learned as a sight word by viewing the whole and repeating it many times. The sentence and, a little later, the story method soon appeared.<sup>18</sup>

Until 1915, reading practice in elementary schools was largely oral. Russell says, "After that time, research and practice emphasized the values of silent reading to such an extent that some schools gave oral reading little attention in their activities."<sup>19</sup> Since 1940, authorities have advocated the use of both oral and silent reading in programs of reading instruction.

Currently, professional literature is filled with descriptions of methods of teaching reading. Never have methods of teaching reading at grades one, two, and three been more varied.<sup>20</sup>

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<sup>17</sup>Ibid., p. 40.

<sup>18</sup>Ibid., p. 41.

<sup>19</sup>Russell, p. 120.

<sup>20</sup>Nila Blanton Smith, "Through Methods and Materials," New Frontiers in Reading, International Reading Conference Proceedings, V (New York, 1960), p. 26.

Individualized instruction is probably the most discussed approach currently offered as a procedure for teaching reading more effectively. Individualized instruction is described by Veatch,<sup>21</sup> Miel,<sup>22</sup> and others as the program in reading where each pupil chooses his own material for his own reading instruction, reads at his own rate, participates in groups organized on other bases than ability, and uses a wide variety of books instead of only basal readers.

Smith observes that:

Very little valid research has been conducted in regard to the effectiveness of individualized instruction. The studies that have been made are contrary in their results, some indicate superior results in reading achievement, others show no superiority over other methods . . . . Much more careful evaluation of this plan is needed.<sup>23</sup>

There are defenders of the method of teaching reading as a part of a whole context of experience. In this approach, the integration of the skills of listening, speaking, writing, and reading make up the language arts experience approach.<sup>24</sup>

The structural approach to reading is currently being urged by many linguists. They emphasize the recognition of basic structural principles of word order as being fundamental in learning in the reading process.<sup>25</sup>

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<sup>21</sup>Jeannette Veatch, Individualizing Your Reading Program (New York, 1959), p. 242.

<sup>22</sup>Alice Miel, ed., Individualized Reading Practices, Practical Suggestions for Teaching, No. 14 (New York, 1958), p. 91.

<sup>23</sup>Smith, Vol. 5, p. 27.

<sup>24</sup>Audrey Dickhart, "Breaking the Lock-Step in Reading," Elementary English, XXXV (January, 1958), pp. 54-56.

<sup>25</sup>Carl A. Lefevre, "Reading Our Language Patterns: A Linguistic View--Contributions to a Theory of Reading," Challenge and Experiment in Reading, International Reading Conference Proceedings, VII (New York, 1962), pp. 66-70.



Several schools are now experimenting with visual approaches to teaching reading through the media of films<sup>26</sup> and television.<sup>27</sup>

Smith states, "One of the most frequently recurring panaceas offered for improving the reading ability of individuals or groups is some new twist in the method of teaching phonics."<sup>28</sup>

Gray summarizes the methods that have been mentioned as:

. . . the evidence presented in the many studies and experiments, indicates that the real issue is not which of the procedures is better but rather what does each contribute most effectively. When the evidence is reviewed in the light of this question, four conclusions emerge: (a) systematic basal instruction makes its greatest contribution in promoting essential understandings, attitudes, and skills in reading; (b) stimulating supplementary-reading and activity programs are highly productive in cultivating favorable attitudes toward reading, in deepening reading interest, and in enriching the experiences of children; (c) a sound reading program should make use of the advantages inherent in both systematic instruction in reading and challenging activities in all curriculum fields; (d) the optimum amount of systematic instruction varies with conditions, such as the needs and capacities of children and the skill of the teacher.<sup>29</sup>

Present-day methods of teaching reading were critically evaluated by Gray and representatives from many countries. The final conclusions were as follows:

(a) the results of research do not indicate conclusively which of the various methods now in use is the best; (b) specific methods of teaching reading do not secure equally good results

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<sup>26</sup>Glen McCracken, "New Castle Reading Experiment," Elementary School Journal, LIV (March, 1954), pp. 385-390.

<sup>27</sup>Richard L. Carner, "The Courtland TV Reading Project," Changing Concepts of Reading Instruction, International Reading Conference Proceedings, VI (New York, 1961), pp. 148-151.

<sup>28</sup>Nila Blanton Smith, "Through Methods and Materials," New Frontiers in Reading, International Reading Association Conference Proceedings, V (New York, 1960), p. 27.

<sup>29</sup>William R. Gray, "The Teaching of Reading," Encyclopedia of Educational Research (New York, 1960), p. 1122.

among all members of a group; (c) contrasting methods of teaching reading produce different results; (d) good initial progress in reading results from emphasis on both meaning and word recognition.<sup>30</sup>

The elementary school program in reading has been determined by tradition, by philosophies of education, by social demands on the school, and by textbooks or readers available to children and teachers. More recently the characteristics and developmental patterns of children have been considered in planning the development and activities of the reading program. Since 1920 reading materials have undergone radical modifications in harmony with social changes, new conceptions of the chief purposes of schooling, increased understanding of child development, interests, needs, and in research findings in related areas.<sup>31</sup>

#### Current Criticism of Teaching Reading

Current criticisms of teaching reading range from issues about quality of the content of basal readers to the issue of extent of vocabulary and to criticisms of teaching practices. Programs designed to promote beginning reading readiness have been under debate for the past two decades. As Gates<sup>32</sup> suggested, readiness means somewhat different things to different people. Some regard it only as an expression of interest or purpose. Others describe it with emphasis upon general maturation which occurs in rather regular physical, mental, and other ways in most individuals.

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<sup>30</sup>William R. Gray, The Teaching of Reading and Writing.

<sup>31</sup>Russell, p. 141.

<sup>32</sup>Arthur I. Gates, "Basal Principles in Reading Readiness Testing," Teachers College Record, XL (March, 1939), pp. 435-506.

The role of kindergarten experiences in a reading readiness program is important and sometimes controversial.<sup>33</sup> The present issue is "teaching the five-year-old to read in kindergarten." This is a problem which has grown to huge proportions in many school systems.<sup>34</sup>

The argument of phonics versus the "look-and-say" method continues even though the attack has shifted. Iverson<sup>35</sup> observes, "Earlier many critics charged that phonics was not taught at all. Phonics, it is now charged, are taught but taught the wrong way." One of the principal learning procedures at the early stage in word recognition is the association of printed letters, singly and in combination, with the typical sounds they represent and the synthesis of these sounds into patterns which the child can recognize as words he already knows.<sup>36</sup> Some words he will learn as wholes, without the need for analysis; but, increasingly as he meets new words, the power to deal with them analytically in terms of sound related to symbols is a valuable asset. The situation today may be summed up thus:

Not a reputable system of teaching reading exists today that does not give extensive attention to phonetic training throughout the entire primary and middle grades. The same thing can be said of the modern spelling program in which phonetic training is a part of the program from the second grade on through the eighth. The writer who accuses the

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<sup>33</sup>Dolores Durkin, "Reading Instruction and the Five-Year-Old Child," Challenge and Experiment in Reading, International Reading Conference Proceedings, VII (New York, 1962), pp. 23-29.

<sup>34</sup>William D. Sheldon, Influences Upon Reading Instruction in the United States (Syracuse, 1961), pp. 33-39.

<sup>35</sup>William J. Iverson, "Controversial Issues in the Teaching of Reading," Challenge and Experiment in Reading, International Reading Conference Proceedings, VII (1962), p. 213.

<sup>36</sup>Donald D. Durrell, "Success in First Grade Reading," Journal of Education, CXL (1955), pp. 1-6.

school of doing nothing about phonetics is simply saying things that are not true.<sup>37</sup>

Grouping for instruction, a recognized means of providing for differentiated instruction in reading, continues to capture the interest and concern of teachers and those interested in the teaching of reading.<sup>38</sup> Many schools have abandoned traditional procedures for grouping using basal reading materials and have launched into individualized reading programs. Sartain summarizes:

When we look at individualized reading in its proper perspective, we see that it has both inherent strengths and weaknesses. Its wise employment enhances interest in reading. If it is used without caution, individualized reading can be the Judas-goat that leads inexperienced teachers to produce a crop of deficient readers for which we will never be forgiven. . . . When we plan reading instruction, it is not necessary to omit the basic work because we want to include individualized reading. Instead, we can combine the values of both into a program that is more harmonious and pleasing than ever before.<sup>39</sup>

The role of speed in reading has become a major concern of today's world. Rate of reading frequently has been described as speed in grasping the meanings intended by the writer. To read is to comprehend at a slow rate or at a relatively more rapid rate.<sup>40</sup> Leading authorities have repeatedly pointed out the importance of reading speed flexibility.

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<sup>37</sup>Gerald A. Yoakam, Report of the Eleventh Annual Conference on Reading (Pittsburg, 1955), p. 11.

<sup>38</sup>Sheldon, pp. 11-26.

<sup>39</sup>Harry W. Sartain, "Individualized Reading in Perspective," Changing Concepts of Reading Instruction, International Reading Conference Proceedings, VI (New York, 1961), pp. 86-87.

<sup>40</sup>Emerald Dechant, "Rate of Comprehension - Needed Research," Changing Concepts of Reading Instruction, International Reading Conference Proceedings, VI (New York, 1961), p. 223.

Important pioneering work in testing in this area has been carried out by Letson,<sup>41</sup> Sheldon and Carrillo,<sup>42</sup> and Spache.<sup>43</sup>

Stauffer observes:

Authorities are agreed that the mark of an efficient reader is the ability to adjust rate of reading to purpose, to the nature and difficulty of the material, and to the reader's experience and knowledge. This being the case, only the naive questioner will ask 'What is your rate of reading?' or indulge<sup>44</sup> in a controversy about skimming versus scanning versus reading.

These and other issues in the teaching of reading continue to challenge those who are vitally interested in the improvement of reading instruction.

#### Literature Related to Reading Practices

To develop an instrument to study the actual teacher practices used in teaching of reading at grades one, two, and three, a review of the current thinking of leaders in the field of reading was necessary.

As concepts of reading instruction have changed and broadened, so have implications for teachers of reading. Today's teacher of reading must know reading methods and research design, how to read the professional literature in his field, how to participate constructively in planning, executing, and interpreting research in the field of reading.

The theory of teaching reading has advanced far more rapidly than has school practice. Durrell observes:

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<sup>41</sup>Charles T. Letson, "Speed and Comprehension in Reading," Journal of Educational Research, LII (October, 1958), pp. 49-53.

<sup>42</sup>W. D. Sheldon and L. W. Carrillo, "The Flexibility of Reading Rate," Journal of Educational Psychology, XLIII (May, 1952), pp. 299-305.

<sup>43</sup>George O. Spache, "Diagnostic Tools," Fifth Yearbook of the Southwest Reading Conference (1955), pp. 35-47.

<sup>44</sup>Russell G. Stauffer, "Speed Reading and Versatility," Challenge and Experiment in Reading, International Reading Conference Proceedings, VII (New York, 1962), p. 206.

There are many ways to teach reading well. There are also many ways to teach it badly. Despite the large number of publications on the teaching of reading--professional books, teachers' manuals, national committee reports, magazine articles, and research studies--we have not yet discovered a definite series of steps which a teacher may follow with the assurance that all pupils will grow in reading in the most efficient manner, . . . . Even with the best of currently used materials, the effectiveness of learning depends far more upon the activities of the teacher than upon the reading program being used.<sup>45</sup>

As methods of teaching reading become more varied and as materials become more profuse, the task of the classroom teacher of reading multiplies. Wide variations in classroom practices in teaching of reading led to Witty's comment:

It would be highly desirable if school people could agree upon certain practices to be followed more generally in reading instruction. It has been found that no clearly defined, generally accepted program of reading instruction prevails throughout our schools.<sup>46</sup>

It is now rather generally approved by recognized authorities in reading that a sound reading program is a continuous program. The program has now been extended to include instruction in reading from the primary grades throughout the junior and senior high school, and in college and adult life when individuals or groups are found to have insufficiencies or inadequacies in reading.

McCullough asserts:

Research findings limit the freedom of the teacher to do as he likes. He can no longer legitimately practice those techniques which research has proved unsound. . . . Research does not limit our creativity. Rather, it channels it into more productive areas of endeavor. . . . There is no one best way of teaching reading. . . .

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<sup>45</sup>Donald Durrell, Improving Reading Instruction (New York, 1956), p. 1.

<sup>46</sup>Paul Witty, "Purpose and Scope of the Reading Program," Development In and Through Reading, National Society for the Study of Education Yearbook, LX, Part I (Chicago, 1961), p. 6.

research has produced a wealth of information, findings have not been adequately disseminated or put into practice.<sup>47</sup>

She also states that. . . Two teachers teaching a room apart may be a generation or more apart in their methods.<sup>48</sup>

Purcell reports on a tri-state survey:

The results of the survey seem to bear out current professional opinion that our reading programs are striking a middle path between the old ways and the most radical of the new ways. Moderation was one keynote of the methods surveyed. . . . Two others were at least as significant: flexibility and variety.<sup>49</sup>

On the extent of use of certain selected practices in the teaching of reading in the kindergarten and primary grades of New York schools, Belden found:

A major implication of the results is that writings and teachings of the leaders in the field of reading have not gone unheeded. The teachers' responses give a positive indication that many of the practices recommended to provide a good reading program are recognized by them, and in many instances are put to regular use.<sup>50</sup>

Severance<sup>51</sup> noted that only 41 percent of reading readiness practices were common to the reading readiness programs in schools which she surveyed in southeast Oklahoma.

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<sup>47</sup>Constance M. McCullough, "The Psychology of Methods of Teaching Reading," The Teaching of Reading in the Elementary School (Washington, 1958), p. 17.

<sup>48</sup>Ibid., p. 18.

<sup>49</sup>Barbara A. Purcell, "Methods of Teaching Reading: A Report on a Tri-State Area," The Elementary School Journal, LVIII, No. 8 (1958), pp. 449-53.

<sup>50</sup>Bernard R. Belden, "A Study of Selected Practices Reported in the Teaching of Reading in the Kindergarten and Primary Grades in New York State" (unpub. Ph.D. dissertation, Syracuse University, 1955), p. 110.

<sup>51</sup>Marian Severance, "Reading Readiness Practices of Certain First Grade Teachers in Southeastern Oklahoma" (unpub. Ed.D. dissertation, Oklahoma State University, 1956), p. 136.

In a study of basal reading group practices, Groff<sup>52</sup> found "it was obvious that the teachers did not 'constantly' change pupils from one reading group to another as the authorities have prescribed."

Teaching reading in the primary grades is complicated by a number of issues and problems. Descriptions of methods and approaches to the teaching of reading, of organizational practices, and of materials of instruction for reading continue to fill professional books and journals in reading instruction. However, there are many aspects of a good reading program, and these aspects are interlaced and overlapped, each contributing to the strength of others.

Stages of development in reading have been described in many publications by Dr. William S. Gray, leading authority in the teaching of reading, and by the National Committee on Reading of the National Society for the Study of Education<sup>53</sup> in their 1937, 1948, and 1961 yearbooks. These stages of reading development are accepted by major writers such as McKee,<sup>54</sup> Russell,<sup>55</sup> Hildreth,<sup>56</sup> Gray and Reese,<sup>57</sup> and

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<sup>52</sup>Patrick J. Groff, "A Survey of Basal Reading Group Practices," The Reading Teacher (January, 1962), pp. 232-35.

<sup>53</sup>The Teaching of Reading: A Second Report, Thirty-Sixth Yearbook of the National Society of the Study of Education (Bloomington, 1937), pp. 76-77; Reading in the Elementary School, Forty-Eighth Yearbook, Part II of the National Society for the Study of Education (Chicago, 1949), pp. 19-22; Development In and Through Reading, Sixtieth Yearbook of the National Society for the Study of Education, Part I (Chicago, 1961), pp. 229-230.

<sup>54</sup>Paul McKee, The Teaching of Reading in the Elementary School (Boston, 1948), pp. 1-608.

<sup>55</sup>Russell, Children Learn To Read, pp. 1-592.

<sup>56</sup>Gertrude Hildreth, Teaching Reading (New York, 1958), pp. 237-39.

<sup>57</sup>Gray and Reese, pp. 1-466.



others. The program of development in reading for grades one, two, and three is included in the first four closely related and overlapping periods or stages of instruction. These may be described as follows:

The period of readiness in which the child is prepared for beginning reading;

The period of initial instruction in beginning reading;

The period of growth toward independence in reading;

The period of transition.

#### Techniques of the Study

The study is concerned with determining attitudes of Louisiana teachers of grades one, two, and three toward the teaching of reading, as evidenced by their practices, and to ascertain what factors are associated with those attitudes.

#### Use of the Random Sampling Technique

The survey method of procedure was selected as the most suitable one for the study as it is a generally accepted method of research for securing data regarding current conditions.<sup>58</sup> The study population was selected by use of stratified random sampling. Good and Scates<sup>59</sup> say, "In stratified random sampling the population is first sub-divided into two or more strata (classes), and then from each stratum is taken a predetermined number of observations (sample) at random," Stratified

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<sup>58</sup>Carter V. Good and Douglas E. Scates, Methods of Research (New York, 1954), p. 550.

<sup>59</sup>Ibid., p. 601.

sampling is generally more efficient than simple random sampling.<sup>60</sup>

#### Use of Questionnaire Technique

The nature of the study prescribed the use of an instrument suitable for securing many kinds of information from a large sample population. The check list employing check responses, was chosen as the most fitting form of data-gathering instrument to get the desired information. According to Good and Scates,<sup>61</sup> "this form is time saving, . . . , exercises a directive influence in securing responses, and greatly facilitates the process of tabulating and summarizing."

The check list, as a technique, has been used increasingly to inquire into the opinions and attitudes of a group.<sup>62</sup> The check list is particularly useful when one cannot readily see personally all the people from whom he desires responses or where there is no particular reason to see the respondent personally.<sup>63</sup> It is also useful to determine attitudes of the members of a group which are of considerable importance in determining the functioning of the group.<sup>64</sup> Such measurements of attitudes and opinions have become a vital part of the educational system.<sup>65</sup>

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<sup>60</sup>Frederick F. Stephan, "History of the Uses of Modern Sampling Procedures," Journal of the American Statistical Association, XLIII (March, 1948), pp. 12-39.

<sup>61</sup>Good and Scates, p. 613.

<sup>62</sup>Ibid., p. 606.

<sup>63</sup>Ibid., p. 606.

<sup>64</sup>H. H. Remmers, Introduction to Opinion and Attitude Measurement (New York, 1954), p. 215.

<sup>65</sup>Ibid., p. 395.

A check list is a form prepared and distributed to secure responses to certain questions; as a general rule these questions are factual, intended to obtain information about certain conditions and practices of which the respondent is presumed to have knowledge. It is an accepted technique in securing a cross section of thought or attitude. Good and Scates<sup>66</sup> state that "opinions and attitudes are facts, insofar as the responses are typical of the individuals, but they are facts of opinion. They represent the leanings or attitudes of a person, whether right or wrong."

The check list is an accepted technique used in examining current practices in schools and has been widely used. It offers a uniformity of responses which facilitates the collection and statistical treatment of quantities of data.

The check list used in the current study was designed to study reading practices used in teaching reading in grades one, two, and three. Statements of current practices in teaching reading were drawn from the writings of a representative group of specialists<sup>68</sup> in reading.

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<sup>66</sup>Good and Scates, p. 613.

<sup>67</sup>Pauline V. Young, Scientific Social Surveys and Research (Englewood Cliffs, N. J., 1956), p. 178; M. Jahoda, M. Deutsch, and S. W. Cook, Research Methods in Social Relations, Part One: Basic Processes (New York, 1951), p. 156.

<sup>68</sup>(a) DeBoer and Dallman, pp. 41-319; Tinker and McCullough, pp. 333-456; (b) Gray and Reese, pp. 93-229; (c) Russell, pp. 141-228; (d) Hildreth, pp. 64-368; (e) McKee, pp. 125-347; (f) Gertrude Hildreth, "Reading Programs in the Early Primary Period," and "Reading Programs in Grades II and III," in Reading in the Elementary School, op. cit., pp. 54-92 and 93-126; (g) Margaret McKim, Guiding Growth in Reading (New York, 1958), pp. 33-312; (h) Donald Durrell, Improving Reading Instruction (New York, 1956), pp. 21-92; (i) Marion Monroe, Growing Into Reading (Chicago, 1951), pp. 3-262; (j) E. A. Betts, Foundations of Reading Instruction (New York, 1957), pp. 251-713; (k) G. L. Bond and Eva Wagner, Teaching the Child to Read (New York, 1960), pp. 38-256.

The instructional jobs as outlined by McKee<sup>69</sup> and others were used as a guide in compiling the list of statements of practices. These stated practices included the teaching and learning activities outlined for the four major areas of instruction. Some of these practices are better than others. Some of them are often thought to be definitely bad. Some are believed by many to be indispensable. Some of the statements directly contradict others. But each statement presents teaching practices as are actually found in a great many schools.

#### Use of Jury Technique

Two juries were used in the present study. A jury of experts in the field of reading and a jury of qualified experienced classroom teachers were asked to pass judgment on the statements of practices in the check list. Good and Scates<sup>70</sup> say that "it is essential that criticisms of qualified persons be secured before the final form of the questionnaire is prepared and mailed out." The use of group judgments is by no means a new or untried practice. Koos<sup>71</sup> says this is a means to be used "to secure opinions, judgments, or the expression of attitudes of respondents from which . . . tentative measures or evaluations" may be made. Kearney<sup>72</sup> observes, "Authoritative opinion is valuable for what it is: the best judgment of people who are widely informed on research and theory in their specialities."

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<sup>69</sup>McKee, Chapters 7, 8, 9, and 10.

<sup>70</sup>Good and Scates, p. 622.

<sup>71</sup>Leonard V. Koos, The Questionnaire Technique (New York, 1928), p. 147.

<sup>72</sup>Nolan C. Kearney, Elementary School Objectives (New York, 1953), p. 171.

In a study designed to define the goals of elementary education and to develop new and better instruments with which to measure and evaluate the achievement of goals, Kearney<sup>73</sup> concludes, "This report rests the case for its validity upon expert opinion."

The "jury technique" involves the pooled judgments of a number of persons<sup>74</sup> and is a frequently used technique for validation of a questionnaire.

#### Summary

Reading has long been an important function of the elementary school. Concepts and methods of teaching reading have changed greatly since the earliest establishment of American schools. Purposes and aims for reading have shown comparable change. Methods in teaching reading have ranged from the use of memorization of letters and combination of letters, through the use of phonics, through the "look-and-say" method, to the sentence and story method.

Current criticisms and proposals include individualized instruction, linguistics, use of reading machines, and a return to phonics. Although changes have been made, authorities in the teaching of reading are in agreement with respect to many issues. One point of agreement is that of the four stages of development found in reading programs of grades one, two, and three. These are readiness, initial instruction, growth toward independence, and transition.

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<sup>73</sup>Ibid., p. 173.

<sup>74</sup>Carter V. Good and A. S. Barr and Douglas E. Scates, Methodology of Educational Research (New York, 1938), p. 613.

The techniques of the study include the use of stratified random sampling and a form of the questionnaire, a check list, for obtaining data. These techniques are accepted methods for making a state-wide normative survey. Use of the jury technique for validation of the check list instrument is recommended by many research authorities.

The development of the check list, its validation, the methods of gathering data and treatment of the data are described in Chapter III.

## CHAPTER III

### GENERAL PROCEDURES OF THE STUDY

Because of the nature and scope of the current study, the use of an instrument for securing many kinds of information from a large sample population seemed to be indicated. The check list, a form of the questionnaire, was deemed an appropriate instrument for obtaining the data required for meeting the purpose of the study.

The check list is an accepted research technique in studies which concerns current practices in school systems. It offers a uniformity of responses which provide a convenient, suggestive list for respondents to check.<sup>1</sup>

#### Development of the Original Check List

The number of statements which illustrate practices in the teaching of reading were drawn from the literature written in the field of reading. These statements were fairly inclusive in covering common practices in the teaching of reading in the first three grades. No attempt was made to evaluate practices or their desirability. The statements of practices were arranged in a check list form of questionnaire which required the respondent to select an appropriate response and to indicate his answer as directed by instructions included in the check booklet. These statements

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<sup>1</sup>Carter V. Good and Douglas E. Scates, Methods of Research (New York, 1954), p. 613.

called for information which the respondent could readily provide.

The following statements of practices are typical of the kinds of statements included in the check list.

<u>STATEMENTS</u>	<u>RESPONSES</u>			
	Always	Usually	Sometimes	Never
1. I develop hand-eye coordination by providing a planned sequence of training exercises involving pupil use of:				
(a) paper and pencil				
(b) chalk and chalkboard				
(c) paint and easel				
(d) crayons				
(e) scissors				
2. I provide practice and drill to assure every child a good foundation in:				
(a) visual discrimination of letters				
(b) auditory discrimination of sounds				
(c) associating visual and auditory perceptions				

The trial questionnaire contained 90 statements of practices divided into the four recognized major areas<sup>2</sup> of reading at the grades one through three level.

#### Validating the Check List

The check list of statements of practices in teaching reading, together with a cover letter explaining the study, was sent to fourteen professional educators who are recognized writers in the field of reading instruction. These jurors were selected to respond to the check list in order to remove ambiguous statements, to eliminate items that were

<sup>2</sup>Refer to page 24.



irrelevant, and to add items where necessary to provide a more complete list of current practices.

The jury of experts was requested to respond to the check list and to criticize or evaluate it according to the following:

1. Clearness of directions
2. Clarity of statement
3. Arrangement of statement
4. Ease or difficulty of deciding the necessary category to use
5. Time necessary for answering

Each juror was requested to use the space at the end of each area of statements of practices for added practices, comments, and suggestions. Responses were received from ten of the fourteen experts.

#### Pre-testing the Check List

A group of thirty-five experienced classroom teachers of grades one, two, and three was asked to pre-test the check list. These jurors were asked to respond to the check list in terms of its practical use since it is difficult to anticipate adequately the interpretations of others or the varying complexities of the situations that will arise. None of these classroom teachers were used in the study itself.

#### Revision of the Check List in Accordance with Juror Responses

This section consists of an item-by-item analysis of juror responses to the practices in teaching reading given in the preliminary check list. In each case, first, the original statement is presented; second, comments that are pertinent to the revision are given; and third, the revised statement which resulted is listed. Consideration of recommendations and suggestions made by the writer experts and teacher experts are

included in the revised statements. Certain general comments of the jury of experts are given in Appendix A.

### Area of Readiness

#### 1. Original statement

I provide the same program of readiness instruction for all students.

#### Comments

Anyone who does fails to understand the nature of individual differences.

Good,

Substitute . . . "each student,"

Ok,

#### Revision

I provide the same program of readiness instruction for each student.

#### 2. Original statement

I use a variety of manipulative skills to develop hand-eye coordination involving;

- (a) paper and pencil
- (b) chalk and chalkboard
- (c) paint and easel
- (d) crayons
- (e) scissors

#### Comments

This has no relation to success in reading.

Ok.

Few teachers have any planned sequence of training exercises to improve ocular motility, form perception, and directionality.

I think your question has to be refined somewhat . . .

Why not say "I develop hand-eye coordination by having the pupils use;"

#### Revision

I develop hand-eye coordination by providing a planned sequence of training exercises involving pupil use of;

- (a) paper and pencil
- (b) chalk and chalkboard
- (c) paint and easel

- (d) crayons
- (e) scissors

### 3. Original statement

I allow my children to use their preferred hand in:

- (a) drawing
- (b) writing
- (c) turning pages in a book
- (d) handling toys

#### Comments

Substitute ". . . encourage children to use their preferred hand in:"

This has no relation to success in beginning reading.

Ok.

#### Revision

I encourage my children to use their preferred hand in:

- (a) drawing
- (b) writing
- (c) turning pages in a book
- (d) handling toys

### 4. Original statement

I provide practice in left to right eye movement through the use of my experience charts.

#### Comments

I have never known this to be a problem although it is often listed as important.

Ok.

Omit . . . "my."

#### Revision

In teaching the development of left-to-right progression across the page, I provide activities for children to:

- (a) learn the meaning of left and the meaning of right
- (b) view a sequence of pictures from left to right in order to tell a story
- (c) observe that we write from left to right
- (d) learn that we read sentences and words from left to right

5. Original statement

I check with the parents of my children concerning the routines related to:

- (a) sleep
- (b) rest
- (c) exercise
- (d) eating habits

Comments

Ok.

Good.

Good.

Give the parents a break; they often do the best they can.

Reading difficulties seldom stem from this source.

Revision

No revision was made.

6. Original statement

I provide opportunities to develop muscular coordination such as:

- (a) holding toys
- (b) playing with toys
- (c) using simple necessary equipment in the classroom
- (d) holding a book
- (e) turning pages in a book
- (f) bouncing and catching balls
- (g) rhythmic games, such as hopping and skipping

Comments

This item must be refined to distinguish among the different types of training and muscular coordination and their respective purposes.

Waste motion for reading readiness.

Ok.

Revision

I provide opportunities to develop muscular coordination including:

- (a) large muscles (example: The children bounce and catch balls, hold toys and play with them, participate in rhythmic games, such as hopping and skipping.)
- (b) small muscles (example: The children use simple necessary equipment in the classroom such as scissors, crayons, pencils, etc.)

7. Original statement

I vary the amount of time spent in the readiness program so that slow learners have more time than the other pupils.

Comments

Do you want to say more time?

It isn't time they need, but useful instruction. More time in most of these activities will be wasted.

Good.

Revision

I plan my program of readiness to allow:

- (a) the same length of time for all pupils
- (b) a longer period of time for some pupils
- (c) a shorter period of time for some pupils

8. Original statement

I use various exercises to develop visual discrimination such as observation of:

- (a) gross geometric forms
- (b) pictures
- (c) word forms
- (d) letter forms

Comments

Ok.

These, too, have little relation to reading success.

Only the passive types of visual discrimination not involving active response of the child are implied here.

Revision

I use various exercises to develop visual discrimination between:

- (a) gross geometric forms
- (b) pictures
- (c) word forms
- (d) letter forms
- (e) phrases and sentences

9. Original statement

I provide varied exercises to develop auditory discrimination such as:

- (a) listening for and saying one-syllable words that rhyme
- (b) listening for and adding endings to a given word
- (c) listening for and giving words which contain the most common phonetic elements in the beginning of a word.

#### Comments

Oh!?

After all these years, the linguists have decided we should say "phonic." Thought you'd like to make this change. Ear-training is highly important, but it must be specific to the perception problem in reading.

- Identification of phonemes in words.
- Relation of these sounds to print.
- Move from easy to difficult.
- Keep word meaning high.
- Utilize every - pupil response methods.
- Etc.

Your suggested exercises in auditory discrimination are among the last in a series of such that probably should be offered. What about auditory discrimination training in identifying common sounds, imitating common sounds, recognizing differences in pitch, loudness, and timbre? I would also suggest that training in distinguishing the number of sounds of syllables present, of distinguishing among words which have the same single consonant or blend sound as well as those which have similar or different endings.

#### Revision

I provide varied exercises to develop auditory discrimination such as:

- (a) identifying common sounds
- (b) recognizing differences in pitch, loudness, and timbre
- (c) distinguishing number of sounds of syllables in words
- (d) distinguishing words which have the same single consonant or blend sound at the beginning of a word
- (e) listening for and saying one-syllable words that rhyme
- (f) listening for and adding endings to a given word

#### 10. Original statement

I develop experience charts with my beginners to provide practice in making the return sweep to the beginning of the next line.

#### Comments

Why bother?

Is this only purpose--item suggests so.

Not the main reason, however.

I find no other item on experience charts as to value--are these items given in 4 and 10 the only values?

Revision

This statement became a part of Item 20.  
Item 11 was moved to this position.

11. Original statement

I guide and direct many group activities to develop social growth:

- (a) stressing cooperation
- (b) taking turns
- (c) sharing
- (d) courtesy
- (e) giving attention

Comments

What has this to do with reading?  
Ok.  
Good.

Revision

No revision. Moved to Item 10.

12. Original statement

I accept a satisfactory score on a readiness test as the major criterion for determining the child's readiness to begin formal reading.

Comments

You might say--as one of the criterion rather than the major.  
Which test? What does it measure? What evidence of validity?  
Use a combination.  
Ok.

Revision

I use a readiness test:

- (a) before I begin my readiness program for diagnostic indications for planning
- (b) at the close of my program of reading readiness as the major criterion for determining the child's readiness to begin formal reading

Moved to Item 11.

13. Original statement

I supply the same experience in auditory discrimination for each child who is beginning reading.

Comments

Ok,  
Regardless of need?

Revision

No revision was made.  
Moved to Item 12.

14. Original statement

I help children establish hand dominance by having pupils use only their right hand to:

- (a) throw and catch a ball
- (b) cut paper with scissors
- (c) hammer a nail
- (d) erase a chalkboard
- (e) eat with a fork or spoon

Comments

This contradicts Item 3, doesn't it?  
No relation to beginning reading success.  
Don't quite understand what the purpose of this item is?

Revision

No revision was made,  
Moved to Item 13.

15. Original statement

Before beginning initial reading instruction, I provide workbook exercises and chalkboard exercises to help children see likenesses and differences:

- (a) in letters
- (b) in words
- (c) in phrases

Comments

This might include tracing letters to discover their likenesses and differences, copying them, reproducing them from memory, etc. This might be useful, but matching is too low a level of perception to be significant.



Do you mean instruction in a basic reader, if so, you should say so.

Good.

### Revision

Before beginning initial reading instruction, I provide paper and pencil exercises and chalkboard exercises to help children see likenesses and differences:

- (a) in letters
- (b) in words
- (c) in phrases
- (d) in sentences

Moved to Item 14.

### 16. Original statement

I use oral reading activities:

- (a) for building listening skills
- (b) for drawing conclusions
- (c) for enjoyment
- (d) for proving a point in gaining information
- (e) for following directions
- (f) for emphasizing good expression
- (g) for testing word identification and recognition

### Comments

Everyone would check all these.

Are you concerned about which of these oral reading activities the teacher stresses the most? It's quite possible that (g) in this item is stressed almost to the exclusion of all others in some classrooms. Is not this an important point to discover?

Readiness level?

Teacher=oral reading?

Ok.

By the children in reading readiness stage?

Is this reading of charts?

I assume by the teacher.

### Revision

I use teacher-oral reading activities with pupils:

- (a) for building listening skills
- (b) for showing emotions of fear, excitement, happiness, etc.
- (c) for training in learning to follow directions
- (d) for demonstrating good oral expression

Moved to Item 15.

17. Original statement

I provide practice and drill to assure every child a good foundation in:

- (a) visual discrimination
- (b) auditory discrimination
- (c) fusing visual and auditory factors

Comments

This is ok if it means letter sounds in spoken word, letter names, etc., but if it is general discrimination of non-word elements, it is waste motion.  
I'm not certain what (c) of this item really means.  
Ok.  
Substitute "associating" for fusing.  
Substitute "relating" for fusing.

Revision

I provide practice and drill to assure every child a good foundation in:

- (a) visual discrimination of letters
- (b) auditory discrimination of sounds
- (c) associating visual and auditory perceptions

Moved to Item 25.

18. Original statement

I provide opportunities for children to build a good stock of word meanings and concepts by having pupils:

- (a) describe and interpret pictures
- (b) respond to stories read
- (c) take field trips and excursions

Comments

Good.  
Relate experiences.  
Substitute "heard" for read.  
This is waste motion for reading. Any child who speaks English has more words in his speaking vocabulary than will appear in his reading for two or three years.  
Is this to improve sentence structure of the child, produce greater fluency, better articulation or what?  
Ok.

Revision

I provide opportunities for children to achieve fluency in the use of words and ideas and to improve articulation by having them:

- (a) describe and interpret pictures
- (b) respond to stories heard
- (c) take field trips and excursions
- (d) relate their experiences

Moved to Item 24.

19. Original statement

I use a wide range of activities to develop skill in language and communication such as:

- (a) listening to stories, rhymes, and poetry read and told
- (b) dramatizing stories
- (c) conversation periods
- (d) discussion periods
- (e) "show and tell"

Comments

"Show and tell"??

Good for language activities, but does not enhance reading success.

Good.

Ok.

Most normal children have sufficient language ability to understand the concepts involved in the average basal reading materials.

Revision

I use a wide range of activities to develop skill in language and communication such as:

- (a) listening to and responding to stories, rhymes, and poetry read and told
- (b) dramatizing stories
- (c) conversation periods
- (d) discussion periods
- (e) giving brief reports on their experiences
- (f) telling and retelling stories
- (g) commenting on field trips and excursions

Moved to Item 16.

20. Original statement

I use the readiness workbook accompanying our basal set of

readers, along with other activities, for my program of readiness.

Comments

Do you need a contrasting item allowing those teachers who do not use their readiness workbook but substitute their own plans and programs a chance to express this fact?

Most of the elements in such workbooks bear little relation to success in learning to read.

Ok.

Revision

I develop my reading readiness program around:

- (a) a reading-readiness book
- (b) large units of activities planned to develop skills, abilities, attitudes, and information necessary for beginning initial reading instruction
- (c) the readiness book accompanying our basal series of readers in connection with a wide variety of reading-readiness activities planned in terms of needs.

Moved to Item 17.

21. Original statement

I make regular appraisals of children's work and performances as a base for:

- (a) planning pre-reading activities
- (b) grouping children for working together
- (c) meeting the needs of an individual student

Comments

Substitute "child" for student.

Might say how or what kinds of appraisals.

Ok.

Everybody thinks he makes "regular" appraisals. But few know what is significant for reading success.

Revision

No revision was made.

Moved to Item 18.

22. Original statement

I use informal observation to determine if a child is ready to begin formal reading including:

- (a) his interest in books and reading
- (b) his ability to stay with a task until it is completed
- (c) his ability to follow directions
- (d) his ability to remember the central thought of a story
- (e) his ability to remember important details

#### Comments

Does not the teacher also consider the child's readiness in terms of visual skills, speech skills, listening abilities, as well as the items you have suggested. The item seems to imply that her informal observation covers only the five points listed--.

Could this be the same as No. 21?

Better: Check the child's readiness by:

--- Ability to identify phonemes in speech.

--- Ability to give names of letters, or to identify letters named.

--- Rate of learning sight words taught in a typical situation.

Ok.

#### Revision

I use informal observation to determine if a child is ready to begin formal reading, including:

- (a) his visual skills
- (b) his speech skills
- (c) his listening skills
- (d) his language development
- (e) his interest in books and reading
- (f) his ability to stay with a task until it is completed
- (g) his ability to follow directions
- (h) his ability to remember the central thought of a story
- (i) his ability to remember important details

Moved to Item 19.

#### 23. Original statement

I insist my children use their right hand:

- (a) for drawing
- (b) for cutting
- (c) for writing
- (d) for other manipulative tasks

#### Comments

Again?

Why bother the teacher with this? It has nothing to do with reading success.

Revision

This statement was dropped after consideration of the suggestions of the jury.

24. Original statement

I use the following aids to help me determine if a child is ready to begin formal reading:

- (a) anecdotal records
- (b) readiness tests
- (c) intelligence tests
- (d) school records of health
- (e) information obtained from parents

Comments

Ok.

None of these are really pertinent.

Revision

No revision was made.  
Moved to Item 21.

25. Original statement

For my readiness program, I use a readiness workbook, for a few days or weeks, and follow it with a readiness test.

Comments

Ok.

Seems to be confusing. This should be spelled out in more detail.

This one is not clear to me.

More to readiness than this.

It would be better for most pupils to destroy the readiness workbooks on their arrival from the publisher.

Ok.

Some of the better teachers may well use the readiness test before they begin their readiness program.

How about an item asking teachers whether they really get any clues from the readiness test as to how they might make the child ready for reading?

Revision

No revision was made.  
Moved to Item 26.

26. Original statement

I find a reading readiness test my most reliable source for discovering clues that enable me to determine a pupil's readiness for reading.

Comments

This statement was added after consideration of the jurors suggestions.  
Moved to Item 22.

27. Original statement

During the time I am building the initial sight vocabulary, I also teach:

- (a) the names of letters
- (b) the sounds of letters
- (c) the sounds of groups of letters

Comments

This statement was moved from section on Initial Instruction.

Revision

No revision was made.

Is now Item 23.

Area of Initial Instruction1. Original statement

I begin formal reading when all my pupils have reached an adequate level of maturation for beginning reading.

Comments

All? At same time?  
. . . adequate level of maturation?  
Does this mean age maturation?  
Readiness is not maturation, in the usual sense of the word.  
Implies that teacher delays any reading instruction until the entire class is "ready." Is this exactly what you mean?

Revision

I delay beginning formal reading until my pupils have reached an adequate level of readiness for beginning reading.

2. Original statement

I limit vocabulary development in the beginning reading program to the vocabulary of a single basal reading series.

Comments

Ok.

One can't do this, even if he tries. The child always learns other words.

Good.

Revision

No revision was made.

3. Original statement

Prior to the beginning of regular reading instruction, I provide intensive phonic study.

Comments

Ok.

Also during and after, I hope.

What types of phonic study? Some are excellent, some useless.

Revision

No revision was made.

4. Original statement

I provide varied informal reading materials, which I have prepared from children's experiences in introducing them to beginning reading in:

- (a) experience charts
- (b) scrap books
- (c) notices
- (d) directions and plans

Comments

Good.

Teacher doesn't really provide these materials but rather provides experiences utilizing these approaches.

I hope they do.

This is such a good definition of use of experience charts and materials--why not include in Reading Readiness Section?



Revision

I provide varied informal reading materials which I have prepared from children's experiences, such as:

- (a) experience charts
- (b) scrap books
- (c) notices and news items
- (d) directions and plans

Moved to Reading Readiness Area--Item 20.

5. Original statement

In building an initial sight vocabulary of seventy-five or more words, I use:

- (a) children's names
- (b) preprimer words
- (c) action words
- (d) labels and signs on objects

Comments

Good.

Why is the size of the initial vocabulary designated as 75 or more words?

What is the value of "75"? This is traditional misinformation. I'd leave number out.

Ok.

Revision

In building initial sight vocabulary, I use:

- (a) children's names
- (b) preprimer words
- (c) action words
- (d) labels and signs on objects
- (e) experience stories

Moved to Item 4.

6. Original statement

I provide numerous oral reading exercises to evaluate progress in important reading skills, particularly those of word recognition and phrasing, and to discover specific instructional needs.

Comments

What important reading skills can she actually evaluate by listening to children read orally, other than word

recognition?

I hope they do.

Test exercises?? or do you mean many opportunities to read orally.

Good.

### Revision

I provide numerous pupil oral reading exercises:

- (a) to evaluate progress in recognizing familiar words
- (b) to determine the pupil's use of voice intonation in revealing meaning of a given sentence or sentences
- (c) to check on understandings of the use of punctuation marks to clarify meaning
- (d) to discover if the pupil reads aloud fluently or unhaltingly word by word, with adequate phrasing

Moved to Item 5.

### 7. Original statement

I provide opportunities for children to learn to identify words by configuration, involving perception of such characteristics as:

- (a) length of word
- (b) letters extending upward
- (c) letters extending downward
- (d) distinguishing characteristics in letters at the beginnings of words
- (e) distinguishing characteristics in letters at the endings of words

### Comments

Ok.

This "configuration" approach is grossly inadequate.

Reading is not symbol identification, but the matching of speech sounds to word elements.

Good.

### Revision

I provide opportunities for children to learn the use of configuration clues to help identify words. These include such characteristics as:

- (a) length of word
- (b) letters extending upward
- (c) letters extending downward
- (d) distinguishing characteristics in letters at the beginning of words
- (e) distinguishing characteristics in letters at the endings of words

Moved to Item 7.

8. Original statement

In teaching structural analysis, I provide varied exercises starting with:

- (a) such word endings as es, ing, ed, and s
- (b) compound words
- (c) familiar prefixes
- (d) familiar suffixes

Comments

Familiar prefixes--suffixes . . . what for example?

Beginning reading stage?

Ok.

Few basal reading systems actually suggest the teaching of familiar prefixes and suffixes as such during the initial period of learning to read.

Thorough training in prefixes and suffixes is usually delayed until the late third or early fourth grade at the earliest.

The basic "structural analysis" need is the identification of letter groups which represent sounds in words.

Revision

In teaching beginning structural analysis, I provide varied exercises starting with:

- (a) such word endings as es, ing, ed, and s
- (b) oral form of common compound words

Moved to Item 7.

9. Original statement

In helping children understand reading as a meaningful process, I use:

- (a) picture interpretation
- (b) group discussion
- (c) association of personal experiences with story experiences
- (d) direct questions

Comments

How about most important--pupil questions?

I would add as possible types of training in this area, roleplaying, dramatization, attempts to imitate normal speech in reading aloud, and other such activities which tend to convey the realization that reading is really talking written down.

Splendid.

Ok.

There are many types of response-to-meaning practice other than these. Even the phonics program can provide delightful response to meaning and images evoked by words.

Revision

In helping children understand reading as a meaningful process, I use:

- (a) picture interpretation
- (b) group discussion
- (c) association of personal experiences with story experiences
- (d) direct questions
- (e) pupil's questions
- (f) role-playing
- (g) dramatization

Moved to Item 8.

10. Original statement

In beginning reading, the new lesson is first read silently and then orally.

Comments

Ok.

Who knows if this is right for the beginner, particularly the slow learner?

Good.

Revision

In beginning reading, pupils first read the new lesson:

- (a) orally and then silently
- (b) silently and then orally
- (c) sometimes orally; sometimes silently

Moved to Item 9.

11. Original statement

In teaching phonic analysis, I begin with the short and long vowels, and then the initial consonants.

Comments

Really??

I don't. Our evidence wouldn't support this approach.

Revision

No revision was made.  
 Moved to Item 10.

12. Original statement

To train children in the use of context and picture clues as an aid in identification of new words, I furnish many experiences using:

- (a) preprimers
- (b) experience charts
- (c) picture dictionaries
- (d) workbook papers
- (e) others

Comments

Ok.

Most teachers have very little understanding of what we mean by training in context and picture clues. I think these items should be spelled out in more detail to enable teachers to tell exactly what activities they employ in this area.

This is minor. Far more important is presentation of words in context which evokes images.

Excellent.

Pleased to see this was included.

Revision

To train children in the use of context and picture clues, I furnish many opportunities:

- (a) for selecting words to match pictures
- (b) for illustrations to carry the burden of the story action
- (c) for matching story parts with illustrations
- (d) for collecting illustrations and pictures to accompany experience stories
- (e) for using picture dictionaries
- (f) for telling stories from illustrations

Moved to Item 11.

13. Original statement

After I have started teaching formal reading I no longer provide practice in visual discrimination.

Comments

How will teacher answer this who does?

Could statement say "continue to"?

One can't abandon it; reading requires practice in visual

discrimination. All work in phonics and word recognition is visual discrimination.

Revision

After I have started teaching formal reading, practice in visual discrimination:

- (a) is discontinued
- (b) is continued

Moved to Item 12.

14. Original statement

I combine informal reading materials and a basal set of readers in the beginning reading program.

Comments

Ok.  
One has to.  
Excellent.

Revision

No revision.  
Moved to Item 26.

15. Original statement

In teaching phonic analysis, I begin with the single initial consonants, followed by the consonant blends, and then the speech consonants.

Comments

Ok.  
Ok--but it depends upon how it is done.  
Speech consonants?  
Good.

Revision

In teaching phonic analysis, I begin with the single initial consonants, followed by the consonant blends, and then the long and short vowels.

Moved to Item 13.

16. Original statement

I use several series of readers in beginning reading, having my children read the first preprimers from the different series before proceeding to the second preprimer in any basal series.

Comments

Ok.

Who knows what is the best practice for all children here?

You have two practices combined--unreliable answer?

Revision

I use several basal series of readers in beginning reading.

Moved to Item 14.

I have my pupils read the first preprimers from the different series before proceeding to the second preprimer in any basal series.

Moved to Item 15.

17. Original statement

I supply children with large amounts of simple interesting reading material in which specific words are used to provide practice in recognizing these words readily,

Comments

Ok.

Are you contrasting individualized with basal reading here?

This seems ok.

Good.

Large amounts . . . don't know what you mean by this??

Revision

I supply children with an abundance of simple interesting reading material in which specific words are used to provide practice in recognizing these words readily.

Moved to Item 16.

18. Original statement

I arrange systematic and frequent appraisals of children's learnings through the use of informal tests and teacher observation of pupils work to determine the need for special teaching and reteaching.

Comments

Suggest you ask teacher to list, or describe the kinds of appraisals and evaluation devices she uses.

Ok.

I wonder what is included in these inventories of growth.

Revision

To determine the need for special teaching and reteaching, I arrange systematic and frequent appraisals of children's learning through the use of:

- (a) informal tests
- (b) teacher observation of pupils' work habits
- (c) teacher analysis of pupils' work

Moved to Item 25.

19. Original statement

I place my children in instructional groups according to their ability to read, with some provision made for individual instruction.

Comments

Oh what basis?

Ok.

Good.

Good practice.

Revision

No revision was made.

Moved to Item 17.

20. Original statement

I use one basal reading series for teaching beginning reading but supplement this material by extensive reading in first grade materials of other basal series and in library books.

Comments

Ok.

Ok.

Good.

Excellent practice.

Revision

I use one basal reading series for teaching beginning reading but supplement this by extensive reading in other basal series and in



library books.

Moved to Item 18.

21. Original statement

In locating students' reading deficiencies, I use:

- (a) teacher observation
- (b) oral reading of specific paragraphs
- (c) informal teacher-made tests
- (d) diagnostic reading tests
- (e) standardized achievement tests in reading

Comments

Ok,  
This item spells out somewhat better what you are getting at indirectly in Item 18.  
What deficiencies are observed?  
Good,

Revision

No revision was made.  
Moved to Item 19,

22. Original statement

I help children develop means of working out unknown words using all available clues such as:

- (a) picture clues
- (b) configuration clues
- (c) context clues
- (d) structural analysis
- (e) phonic analysis

Comments

Good.  
Ok,  
This is fine.

Revision

No revision was made.  
Moved to Item 20.

23. Original statement

During the time I am building the initial sight vocabulary, I also teach:

- (a) the names of letters
- (b) the sounds of letters
- (c) the sounds of groups of letters

Comments

Such an item might be in readiness section.

Ok.

Good.

Readiness?

This is good--very necessary.

Should come earlier in the program to be effective and helpful to children.

Think this item might better come during program of readiness to be of real service to beginning readers.

Excellent for fusing auditory and visual perception.

Revision

No revision was made.

Moved to Readiness Section, Item 23.

24. Original statement

I check children's comprehension and progress following the teaching of a reading unit or selection by having students:

- (a) use pantomime
- (b) answer questions
- (c) follow specific directions
- (d) classify ideas
- (e) use workbook exercises
- (f) take informal tests

Comments

Ok.

Good.

What about the teacher who might use oral reading (around the circle) for checking on comprehension? You might want to include an item on oral reading.

Few teachers do very much in this area or know what to do. Excellent.

Most questions serve only to check simple recall of story.

25. Original statement

In beginning initial reading with my students:

- (a) I provide an abundance of suitable reading material
- (b) I attempt to create a desire for children to read to learn
- (c) I provide for systematic instruction

Comments

Does this imply a form of individualized reading?  
 Basal readers!!!  
 Excellent.  
 One has to,  
 What about time--very important--you might want to include it.

26. Original statement

I combine the use of various means of word recognition in conjunction with one another beginning with the use of context, structural analysis, and then the initial sound elements,

Comments

No comments were made.  
 Original statement moved to Item 23.

27. Original statement

In developing readiness for a directed reading lesson, the following steps are used:

- (a) tell the story in advance of reading it
- (b) enlist group interest in the story
- (c) share pupil backgrounds of information and associate then with the story
- (d) introduce and teach new words
- (e) set up purposeful questions
- (f) assign the story to be studied before teaching it

Comments

This statement was added after consideration of the jurors' suggestions  
 Original statement was moved to Item 24.

Area of Growth Toward Independence

1. Original statement

In helping children grow toward independence, I use varied techniques such as:

- (a) providing a number of books at various difficulty levels
- (b) permitting each child to select a book he wants to read and can read
- (c) holding individual conferences with each child
- (d) teaching a particular reading skill or skills as each child reveals a need for that particular skill or skills

Comments

Ok.

The point in question is whether a teacher begins to emphasize the growth part in independence in place of circle reading or repetitive basal reading, is it not?

Good.

Revision

In helping children grow toward independence, I use varied techniques such as:

- (a) providing a number of books at various difficulty levels
- (b) permitting each child to select a book he wants to read and can read

2. Original statement

To review the association of letters and sounds that have previously been developed, I use:

- (a) the chalkboard
- (b) listening exercises
- (c) workbook sheets
- (d) teacher-prepared exercises

Comments

Good.

Ok.

Revision

No revision was made.

3. Original statement

I plan exercises to provide practice for pupils:

- (a) to see differences between letters
- (b) to hear differences between sounds
- (c) to associate letters and sounds
- (d) to apply letters and their sounds to figure out new words
- (e) to use the context to figure out new words

Comments

Does this mean the teacher actually improvises these exercises or merely utilizes whatever is available in the basal workbook?  
At this level--you said they were taught earlier.  
Good.  
Ok.

Revision

I plan specific exercises, in addition to the basal workbook, to provide practice for pupils:

- (a) to see differences between letters
- (b) to hear differences between sounds
- (c) to associate the visual letter symbol with its sound or sounds
- (d) to apply letters and their sounds to figure out new words
- (e) to use the context to figure out new words

4. Original statement

I read orally simple paragraphs to train pupils to listen in order:

- (a) to draw conclusions
- (b) to get the main idea of the paragraph
- (c) to note and remember details
- (d) to choose the exact meaning of specific words
- (e) to interpret pronouns, adverbs, and connecting words

Comments

Good.  
Excellent.  
Ok,  
Good way to use oral reading by teacher.  
Like emphasis on listening.

Revision

No revision was made.

5. Original statement

I supply a wide variety of simple reading material for pupils to practice reading skills needed for various purposes, such as:

- (a) getting the main idea of a selection
- (b) getting all the details about a topic included in a selection
- (c) for drawing conclusions
- (d) noting and remembering details
- (e) developing some critical thinking about their reading

Comments

This item needs somewhat further definition.

What do you mean by critical reading? What kinds of training in critical thinking does the teacher provide?

Too much to cover in one item.

Ok.

Suggest you combine critical reading with item in "Transition Period."

Revision

I supply a wide variety of simple reading material for pupils to practice reading skills needed for various purposes, such as:

- (a) getting the main idea of a selection
- (b) getting all the details about a topic included in a selection
- (c) for drawing conclusions
- (d) getting the sequence of events

6. Original statement

To encourage children to read widely, I provide copies of many different and suitable children's books such as:

- (a) trade books
- (b) literature readers
- (c) basal readers from other series
- (d) simple health, science, and social studies books
- (e) children's magazines and newspapers

7. Original statement

To help students decide on the pronunciation of new words, I use the chalkboard and then follow up with teacher-prepared sheets and workbook sheets to provide practice:

- (a) in hearing vowel sounds
- (b) in associating those sounds with the letters that stand for them
- (c) in using the context
- (d) in phonic analysis

Comments

Good.

When?--before or after the reading of basal reader story.

Here is a place at which the training and syllabication and word parts such as prefixes and affixes might be mentioned.

This item should include all types of training that is intended to help children work out the pronunciation of new words.

Excellent.

Ok.

Revision

To help students decide on the pronunciation of new words, I use the chalkboard and then follow up with teacher-prepared sheets and workbook sheets to provide practice in:

- (a) associating sounds with the letters that stand for them
- (b) using the context
- (c) analyzing words phonetically
- (d) using familiar prefixes such as re, un, dis, ad, be, com, etc.
- (e) using familiar suffixes such as ly, er, ed, en, est, etc.

8. Original statement

In assessing pupil progress and in diagnosing individual difficulties, I use:

- (a) informal teacher-made group tests in reading
- (b) standardized group tests in reading
- (c) group achievement tests in reading which accompany the basal reading tests
- (d) individual diagnostic reading tests
- (e) teacher observation

Comments

Good.

Ok.

Excellent.

This is an important practice.

Revision

No revision was made.

9. Original statement

Before the reading lesson is begun, a purpose or purposes, in the form of one or more questions for the reading of a selection, are set.

Comments

By whom?  
 By pupils and teachers?  
 Good.  
 Ok.

Revision

Before the reading lesson is begun, a purpose or purposes, in the form of one or more questions for the reading of a selection, are set:

- (a) by the teacher
- (b) by the pupils
- (c) by teacher and pupils

10. Original statement

I provide for informal class group discussion following the reading of a selection to give pupils opportunity:

- (a) to make comments
- (b) to raise questions about the selection
- (c) to clarify ideas
- (d) to organize ideas gained from the reading
- (e) to answer questions posed preceding the directed reading lesson

11. Original statement

I use the unit or problem method of teaching in the content area to provide:

- (a) for wide and effective reading beyond a single textbook
- (b) for practicing certain reading abilities beyond the regular reading periods
- (c) for individual differences in reading by supplying books that satisfy the best readers and books that can be read by the poorest readers

Comments

Good.  
 Ok.  
 Glad you are stressing unit teaching.  
 Good technique for recognizing individual differences,

Revision

No revision was made.



12. Original statement

I provide many situations for children to do worthwhile purposeful oral reading such as:

- (a) to convey information
- (b) to convey pleasure to an audience
- (c) to practice good phrasing
- (d) to practice use of punctuation
- (e) to practice use of good expression
- (f) to practice doing fluent reading without hesitations or repetitions

Comments

Good.

Ok.

These are excellent purposes for reading orally.

What about choral reading?

What about reading to prove or disprove a statement?

Revision

I provide many situations for children to do worthwhile purposeful oral reading such as:

- (a) to convey information
- (b) to convey pleasure to an audience
- (c) to practice good phrasing
- (d) to practice use of punctuation
- (e) to practice use of good expression
- (f) to practice doing fluent reading without hesitations or repetitions
- (g) to do individual reading to the teacher
- (h) to do choral reading
- (i) to read to prove or disprove a statement

13. Original statement

For oral reading, I provide materials such as:

- (a) experience stories
- (b) literature readers
- (c) simple trade books
- (d) interesting sentences or paragraphs from content area materials

Comments

Ok.

Good.

Say . . . trade or "library" books.

Wide variety of materials.

Revision

For oral reading, I provide materials such as:

- (a) experience stories
- (b) literature readers
- (c) simple trade or library books
- (d) interesting sentences or paragraphs from content area materials

14. Original statement

I continue instruction and practice in phonic analysis for all pupils.

Comments

How would the teacher, who continues phonic training for only those pupils who need it, answer this question?

Ok.

Good.

Revision

I continue instruction and practice in phonic analysis:

- (a) for all pupils
- (b) for some pupils only

15. Original statement

I read the content material to my children if they are unable to read it,

Comments

Substitute "some" for the.

Ok.

Ok.

Good.

Confused? I do not know what you want here.

Revision

I read content material to my children if they are unable to read it.

16. Original statement

I have children read content material aloud after I have read it to them.

Comments

Good,

Ok.

Confused? I do not know what you want here.

Revision

No revision was made.

17. Original statement

I encourage pupils to pay particular attention to the context and to do only that amount of word analysis that they need to do in order to identify a word that is new to them in its printed form.

Comments

I'm not sure I understand this one.

I don't understand this item.

Don't get this?

Ok.

Good.

What does a child do if he cannot identify a word that is new to him? Does he stop his attempts at word analysis?

Does he turn to a dictionary? Or what?

This is sound.

Revision

No revision was made.

18. Original statement

I plan my program in reading to include equal amounts of oral and silent reading.

Comments

Why?

Could this include a chance for the teacher to make a choice?

How could a teacher indicate that she uses more oral reading?

Revision

I plan my program in reading to include:

- (a) equal amounts of oral and silent
- (b) more oral reading than silent reading
- (c) more silent reading than oral reading

19. Original statement

I use workbooks, teacher-prepared exercises, and regular textbook material:

- (a) to give instruction in both listening and reading
- (b) to help pupils learn to recognize figurative language
- (c) to proceed in interpreting a given figure of speech

Comments

Ok.  
 Good.  
 Glad you included item on listening.  
 Fine.

Revision

No revision was made.

20. Original statement

In preparing pupils to use a glossary or dictionary, I use workbook and teacher-prepared exercises to teach:

- (a) the order of the alphabet
- (b) alphabetical arrangement of words to the first and second letter
- (c) finding a given word in an alphabetical list

Comments

There are a number of other fundamental dictionary skills which many teachers would teach.

Ok.  
 Good.  
 You may want to include more dictionary skills.

Revision

In preparing pupils to use a glossary or dictionary, I use workbook and teacher-prepared exercises to teach:

- (a) the order of the alphabet
- (b) alphabetical arrangement of words to the first and second letter
- (c) finding a given word in an alphabetical list
- (d) interpretation of accent and diacritical marks
- (e) use of the key to pronunciation of words
- (f) simple syllabic division of words

21. Original statement

I plan specific listening, reading, and discussion exercises for teaching the use of verbal context as a means of discovering meaning and pronunciation of a strange word or words in which the meaning may appear in any one of three positions:

- (a) before the strange word
- (b) after the strange word
- (c) both before and after the strange word

Comments

I'm not certain this is simple enough for most teachers to comprehend.

Are you trying to point out some concepts about training in the use of the context?

Is vague because of confusion in wording.

Are you trying to discover whether teachers actually help children to do the digging that is sometimes necessary to get the meaning from context?

Ok.

Good.

Revision

I plan specific listening, reading, and discussion exercises for teaching skills in coping with meaning difficulties such as:

- (a) using the context to figure out the meaning of a strange word
- (b) choosing the meaning of a word that will make good sense in the context
- (c) interpreting figures of speech
- (d) using punctuation marks as an aid to determining meaning

22. Original statement

I plan listening, reading, and discussion exercises using a sentence or sentences, paragraph or paragraphs to provide instruction in using punctuation marks such as:

- (a) the period
- (b) the question mark
- (c) the comma
- (d) the apostrophe
- (e) the exclamation point

Comments

Ok.

Are these really reading skills or writing skills that are being stressed here?

Does this item really belong in an evaluation of teachers' practices in teaching reading skills?

Revision

This item was omitted from the check list.

23. Original statement

I provide practice in distinguishing in both listening and reading between expressions used informatively and expressions used emotively.

Comments

Ok.

Good.

This item does not seem clear.

Glad this was included.

Good statement. This is a "needed" practice.

Revision

No revision was made.

24. Original statement

Purposes set for reading should be concerned with:

- (a) locating information
- (b) evaluating information
- (c) organizing information
- (d) retaining ideas read

Comments

Who sets these purposes, the teacher or the child, or both?

Would be desirable to discover the teacher's concepts of the responsibility for purposes for reading?

Would you want some items to reflect poor practices?

Ok.

Good.

You may want to be more specific in purposes set for reading.

Revision

Purposes set for reading should be concerned with:

- (a) answering a given question
- (b) noting details
- (c) verify a given statement
- (d) reading a specific number of pages
- (e) making inferences or drawing conclusions

- (f) discovering sequence of events
- (g) getting general idea of what content is about
- (h) obtaining directions for doing something

25. Original statement

Following group discussion of reading selections, group planning is done for purposeful re-reading of story:

- (a) by establishing a definite purpose or purposes other than those used for the first initial silent reading
- (b) by providing a chance for each child to read story orally
- (c) by having pupils read in turn until the story is reread
- (d) to clear up points not understood
- (e) to appraise reading skills

Comments

This item was added after consideration of the jurors' suggestions.

Revision

No revision was made since this item was suggested by a juror.

26. Original statement

To help children learn to read for pleasure and to develop an appreciation for reading, I use activities such as:

- (a) telling stories to children
- (b) reading stories
- (c) analysis of stories
- (d) dramatization
- (e) choral reading
- (f) discussion of stories

Comments

This is Item 15 in the "Transition Period." It was moved to this area at the recommendation of the jurors.

Revision

No revision was made.

27. Original statement

I provide a program of planned listening exercises to give pupils practice in:

- (a) hearing vowel phonemes in various positions in words
- (b) hearing consonant phonemes in various positions in words
- (c) hearing primary and secondary accents

- (d) recognizing shifting accents, which change meaning  
(example: per'mit, per mit')

Comments

This item was added after consideration of the jurors' suggestions.

Revision

No revision was made.

28. Original statement

I encourage extensive reading by providing time and materials for children to do:

- (a) free reading
- (b) directed reading
- (c) individualized reading to improve reading skills

Comments

This item was added after consideration of the jurors' suggestions.

Revision

No revision was made.

29. Original statement

In a directed reading lesson, in response to teacher questions or directions, the child:

- (a) reads exact words, phrases, or sentences from the book
- (b) gives the meaning of the question or questions in his own language
- (c) reads between the lines to get the facts
- (d) talks over the incident and raises questions
- (e) recalls the author's exact words, phrases, or sentences

Comments

This item was added after consideration of the jurors' suggestions.

Revision

No revision was made.  
This was moved to Item 22.



Area of Transition1. Original statement

In the transition period in reading:

- (a) no definite instruction is given
- (b) definite instruction is provided for all children
- (c) definite instruction is provided for those pupils who appear to need help

Comments

What kinds of instruction are you alluding to?

Ok.

Good.

This item is not too clear.

Revision

In the transition period in reading, I provide for:

- (a) definite instruction in the basic skills for all children
- (b) definite instruction in the basic skills for those pupils who appear to need help

2. Original statement

I provide practice in various types of functional reading--in newspapers, magazines, and books--to supplement basic texts in reading.

Comments

This implies basic book is not functional.

"Functional" needs defining.

Could be.

Spell out.

Ok.

Revision

I provide opportunity and materials to supplement basic texts in reading such as:

- (a) newspapers
- (b) magazines
- (c) supplementary texts
- (d) parallel books
- (e) trade or library books

3. Original statement

I plan varied instructional activities to review or re-teach essential skills taught at the primary level for those pupils who may not have mastered them at that level.

Comments

Ok.  
 Substitute another term for "primary level."  
 Primary level!??  
 Good.  
 This sounds familiar.

Revision

I plan varied instructional activities to review or re-teach essential basic reading skills taught at the previous levels for those pupils who may not have mastered them at that level.

4. Original statement

To help identify the skills in which the students are deficient, I use:

- (a) achievement reading tests
- (b) diagnostic reading tests
- (c) informal teacher made tests

Comments

Ok.  
 This item could be expanded to include some of the other observational and evaluation techniques mentioned in some of the earlier items when this question of teacher identification of pupil deficiencies were discussed.  
 Teacher observation!?  
 Good.  
 Include more ways of evaluating.

Revision

To help identify the skills in which the students are deficient, I use:

- (a) achievement reading tests
- (b) diagnostic reading tests
- (c) informal teacher-made tests
- (d) teacher observation
- (e) group reading inventories

5. Original statement

I teach reading in the subject areas:

- (a) incidentally
- (b) in directed study activities
- (c) in a combination of incidental and directed teaching

Comments

Good.

Ok.

Do you mean a planned program?

Revision

I teach reading in the content areas:

- (a) incidentally
- (b) in a planned program to develop study skills
- (c) in a combination of incidental and direct teaching

6. Original statement

I provide extended practice for students to develop flexibility in their reading.

Comments

Flexibility?

Ok.

What exactly do you mean by flexibility? Teachers may not know.

Expand to include techniques taught under the name of flexibility.

Few teachers do very much in this area or know what to do.

Excellent!

Good item.

Revision

I provide extended practice to help students develop flexibility in their reading by having them:

- (a) scan material to be read
- (b) grasp phrases and sentences rather than just words
- (c) adjust rate of reading to suit purpose for reading
- (d) adjust rate to difficulty of material being read
- (e) read widely in simple material
- (f) read for many and varied purposes
- (g) practice varying rates and manners of reading

7. Original statement

I make provisions for much individualized instruction.

Comments

Excellent.  
Good.  
Ok.  
What about materials?

Revision

I make provisions and supply materials on different reading levels for much individual instruction.

8. Original statement

In silent reading, I stress the ability to use contextual clues for word analysis.

Comments

Good.  
Ok,  
As opposed to comprehension?  
Expand this item.

Revision

In silent reading, I stress the ability to use contextual clues for word analysis to comprehend meaning in sentences, paragraphs, stories, etc.

9. Original statement

I provide much practice for students to learn to vary the rate and manner of reading.

Comments

What do you mean by manner of reading?  
Could Item 9 be combined with Item 6?  
Ok.

Revision

This item was combined with Item 6.

10. Original statement

I plan specific materials and allocate special time to work with students who need additional help in extending and mastering the skills of word analysis.

Comments

Good.  
 Ok.  
 Excellent practice.  
 Of course.

Revision

No revision was made.  
 Moved to Item 9.

11. Original statement

I provide practice in developing and extending reading-study skills in the various types of functional reading.

Comments

Good.  
 Ok.  
 The word "functional" again needs defining.  
 Little too vague to be meaningful.

Revision

I provide practice in developing and extending reading-study skills in various types of informal reading.

Moved to Item 10.

12. Original statement

I use a wide selection of materials in all fields to emphasize critical reading skills such as:

- (a) reasoning
- (b) evaluating
- (c) selecting
- (d) making final judgments through group discussions

Comments

Was pleased you included "critical reading."  
 Excellent.  
 Expand.  
 What do you mean by "selecting?"  
 Not clear to me.

Revision

I use a wide selection of materials in all fields to emphasize critical reading skills such as:

- (a) reasoning
- (b) evaluating
- (c) selecting appropriate data for generalizing
- (d) making final judgments through group discussion
- (e) detecting author bias
- (f) detecting propaganda devices
- (g) separating opinion from fact
- (h) separating emotion from fact

Moved to Item 11.

13. Original statement

I use a variety of methods to build my program of oral reading using;

- (a) individual reading to the teacher
- (b) audience reading
- (c) choral reading

Comments

I'd like to see this item in preceding section,  
 Could be expanded by including a number of other good  
 oral reading practices.  
 Add . . . "reading to prove or disprove."

Revision

Combined with Item 12 in Growth Toward Independence.

14. Original statement

I use a number of procedures and exercises for helping children extend sight vocabulary such as:

- (a) experience charts
- (b) personal experience records
- (c) completing sentences by choosing proper word
- (d) combining phrases into meaningful sentences
- (e) identifying root words and inflected forms

Comments

How about adding continued training in phonic analysis,  
 contextual analysis, etc.?

Ok.

Good.

Excellent.

Eliminate "sight."

Revision

I use a number of procedures and exercises for helping children extend their vocabularies such as:

- (a) experience charts
- (b) personal experience records
- (c) completing sentences choosing proper word
- (d) combining phrases into meaningful sentences
- (e) identifying root words and inflected forms
- (f) continuing training in phonic analysis
- (g) continuing training in contextual analysis
- (h) word games, dictionary drills, etc.

Moved to Item 12.

15. Original statement

To help children learn to read for pleasure and to develop an appreciation for reading, I use activities such as:

- (a) telling stories to children
- (b) reading stories
- (c) analysis of stories
- (d) dramatization
- (e) choral reading
- (f) discussion of stories

Comments

Good.

Ok.

Good point of emphasis.

I'd like to see this item in the preceding section.

This is very worthwhile.

Revision

No revision was made.

Was moved to Item 26 in Growth Toward Independence.

16. Original statement

I provide listening experiences to help children develop the skills of critical listening such as:

- (a) listening for tempo and stress
- (b) hearing emotive tones
- (c) listening to detect bias
- (d) listening to detect propoganda
- (e) listening for logical conclusions

Comments

This item was added after consideration of the jurors' suggestions.

Revision

No revision was made.  
Moved to Item 13.

17. Original statement

I provide opportunities for directed practices to help pupils adapt speed of reading to purpose and materials.

Comments

This item was added after consideration of jurors' suggestions.

Revision

No revision was made.  
Moved to Item 14.

Summary of Revision of the Check List

The tentative check list was revised in accordance with the compiled suggestions made by the jurors as described in the preceding section. Upon recommendations of the jurors, forty-two statements were revised, two were dropped, three were combined, and nine statements were added.

The ninety-four statements of practices validated by the jury of experts and the jury of experienced teachers, were re-arranged under the four major identified areas of instruction. These revised statements became the revised check list of statements of practices in teaching reading used in the study. In addition to the statements of practices, a page was added to the check list asking for general information about the respondent which included information relative to the six major variables of the study and to seven additional minor variables which were not to be included in the statistical treatment of data.



The check list was printed in booklet form to make it easier for the respondent to review and check. These booklets were sent to certain teachers in grades one, two, and three in selected schools in fifty-eight parishes in Louisiana.

The original check list and the revised check list appear in Appendix A.

#### Selecting the Sample

The population from which data were to be collected was chosen by a stratified random sampling of the white, public, elementary schools in Louisiana. These schools were defined as rural, town, and city.

The definition employed by the 1960 United States Census of Population<sup>2</sup> was the criterion used for determining the classification of schools. For this study, rural schools were those located in a non-urban community having less than 2,500 population. The town schools were those located in an incorporated area of 2,500 to 10,000 population. The city schools were those located in an area of 10,000 and above population.

A list of schools, for the school year 1962-63, was secured from the State Department of Education, Baton Rouge, Louisiana.

The Bureau of Census<sup>3</sup> listed Louisiana's population as twenty-one per cent rural, twenty-seven per cent town, and fifty-two per cent city. On the basis of these data, the sample population included 156 rural

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<sup>2</sup>U.S. Department of Commerce, Bureau of Census. Census of Population: 1960 (vol. I - Number of Inhabitants). Washington, U.S. Government Printing Office, 1962, p. xvii.

<sup>3</sup>Ibid., pp. 73-76.

teachers, 204 town teachers, and 390 city teachers from the sixty-three parish school systems. The same population for the study was comprised of an equal number (250) of first, second, and third grade teachers.

#### Collecting the Data

Letters describing the study and requesting permission to sample certain teachers in each parish were sent to the superintendents of the parish school systems. (Appendix B.) This was accompanied by a letter from the State Department of Education in Baton Rouge, Louisiana, requesting that the superintendents cooperate by permitting some of their teachers to participate in the study. (Appendix B.) Each superintendent was asked to indicate his willingness to have some of his teachers in grades one, two, and three participate in the study. He was asked to send the name or names of supervisors who work at the primary level in his parish with whom correspondence could be carried on relative to the selected teachers. To those superintendents who had not replied by the end of three weeks, a second letter was sent, reminding them of the study and again requesting their cooperation in the study. (Appendix B.) Favorable replies were received from fifty-eight parish superintendents indicating their interest in having some of their teachers participate in the study.

On receipt of a favorable reply, a letter and a specific number of check booklets were sent to the designated parish supervisor with instructions for distribution to the white elementary teachers in grades one, two, and three in the different strata of schools, (city, town, and rural), with instructions for returning the check lists to the sender.

Check lists were sent to 750 teachers in 58 parish school systems. Returns were received from 664 respondents in 56 parish school systems. This represented an 89 per cent return on the instrument. Fifty-five returned check lists were rejected on the basis of the respondent failing to answer questions pertinent to the major variables; more than one teacher checking the check list; the respondent taught a combination grade or answered in the wrong frame of reference. Of the 609 teachers whose check lists were accepted for analysis, 208 were first grade, 197 were second grade, and 204 were third grade.

#### Treatment of the Data

Data from the returns were recorded on IBM Data Cards so that the cards could be machine processed to determine the responses to each statement of practice in terms of grade taught, classification of school, amount of training, teaching experience, age, and recency of training. These responses were tabulated for each statement in frequencies of response in relation to each of the six categories listed above to determine differences. The differences were subjected to the chi-square test for significance of differences.

The remaining data related to the respondents and concerned with the type of educational institution attended, location of college, specific courses in teaching of reading, college major, amount of professional reading, and experience in grade now teaching were summarized to ascertain characteristics of the respondents.

### Description of the Sample

The sample population was comprised of an almost equal number of teachers of grades one, two, and three. Of the 609 teachers whose questionnaires were accepted for analysis, 208 were first grade, 197 were second grade, and 204 were third grade. Two hundred ninety-one of the respondents were from city schools, 172 were from town schools, and 146 were from rural schools.

There were 406 teachers with more than ten years teaching experience, 120 teachers with six to ten years, and 83 teachers with from one to five years experience.

Seventy-five teachers had three years or less college training, 18 teachers had four years college training but no degree, 413 teachers had Bachelor's Degrees, 13 teachers had five years college training, 73 teachers had Master's Degrees, while 17 teachers had studied beyond the Master's Degree.

Ninety-eight teachers had earned college hours since 1961, while 138 teachers had earned all their college hours prior to 1946. One hundred ninety-two teachers had earned college hours between 1956-60, 121 teachers had earned college hours between 1951-55, and 60 teachers had earned their hours in the period from 1946-50.

Seventy-three of the 609 teachers were under twenty-nine years of age, 113 teachers ranged from thirty to thirty-nine years, and 423 of the respondents were forty years old or older.

In addition to the above described characteristics, the following general information was also obtained from the respondents.

Two-thirds of the respondents had received all their college

education in Louisiana, one-fourth of the 609 teachers were educated outside Louisiana, and approximately one-tenth of the respondents had attended college in Louisiana and in other states. Three hundred eighty-four respondents indicated they had a major in education, 50 had subject majors, and 176 did not respond to this item.

Five hundred eight respondents read "regularly" and "often" from professional literature in teaching reading, while 102 noted that they seldom did any professional reading in this area.

A large majority, 404 respondents, had attended a four year college. One hundred forty-four respondents had attended universities; and 62 respondents had attended a liberal arts college which was not part of a university.

One hundred fifteen respondents had taught from one to three years in the grade they are now teaching; 125 had taught four to seven years in the grade; and 328 respondents had taught more than seven years in the grade.

Only 205 of the respondents indicated that they had taken special courses in the teaching of reading at the graduate or undergraduate level.

Many respondents felt a need for additional training in the teaching of reading as indicated by their responses. One hundred seventy-seven checked "very much," 294 checked "somewhat," 71 checked "very little," and 68 checked "none."

#### Summary

A check list of statements of practices in teaching reading was developed for obtaining data pertinent to the study. These statements called for information about practices in teaching reading of which

respondents were presumed to have knowledge.

A jury of recognized writers in the field of reading and a jury of experienced teachers of grades one, two, and three were asked to pre-test the check list. The tentative check list of statements of practices in teaching reading was revised in accordance with recommendations and suggestions made by the jury of experts and by the jury of experienced teachers. Certain statements were revised, others were combined, some were added, and a few were eliminated. The ninety-four statements of practices in teaching reading, as validated by the jury of experts and the jury of experienced teachers, made up the revised check list. The check list was printed in booklet form for distribution to the selected respondents.

The population, selected by means of the stratified random technique, was comprised of 250 teachers of first grade, 250 teachers of second grade, and 250 teachers of third grade.

Letters were sent to sixty-three superintendents of parish school systems describing the study and requesting permission to sample teachers in their respective schools. Favorable replies were received from fifty-eight parish school systems. Upon receipt of a favorable reply, check booklets were sent to parish supervisors to distribute to the selected respondents.

Returns were received from 664 respondents from fifty-six parish school systems. Fifty-five returns were rejected, leaving a total of 609 returns accepted for analysis.

Responses to the practices were tabulated in terms of the six major variables of the study. The chi-square test was used to determine the significance of the differences of responses to the check list statements.

The responses to the check list, and the significances of the differences in relation to the six variables are presented in Chapter IV.

## CHAPTER IV

### FINDINGS OF THE STUDY

#### Introduction

The development of the check list used to gather data for the study has been described in Chapter III. A description of the respondent population has also been given in Chapter III.

When the responses to the check list had been received and checked for usability, they were machine sorted and tabulated in terms of grade taught, classification of school, teaching experience, training, recency of training, and age of respondents. The chi-square test was used to determine the significance of the differences of the responses to the statements of practices.

Garrett says:

The chi-square test represents a useful method of comparing experimentally obtained results with those to be expected theoretically on some hypothesis. . . . The result may be marked "significant at the .05 level, therefore, on the grounds that divergence of observed from expected results is too unlikely of occurrence to be accounted for "sorely" by sampling fluctuations.<sup>1</sup>

Differences for the purpose of this study, are accepted as significant and not due to chance whenever P (probability) is .05 or less. This significance is determined by comparing the obtained  $X^2$  with the table for significance of  $X^2$  as given by Fisher.<sup>2</sup>

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<sup>1</sup>Henry E. Garrett, Statistics in Psychology and Education (New York, 1958), p. 258.

<sup>2</sup>Ibid., p. 354.



Certain data of the study were considered "not valid" due to the small number of frequencies for certain items. The degrees of freedom for this study were 6, 12, and 15.

Nemar<sup>3</sup> says, "There is evidence that when df is not small, Es as low as 2 will not produce misleading  $X^2$  values." For the purpose of the study, those responses showing frequencies of less than 2 are considered "not valid."

Analysis of the data for the study is organized under the four major areas of instruction found in the check list. Data relative to the Area of Readiness are shown in Tables I through XXVI; data relative to the Area of Initial Instruction, in Tables XXVII through LII; data relative to the Area of Growth Toward Independence, in Tables LIII through LXXX; and data relative to the Area of Transition, in Tables LXXXI through LXXXIV.

#### Analysis of Data

##### Area of Readiness

Data relevant to responses to statements concerning practices in developing readiness are shown in Tables I to XXVI.

##### Table I

A study of the data shown in Table I reveals that significant differences exist among the respondents with respect to four of the six variables of the study. There is a significant difference at the .05

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<sup>3</sup>Quinn Nemar, Psychological Statistics. (New York, 1962), p. 218.

TABLE I

FREQUENCY DISTRIBUTION OF RESPONSES TO STATEMENT 1, READINESS AREA, ACCORDING TO GRADE TAUGHT, CLASSIFICATION OF SCHOOL, EXPERIENCE AND AGE OF RESPONDENTS, AMOUNT OF COLLEGE TRAINING, AND REGENCY OF COLLEGE TRAINING

Statement: I provide the same program of readiness instruction for each student.					
	Number	A*	U*	S*	N*
<b>Grade Taught</b>					
Grade 1	208	77	62	29	40
Grade 2	197	87	53	36	21
Grade 3	204	113	35	23	33
$X^2$		23.44			
Tab. $X^2$ at .05		(12.59) df 6			
<b>Classification of School</b>					
City	291	115	69	47	60
Town	172	80	47	25	20
Rural	146	82	34	16	14
$X^2$		18.42			
Tab. $X^2$ at .05		(12.59) df 6			
<b>Experience</b>					
Under 5 Years	83	33	22	15	13
6-10 Years	120	41	40	22	17
Over 10 Years	406	203	88	51	64
$X^2$		14.21			
Tab. $X^2$ at .05		(12.59) df 6			
<b>College Training</b>					
3 Years or Less	75	47	15	5	8
4 Years	18	8	3	1	6
Bachelor's Degree	413	188	107	65	53
5 Years	13	4	4	1	4
Master's Degree	73	25	18	12	18
Beyond Master's	17	5	3	4	5
$X^2$		***			
Tab. $X^2$ at .05					
<b>Regency of Training</b>					
Before 1946	138	74	31	15	18
1946-50	60	25	18	9	8
1951-55	121	57	28	16	20
1956-60	192	81	46	33	32
Since 1961	98	40	27	15	16
$X^2$		8.07**			
Tab. $X^2$ at .05		(21.02) df 12			
<b>Age</b>					
Under 30	73	27	22	17	7
30-39 Years	113	44	36	16	17
Over 40	423	206	92	55	70
$X^2$		15.51			
Tab. $X^2$ at .05		(12.59) df 6			

\*A - Always    \*U - Usually    \*S - Sometimes    \*N - Never  
 \*\*Not significant  
 \*\*\*Not valid

level of confidence in terms of the grade taught with second and third grade teachers, in general, accepting the idea of the same readiness program for all children and first grade teachers most aware of a need for a differentiated program of readiness.

A significant difference exists at the .05 level among city, town, and rural teachers with city teachers recognizing the value of a varied readiness program and town and rural teachers accepting the same readiness program for all.

The difference among teachers, in terms of teaching experience, is significant at the .05 level with the more experienced teachers accepting a common program and the less experienced teachers tending to recognize a need for a varied program.

A significant difference also exists in terms of the age of the respondents with teachers over 40 definitely favoring a single program and teachers less than 40 tending to accept a differentiated program.

#### Table II

A study of the data summarized in Table II reveals a significant difference among the teachers of grades one, two, and three with respect to the provision of a planned sequence of training exercises involving use of paper and pencil, chalk and chalkboard, crayons, and scissors with first grade teachers making more use of these practices than do second and third grade teachers. The difference with respect to these sub-items is significant at the .05 level of confidence.

A significant difference between rural teachers and city and town teachers exist at the .05 level of confidence, with respect to the use of paint and easel as city and town teachers indicate more use of these materials than do rural teachers.

**TABLE II**  
**FREQUENCY DISTRIBUTION OF RESPONSES TO STATEMENT 2, READINESS AREA, ACCORDING**  
**TO GRADE TAUGHT, CLASSIFICATION OF SCHOOL, EXPERIENCE AND AGE**  
**OF RESPONDENTS, AMOUNT OF COLLEGE TRAINING,**  
**AND REGENCY OF COLLEGE TRAINING**

Statement: I develop hand-eye coordination by providing a planned sequence of training exercises involving pupil use of:																					
		a. Paper and Pencil				b. Chalk and Chalkboard				c. Paint and Easel				d. Crayons				e. Scissors			
Number		A*	U*	S*	N*	A	U	S	N	A	U	S	N	A	U	S	N	A	U	S	N
<b>Grade Taught</b>																					
Grade 1	208	176	18	9	5	150	34	20	4	35	22	72	79	167	28	8	5	133	26	38	11
Grade 2	197	131	42	15	9	102	53	32	10	19	15	75	88	92	45	47	13	68	56	58	15
Grade 3	204	139	35	17	13	108	54	28	14	28	19	63	94	81	59	45	19	72	54	55	23
$X^2$		22.97				24.46				8.16**				85.11				49.93			
Tab. $X^2$ at .05		(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6			
<b>Classification of School</b>																					
City	291	210	45	21	15	171	65	43	12	39	30	124	98	164	56	54	17	138	49	70	24
Town	172	124	30	8	10	103	39	17	13	26	14	46	86	94	45	20	13	70	49	40	13
Rural	146	112	20	12	2	86	37	20	3	17	12	40	77	82	31	26	7	65	28	41	12
$X^2$		6.89**				7.92**				23.25				6.89**				6.15**			
Tab. $X^2$ at .05		(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6			
<b>Experience</b>																					
Under 5 Years	83	58	18	2	5	44	21	13	5	9	13	27	34	47	22	9	5	39	24	11	9
6-10 Years	120	87	22	8	3	68	27	21	4	21	14	35	50	66	33	15	6	56	29	27	8
Over 10 Years	406	301	55	31	19	248	93	46	19	52	29	148	177	227	77	76	26	178	83	113	32
$X^2$		8.16**				5.05**				10.13**				8.47**				10.03**			
Tab. $X^2$ at .05		(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6			
<b>College Training</b>																					
3 Years or Less	75	59	10	5	1	51	15	7	2	5	2	17	51	42	21	9	3	30	16	22	7
4 Years	18	13	4	1	0	11	4	2	1	4	2	5	7	10	7	1	0	6	7	5	0
Bachelor's Degree	413	294	67	29	23	234	97	62	20	55	43	140	175	229	82	72	30	186	91	98	38
5 Years	13	11	1	0	1	8	3	0	2	1	0	9	3	9	2	1	1	8	2	2	1
Master's Degree	73	55	12	4	2	44	18	8	3	14	5	34	20	42	15	13	3	36	16	18	3
Beyond Master's	17	14	1	2	0	12	4	1	0	3	4	5	5	8	5	4	0	7	4	6	0
$X^2$		***				***				***				***				***			
Tab. $X^2$ at .05																					
<b>Regency of Training</b>																					
Before 1946	138	94	27	9	8	75	34	21	8	12	5	43	78	66	38	25	9	47	33	44	14
1946-50	60	49	6	2	3	46	8	3	3	11	7	16	26	37	11	8	4	29	13	14	4
1951-55	121	91	11	13	6	74	22	19	6	17	10	40	54	75	19	18	9	62	20	29	10
1956-60	192	143	32	11	6	108	52	25	7	29	20	76	67	103	43	36	10	88	45	44	5
Since 1961	98	69	19	6	4	57	25	12	4	13	14	35	36	59	21	13	5	47	25	20	6
$X^2$		13.95**				14.53**				24.92				10.64**				12.93**			
Tab. $X^2$ at .05		(21.02) df 12				(21.02) df 12				(21.02) df 12				(21.03) df 12				(21.02) df 12			
<b>Age</b>																					
Under 30	73	49	15	3	6	40	18	9	6	6	13	23	31	42	19	6	6	36	21	8	8
30-39 Years	113	88	13	6	6	68	27	14	4	16	15	44	38	75	21	11	6	56	25	25	7
Over 40	423	308	66	34	15	252	96	57	18	60	28	143	192	223	92	83	25	181	90	118	34
$X^2$		11.87**				3.67**				18.41				14.46				14.50			
Tab. $X^2$ at .05		(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6			

\*A - Always    \*U - Usually    \*S - Sometimes    \*N - Never  
 \*\*Not significant  
 \*\*\*Not valid

The data also reveal that teachers trained since 1946 make greater use of paint and easel than do teachers trained prior to 1946. The difference here is significant at the .05 level of confidence.

A significant difference exists among the teachers in terms of age. The difference is significant at the .05 level with respect to use of paint and easel, crayons, and scissors. In general, the younger teachers report more use of these materials.

#### Table III

A study of the data shown in Table III indicates that significant differences exist at the .05 level of confidence in terms of grade taught with the second and third grade teachers, in general, favoring encouraging children to use a preferred hand in turning the pages of a book and the first grade teachers less in favor of this practice.

A significant difference exists at the .05 level of confidence with city and rural teachers encouraging children to use a preferred hand in turning pages in a book while town teachers seem to attach less value to this practice.

The difference among teachers, in terms of teaching experience, is significant at the .05 level with the more experienced teachers encouraging the use of the preferred hand in turning pages in a book and the less experienced teachers showing less interest in the use of a preferred hand for this purpose.

A significant difference in responses exists with respect to recency of training. Teachers trained prior to 1946 tend to favor encouraging children to use a preferred hand in turning the pages of a book.

Teachers over 40 years of age encourage the use of the preferred

TABLE III

FREQUENCY DISTRIBUTION OF RESPONSES TO STATEMENT 3, READINESS AREA, ACCORDING TO GRADE TAUGHT, CLASSIFICATION OF SCHOOL, EXPERIENCE AND AGE OF RESPONDENTS, AMOUNT OF COLLEGE TRAINING, AND REGENCY OF COLLEGE TRAINING

Statement: I encourage my children to use their preferred hand in:																	
	Number	a. Drawing				b. Writing				c. Turning Book Pages				d. Handling Toys			
		A*	U*	S*	N*	A	U	S	N	A	U	S	N	A	U	S	N
Grade Taught																	
Grade 1	208	185	11	3	9	187	13	2	6	143	27	8	30	152	22	12	22
Grade 2	197	169	18	5	5	176	14	3	4	148	24	14	11	145	24	9	19
Grade 3	204	178	8	6	12	181	9	4	10	164	11	7	22	161	12	11	20
$X^2$		11.28**				7.82**				19.95				5.50**			
Tab. $X^2$ at .05		(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6			
Classification of School																	
City	291	257	17	6	11	266	13	4	8	220	23	20	28	217	26	22	26
Town	172	147	13	3	9	149	14	2	7	118	24	8	22	123	21	7	21
Rural	146	130	7	3	6	131	9	2	4	117	14	2	13	118	11	3	14
$X^2$		1.79**				3.75**				14.61				10.40**			
Tab. $X^2$ at .05		(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6			
Experience																	
Under 5 years	83	72	6	2	3	75	4	2	2	61	6	11	5	61	8	7	7
6-10 Years	120	105	6	3	6	108	6	2	4	87	16	4	13	90	6	11	13
Over 10 Years	406	355	25	9	17	360	26	6	14	307	40	14	45	307	44	14	41
$X^2$		1.69**				2.62**				18.36				11.26**			
Tab. $X^2$ at .05		(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6			
College Training																	
3 Years or Less	75	67	6	1	1	66	7	1	1	60	8	1	6	55	8	4	8
4 Years	18	16	0	1	1	17	1	0	0	12	1	0	5	13	1	1	3
Bachelor's Degree	413	363	25	6	19	373	20	5	15	309	40	22	42	317	37	20	39
5 Years	13	12	0	0	1	12	0	0	1	10	1	1	1	10	0	1	2
Master's Degree	73	62	6	2	3	64	7	1	1	54	10	4	5	53	11	5	4
Beyond Master's	17	14	0	2	1	14	1	0	2	10	2	1	4	10	1	1	5
$X^2$		***				***				***				***			
Tab. $X^2$ at .05		***				***				***				***			
Regency of Training																	
Before 1946	138	122	7	2	7	122	9	2	5	101	15	4	18	98	13	8	19
1946-50	60	53	2	2	3	53	2	2	3	44	3	2	11	48	4	2	6
1951-55	121	107	6	3	5	106	7	2	6	94	11	2	14	97	10	5	9
1956-60	192	167	14	6	5	175	11	4	2	146	19	14	13	147	18	11	16
Since 1961	98	82	8	2	6	87	5	2	4	70	14	7	7	68	13	6	11
$X^2$		8.23**				9.35**				19.47**				7.99**			
Tab. $X^2$ at .05		(21.02) df 12				(21.02) df 12				(21.02) df 12				(21.02) df 12			
Age																	
Under 30	73	63	4	2	4	66	3	2	2	44	9	11	9	46	7	9	11
30-39 Years	113	106	3	2	2	105	4	2	2	90	8	5	10	92	7	8	6
Over 40	423	364	30	9	20	373	28	6	16	321	45	13	44	320	44	15	44
$X^2$		6.96**				4.81**				23.65				18.46			
Tab. $X^2$ at .05		(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6			

\*A - Always \*U - Usually \*S - Sometimes \*N - Never  
 \*\*Not Significant  
 \*\*\*Not valid

hand in turning pages of a book and in handling toys, whereas teachers less than 40 years of age do not. The difference is significant at the .05 level of confidence.

#### Table IV

A study of the data shown in Table IV discloses that significant differences exist with respect to only one of the six variables of the study. There is a significant difference at the .05 level of confidence in terms of grade taught by the respondents. First grade teachers, more than second and third grade teachers, recognize the need to provide activities to teach left-to-right progression as indicated in the listed sub-items.

#### Table V

A study of the data shown in Table V reveals no significant difference exists concerning consultation with parents about routine habits of sleep, rest, exercise, and eating habits.

#### Table VI

A study of the data shown in Table VI indicates that significant differences exist in terms of grade taught, teaching experience, recency of training, and age of the teacher with respect to providing opportunities for the development of muscular coordination.

First and second grade teachers recognize the need for development of muscular coordination of both large and small muscles, more than do third grade teachers, as in each case the difference is significant at the .05 level of confidence.

A significant difference exists at the .05 level in terms of the

TABLE IV

FREQUENCY DISTRIBUTION OF RESPONSES TO STATEMENT 4, READINESS AREA, ACCORDING TO GRADE TAUGHT, CLASSIFICATION OF SCHOOL, EXPERIENCE AND AGE OF RESPONDENTS, AMOUNT OF COLLEGE TRAINING, AND REGENCY OF COLLEGE TRAINING

Statement: In teaching the development of left-to-right progression across the page, I provide activities:																	
		a. Meaning of. Left and Right				b. Picture Viewing				c. Writing				d. Sentences			
	Number	A*	U*	S*	N*	A	U	S	N	A	U	S	N	A	U	S	N
<b>Grade Taught</b>																	
Grade 1	208	189	9	6	4	190	8	6	4	201	3	2	2	202	2	2	2
Grade 2	197	148	29	14	6	134	44	10	9	156	24	9	8	164	19	8	6
Grade 3	204	157	15	18	14	137	31	24	12	168	11	10	15	169	11	10	14
$\chi^2$		30.09				53.59				43.78				37.81			
Tab. $\chi^2$ at .05		(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6			
<b>Classification of School</b>																	
City	291	229	27	24	11	220	37	22	12	246	21	12	12	253	16	11	11
Town	172	147	9	9	7	136	22	9	5	154	8	4	6	156	6	5	5
Rural	146	118	17	5	6	105	24	9	8	127	9	3	7	128	10	2	6
$\chi^2$		8.61**				3.86**				3.61**				4.21**			
Tab. $\chi^2$ at .05		(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6			
<b>Experience</b>																	
Under 5 Years	83	70	6	4	3	62	16	3	2	73	5	2	3	73	5	2	3
6-10 Years	120	96	13	7	4	93	10	12	5	103	6	6	5	107	4	6	3
Over 10 Years	406	328	34	25	19	306	57	24	19	351	27	11	17	351	22	11	16
$\chi^2$		3.43**				9.36**				2.21**				4.67**			
Tab. $\chi^2$ at .05		(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6			
<b>College Training</b>																	
3 Years or Less	75	63	6	4	2	60	9	2	4	68	4	1	2	68	4	1	2
4 Years	18	18	0	0	0	15	3	0	0	18	0	0	0	18	0	0	0
Bachelor's Degree	413	333	35	28	17	310	55	31	17	354	24	15	20	360	22	14	17
5 Years	13	11	1	0	1	9	3	0	1	11	1	0	1	12	0	0	1
Master's Degree	73	56	8	5	4	54	10	6	3	61	7	3	2	63	5	3	2
Beyond Master's	17	13	3	1	0	13	3	1	0	15	2	0	0	16	1	0	0
$\chi^2$		***				***				***				***			
Tab. $\chi^2$ at .05		***				***				***				***			
<b>Regency of Training</b>																	
Before 1946	138	108	10	11	9	98	18	11	11	113	9	6	10	115	8	6	9
1946-50	60	50	3	5	2	45	7	5	3	54	2	2	2	53	3	2	2
1951-55	121	96	13	6	6	92	18	6	5	104	7	5	5	105	7	4	5
1956-60	192	158	18	12	4	150	24	15	3	169	15	5	3	175	10	5	2
Since 1961	98	82	9	4	3	76	16	3	3	87	4	2	5	89	2	2	5
$\chi^2$		9.03**				13.53**				10.90**				13.50**			
Tab. $\chi^2$ at .05		(21.02) df 12				(21.02) df 12				(21.02) df 12				(21.02) df 12			
<b>Age</b>																	
Under 30	73	58	8	5	2	60	7	4	2	61	5	3	4	62	6	2	3
30-39 Years	113	90	14	6	3	87	13	8	5	98	9	3	3	101	7	3	2
Over 40	423	346	31	25	21	314	61	28	20	368	24	13	18	374	19	13	17
$\chi^2$		9.43**				5.18**				2.28**				3.49**			
Tab. $\chi^2$ at .05		(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6			

\*A - Always \*U - Usually \*S - Sometimes \*N - Never  
 \*\*Not significant  
 \*\*\*Not valid



TABLE V

FREQUENCY DISTRIBUTION OF RESPONSES TO STATEMENT 5, READINESS AREA, ACCORDING TO GRADE TAUGHT, CLASSIFICATION OF SCHOOL, EXPERIENCE AND AGE OF RESPONDENTS, AMOUNT OF COLLEGE TRAINING, AND REGENCY OF COLLEGE TRAINING

Statement: I check with the parents of my children concerning the routine related to:																		
		a. Sleep				b. Rest				c. Exercise				d. Eating Habits				
		Number	A*	U*	S*	N*	A	U	S	N	A	U	S	N	A	U	S	N
<b>Grade Taught</b>																		
Grade 1	208	17	48	119	24	16	46	117	29	15	47	106	40	20	58	107	23	
Grade 2	197	10	39	119	29	6	38	118	35	6	34	116	41	11	43	116	27	
Grade 3	204	12	40	117	35	15	39	110	40	12	35	109	48	11	38	117	38	
$\chi^2$		4.88**				7.65**				7.58**				12.51**				
Tab. $\chi^2$ at .05		(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6				
<b>Classification of School</b>																		
City	291	18	66	174	33	18	61	170	42	14	57	170	50	17	71	106	37	
Town	172	14	36	92	20	12	39	89	32	11	32	87	42	14	36	95	27	
Rural	146	7	25	89	25	7	23	86	30	8	27	74	37	11	32	79	24	
$\chi^2$		7.57**				6.14**				6.53**				2.94**				
Tab. $\chi^2$ at .05		(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6				
<b>Experience</b>																		
Under 5 Years	83	7	17	48	11	7	14	49	13	6	17	45	15	5	21	45	12	
6-10 Years	120	8	24	73	56	9	24	71	16	8	20	67	25	11	24	69	16	
Over 10 Years	406	24	86	234	62	21	85	225	75	19	79	219	89	26	94	226	60	
$\chi^2$		1.52**				4.14**				2.29**				2.03**				
Tab. $\chi^2$ at .05		(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6				
<b>College Training</b>																		
3 Years or Less	75	4	12	39	20	3	11	38	23	3	10	35	27	7	12	38	18	
4 Years	18	0	7	8	3	0	6	8	4	0	6	8	4	0	7	7	4	
Bachelor's Degree	413	25	78	257	53	25	76	248	64	22	70	237	84	25	87	248	53	
5 Years	13	0	4	7	2	0	4	7	2	0	4	7	2	0	5	6	2	
Master's Degree	73	8	23	33	9	7	23	33	10	6	23	33	11	8	25	31	9	
Beyond Master's	17	2	3	10	2	2	3	11	1	2	3	11	1	2	3	10	2	
$\chi^2$		***				***				***				***				
Tab. $\chi^2$ at .05		***				***				***				***				
<b>Regency of Training</b>																		
Before 1946	138	4	26	79	29	6	23	75	34	6	21	68	43	7	25	80	26	
1946-50	60	4	10	43	3	2	11	40	7	2	10	38	10	3	12	40	5	
1951-55	121	9	21	75	16	8	24	71	18	7	21	70	23	10	25	71	15	
1956-60	192	15	46	107	24	14	44	106	28	11	42	109	30	16	51	99	26	
Since 61	98	7	24	51	16	7	21	53	17	7	22	46	23	6	26	50	16	
$\chi^2$		18.24**				12.03**				17.59**				12.21**				
Tab. $\chi^2$ at .05		(21.02) df 12				(21.02) df 12				(21.02) df 12				(21.02) df 12				
<b>Age</b>																		
Under 30	73	5	19	41	8	4	17	41	11	4	17	39	13	4	22	37	10	
30-39 Years	113	7	19	71	16	6	19	72	16	6	19	65	23	8	22	70	13	
Over 40	423	27	89	243	64	27	87	232	77	23	80	227	93	30	95	233	65	
$\chi^2$		3.87**				4.36**				2.68**				5.45**				
Tab. $\chi^2$ at .05		(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6				

\*A - Always \*U - Usually \*S - Sometimes \*N - Never  
 \*\*Not significant  
 \*\*\*Not valid

TABLE VI

FREQUENCY DISTRIBUTION OF RESPONSES TO STATEMENT 6, READINESS AREA, ACCORDING TO GRADE TAUGHT, CLASSIFICATION OF SCHOOL, EXPERIENCE AND AGE OF RESPONDENTS, AMOUNT OF COLLEGE TRAINING, AND REGENCY OF COLLEGE TRAINING

Statement: I provide opportunities to develop muscular coordination including:									
	Number	a. Large Muscles				b. Small Muscles			
		A*	U*	S*	N*	A	U	S	N
<b>Grade Taught</b>									
Grade 1	208	157	29	18	4	183	17	6	2
Grade 2	197	122	47	14	14	145	29	12	11
Grade 3	204	119	49	29	7	146	37	16	5
$\chi^2$		24.43				24.24			
Tab. $\chi^2$ at .05		(12.59) df 6				(12.59) df 6			
<b>Classification of School</b>									
City	291	189	66	24	12	229	39	14	9
Town	172	111	33	20	8	130	23	12	7
Rural	146	98	26	17	5	115	21	8	2
$\chi^2$		3.46**				3.13**			
Tab. $\chi^2$ at .05		(12.59) df 6				(12.59) df 6			
<b>Experience</b>									
Under 5 Years	83	65	14	2	2	75	7	0	1
6-10 Years	120	90	24	4	2	103	14	3	0
Over 10 Years	406	243	87	54	22	296	62	31	17
$\chi^2$		25.12				***			
Tab. $\chi^2$ at .05		(12.59) df 6							
<b>College Training</b>									
3 Years or Less	75	43	18	8	6	53	16	3	3
4 Years	18	12	5	0	1	14	2	1	1
Bachelor's Degree	413	268	87	42	16	318	56	27	12
5 Years	13	9	3	1	0	12	1	0	0
Master's Degree	73	54	8	9	2	61	7	3	2
Beyond Master's	17	12	4	1	0	16	1	0	0
$\chi^2$		***				***			
Tab. $\chi^2$ at .05									
<b>Recency of Training</b>									
Before 1946	138	74	38	19	7	94	29	11	4
1946-50	60	38	13	6	3	43	11	4	2
1951-55	121	80	21	17	3	92	19	8	2
1956-60	192	131	36	17	8	158	18	10	6
Since 1961	98	75	17	2	4	87	6	2	3
$\chi^2$		21.38				24.13			
Tab. $\chi^2$ at .05		(21.02) df 12				(21.02) df 12			
<b>Age</b>									
Under 30	73	57	12	2	2	67	2	2	2
30-39 Years	113	81	20	9	3	94	13	3	3
Over 40	423	260	92	51	20	313	65	31	14
$\chi^2$		14.14				16.16			
Tab. $\chi^2$ at .05		(12.59) df 6				(12.59) df 6			

\*A - Always    \*U - Usually    \*S - Sometimes    \*N - Never  
 \*\*Not Significant  
 \*\*\*Not valid

age of the respondents. Teachers under 40 provide more opportunities for the development of muscular coordination than do teachers over 40 years of age. This difference is more highly significant for the development of small muscles than for the development of the large muscles.

Teachers with training since 1946 recognize a need for developing muscular coordination more than do teachers trained before 1946. This difference is more significant with respect to small muscles.

The difference among teachers, in terms of teaching experience, is significant at the .05 level of confidence with respect to coordination training of large muscles. The less experienced teachers indicate special training, and the more experienced teachers tend to disregard such training.

#### Table VII

A study of the data recorded in Table VII reveals a significant difference at the .05 level of confidence among the respondents in terms of grade taught with second and third grade teachers, in general, accepting the idea of the same length of time spent in a readiness program for all children and first grade teachers most aware of a need for a varied length of time.

A significant difference exists at the .05 level, in terms of the location of the school, with town and city teachers recognizing the need to vary the length of time spent in the readiness program and rural teachers tending to favor the same length of time for all pupils.

The difference among teachers, in terms of age, is also significant at the .05 level with teachers under 40 rejecting the idea of the same length of time for all children and teachers over 40 tending to accept the same length of time for all children.

TABLE VII

FREQUENCY DISTRIBUTION OF RESPONSES TO STATEMENT 7, READINESS AREA, ACCORDING TO GRADE TAUGHT, CLASSIFICATION OF SCHOOL, EXPERIENCE AND AGE OF RESPONDENTS, AMOUNT OF COLLEGE TRAINING, AND RECENCY OF COLLEGE TRAINING

Statement: I plan my program of readiness to allow:													
	Number	a. Same Time				b. Longer Time				c. Shorter Time			
		A*	U*	S*	N*	A	U	S	N	A	U	S	N
<b>Grade Taught</b>													
Grade 1	208	43	29	16	120	87	41	13	67	61	29	18	100
Grade 2	197	54	24	36	83	54	42	27	74	53	35	24	85
Grade 3	204	55	18	29	102	69	49	29	57	62	48	31	63
$X^2$		18.32				17.12				17.24			
Tab. $X^2$ at .05		(12.59) df 6				(12.59) df 6				(12.59) df 6			
<b>Classification of School</b>													
City	291	68	34	34	155	113	59	31	88	105	54	31	101
Town	172	32	20	34	86	55	44	26	47	35	32	28	77
Rural	146	52	17	13	64	42	29	12	63	36	26	14	70
$X^2$		19.55				15.50				19.41			
Tab. $X^2$ at .05		(12.59) df 6				(12.59) df 6				(12.59) df 6			
<b>Experience</b>													
Under 5 Years	83	14	12	15	42	31	19	11	22	25	19	12	27
6-10 Years	120	29	9	17	65	47	25	10	38	39	20	11	50
Over 10 Years	406	109	50	49	198	132	88	48	138	112	73	50	171
$X^2$		7.77**				4.04**				4.81**			
Tab. $X^2$ at .05		(12.59) df 6				(12.59) df 6				(12.59) df 6			
<b>College Training</b>													
3 Years or Less	75	26	8	8	33	25	13	7	30	17	13	6	39
4 Years	18	4	5	0	9	7	2	2	7	4	2	2	10
Bachelor's Degree	413	98	48	62	205	138	96	47	132	119	79	49	166
5 Years	13	1	3	1	8	2	7	2	2	2	6	3	2
Master's Degree	73	21	7	9	36	29	10	10	24	26	9	10	28
Beyond Master's	17	2	0	1	14	9	4	2	2	8	3	4	2
$X^2$		***				21.22**				27.67			
Tab. $X^2$ at .05						(24.99) df 15				(24.99) df 15			
<b>Recency of Training</b>													
Before 1946	138	45	15	16	62	35	32	14	57	30	32	13	63
1946-50	60	13	11	8	28	25	10	7	18	23	8	6	23
1951-55	121	22	16	20	63	40	31	16	34	34	22	17	48
1956-60	192	48	22	25	97	73	34	23	62	61	26	26	79
Since 1961	98	24	7	12	55	37	25	9	27	28	24	11	35
$X^2$		13.10**				14.96**				15.25**			
Tab. $X^2$ at .05		(21.02) df 12				(21.02) df 12				(21.02) df 12			
<b>Age</b>													
Under 30	73	9	13	14	37	25	19	9	20	21	18	10	24
30-39 Years	113	27	12	16	58	42	26	12	33	36	22	15	40
Over 40	423	116	46	51	210	143	87	48	145	119	72	48	184
$X^2$		17.67				6.48**				10.26**			
Tab. $X^2$ at .05		(12.59) df 6				(12.59) df 6				(12.59) df 6			

\*A - Always    \*U - Usually    \*S - Sometimes    \*N - Never

\*\*Not significant

\*\*\*Not valid

## Table VIII

A study of the data shown in Table VIII reveals a significant difference at the .05 level of confidence, in terms of grade taught, with the first grade teachers, in general, accepting the idea of the need for development of visual discrimination and second and third grade teachers not as aware of the need.

The difference among teachers, in terms of teaching experience, is significant at the .05 level with the less experienced teachers aware of the need for use of pictures to develop visual discrimination and the more experienced teachers indicating less use of pictures as a means for developing visual discrimination.

A significant difference exists at the .05 level between teachers trained before 1946 and those receiving their training since 1946. The more recently trained teachers recognize the need for training in visual discrimination through the use of pictures, word forms, and letter forms and the earlier trained teachers are less aware of these needs.

A significant difference exists in terms of the age of the respondents with teachers less than 40 definitely indicating training in visual discrimination through picture use, and teachers over 40 less aware of the need for this type of training.

## Table IX

A study of the data presented in Table IX shows significant difference at the .05 level of confidence, in terms of the grade taught, with first grade teachers, in general, recognizing the need for providing activities to develop auditory discrimination of common sounds, single consonants and blends, and for listening and saying one-syllable words

**TABLE VIII**  
**FREQUENCY DISTRIBUTION OF RESPONSES TO STATEMENT 8, READINESS AREA, ACCORDING**  
**TO GRADE TAUGHT, CLASSIFICATION OF SCHOOL, EXPERIENCE AND AGE**  
**OF RESPONDENTS, AMOUNT OF COLLEGE TRAINING,**  
**AND REGENCY OF COLLEGE TRAINING**

Statement: I use exercises to develop visual discrimination between:																							
		a. Geometric Forms				b. Pictures				c. Word Forms				d. Letter Forms				e. Phrases and Sentences					
		Number	A*	U*	S*	N*	A	U	S	N	A	U	S	N	A	U	S	N	A	U	S	N	
<b>Grade Taught</b>																							
Grade 1		208	131	39	29	9	168	31	4	5	176	20	9	3	176	23	7	2	140	39	19	10	
Grade 2		197	41	73	44	39	88	66	19	24	119	53	17	8	127	48	16	6	105	71	15	6	
Grade 3		204	47	58	61	38	80	74	34	16	126	53	18	7	124	56	19	5	122	60	19	3	
$\chi^2$			109.94				94.98				36.01				33.22				18.47				
Tab. $\chi^2$ at .05			(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6				
<b>Classification of School</b>																							
City		291	109	83	62	37	163	81	22	25	202	62	19	8	200	65	20	6	176	86	19	10	
Town		172	53	51	40	28	92	74	23	10	121	35	14	2	126	32	12	2	103	44	23	2	
Rural		146	57	36	32	21	81	43	12	10	98	29	11	8	101	30	11	4	88	40	11	7	
$\chi^2$			3.78**				5.64**				5.71**				2.15**				10.27**				
Tab. $\chi^2$ at .05			(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6				
<b>Experience</b>																							
Under 5 Years		83	31	25	20	7	55	21	5	2	58	19	4	2	58	20	3	2	45	28	7	3	
6-10 Years		120	48	33	25	14	72	34	6	8	87	19	9	5	90	19	8	3	79	25	12	4	
Over 10 Years		406	140	112	89	65	209	116	44	37	276	88	29	13	279	88	31	8	243	117	34	12	
$\chi^2$			4.68**				14.94				5.18**				3.75**				4.82**				
Tab. $\chi^2$ at .05			(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6				
<b>College Training</b>																							
3 Years or Less		75	24	16	17	18	35	24	4	12	50	14	4	7	51	16	4	4	49	18	3	5	
4 Years		18	8	5	3	2	12	3	2	1	15	2	1	0	14	3	1	0	12	3	2	1	
Bachelor's Degree		413	142	126	91	54	225	119	43	26	279	92	32	10	285	89	33	6	242	120	42	9	
5 Years		13	5	4	2	2	8	4	1	0	10	1	2	0	11	1	1	0	10	2	1	0	
Master's Degree		73	35	15	12	11	48	113	6	6	54	15	3	1	53	16	2	2	45	21	4	3	
Beyond Master's		17	5	4	6	2	8	6	3	0	13	2	2	0	13	2	2	0	9	6	1	1	
$\chi^2$			22.90**				***				***				***				***				
Tab. $\chi^2$ at .05			(24.99) df 15																				
<b>Regency of Training</b>																							
Before 1946		138	37	41	34	26	60	47	15	16	91	33	7	7	91	36	7	4	89	37	7	5	
1946-50		60	27	14	11	8	37	14	3	6	44	9	2	5	43	12	3	2	38	17	2	3	
1951-55		121	50	32	26	13	64	35	15	7	80	28	10	3	83	25	11	2	75	33	10	3	
1956-60		192	66	56	45	25	117	45	21	9	138	35	17	2	143	32	14	3	112	56	21	3	
Since 1961		98	39	27	18	14	58	30	3	7	68	19	9	2	67	22	7	2	53	27	13	5	
$\chi^2$			11.83**				22.99				21.91				27.78				12.73**				
Tab. $\chi^2$ at .05			(21.02) df 12				(21.02) df 12				(21.02) df 12				(21.02) df 12				(21.02) df 12				
<b>Age</b>																							
Under 30		73	27	22	18	6	47	20	4	2	51	16	4	2	49	19	3	2	38	24	8	3	
30-39 Years		113	50	29	21	13	74	27	5	7	86	18	5	4	89	17	5	2	71	31	7	4	
Over 40		423	142	119	95	67	215	124	46	38	284	92	33	14	289	91	33	10	258	115	38	12	
$\chi^2$			9.22**				17.82				7.06**				7.05**				4.03**				
Tab. $\chi^2$ at .05			(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6				

\*A - Always    \*U - Usually    \*S - Sometimes    \*N - Never  
 \*\*Not significant  
 \*\*\*Not valid

TABLE IX

FREQUENCY DISTRIBUTION OF RESPONSES TO STATEMENT 9, READINESS AREA, ACCORDING TO GRADE TAUGHT, CLASSIFICATION OF SCHOOL, EXPERIENCE AND AGE OF RESPONDENTS, AMOUNT OF COLLEGE TRAINING, AND REGENCY OF COLLEGE TRAINING

Statement: I provide varied exercises to develop auditory discrimination such as:		a. Identifying Sounds				b. Tone Differences				c. Sounds and Symbols				d. Consonants and Blends				e. One Syllable Rhymes				f. Word Endings			
	Number	A*	U*	S*	N*	A	U	S	N	A	U	S	N	A	U	S	N	A	U	S	N	A	U	S	N
Grade Taught																									
Grade 1	208	171	21	13	3	71	67	55	15	83	43	50	32	185	10	11	2	187	14	5	2	148	36	17	7
Grade 2	197	132	38	12	15	61	78	40	18	112	44	24	17	155	31	3	8	155	28	6	8	144	36	9	8
Grade 3	204	125	42	22	15	74	62	47	21	148	32	12	12	147	36	12	9	129	45	18	12	147	36	11	10
$\chi^2$		27.96				6.41**				56.64				29.35				46.28				3.10**			
Tab. $\chi^2$ at .05		(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6							
Classification of School																									
City	291	208	50	19	14	89	100	77	25	167	52	43	29	248	29	8	6	229	45	9	8	216	53	13	9
Town	172	115	28	15	14	59	62	34	17	96	36	21	19	128	24	10	10	128	21	13	10	118	29	14	11
Rural	146	105	23	13	5	58	45	31	12	80	31	22	13	111	24	8	3	114	21	9	2	105	26	10	5
$\chi^2$		5.18**				5.80**				1.92**				14.11				10.98**				6.26**			
Tab. $\chi^2$ at .05		(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6							
Experience																									
Under 5 Years	83	62	15	4	2	31	29	21	2	55	15	6	7	72	6	3	2	66	12	3	2	60	17	4	2
6-10 Years	120	90	19	5	6	53	35	24	8	72	24	15	9	104	9	3	4	104	9	4	3	97	13	6	4
Over 10 Years	406	276	67	36	27	122	143	96	45	216	80	65	45	311	60	20	15	301	64	24	17	282	78	25	21
$\chi^2$		9.42**				16.18				8.03**				10.70**				12.39**				10.86**			
Tab. $\chi^2$ at .05		(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6							
College Training																									
3 Years or Less	75	48	12	10	5	26	24	16	9	43	16	10	6	60	10	4	1	58	12	3	2	52	14	6	3
4 Years	18	12	4	1	1	9	4	3	2	9	4	2	3	13	2	3	0	14	2	2	0	13	3	1	1
Bachelor's Degree	413	303	62	62	22	138	144	96	35	244	74	55	40	337	45	16	15	321	56	22	14	305	66	25	17
5 Years	13	5	7	7	0	3	4	4	2	5	4	2	2	9	4	0	0	9	4	0	0	8	5	0	0
Master's Degree	73	50	12	12	5	26	24	16	7	32	18	12	11	55	15	0	3	58	9	2	4	49	17	3	4
Beyond Master's	17	10	4	4	0	4	7	4	2	10	3	2	2	13	1	3	0	11	4	2	0	12	3	2	0
$\chi^2$		***				9.14**				13.98**				***				***				***			
Tab. $\chi^2$ at .05						(24.99) df 15				(24.99) df 15															
Regency of Training																									
Before 1946	138	99	21	9	9	51	42	27	18	85	23	17	13	107	21	5	5	104	21	8	5	99	26	7	6
1946-50	60	37	10	8	5	21	16	16	7	34	13	5	8	48	7	2	3	45	7	6	2	42	10	5	3
1951-55	121	88	23	8	2	37	48	31	5	65	27	22	7	99	16	4	2	95	18	6	2	90	22	6	3
1956-60	192	138	25	18	11	66	67	43	16	111	39	23	19	156	22	7	7	150	30	5	7	140	34	10	8
Since 1961	98	66	22	3	7	31	34	25	8	48	17	19	14	77	11	6	4	77	11	5	5	68	16	9	5
$\chi^2$		17.74**				11.72**				13.70**				7.77**				10.21**				4.43**			
Tab. $\chi^2$ at .05		(21.02) df 12				(21.02) df 12				(21.02) df 12				(21.02) df 12				(21.02) df 12							
Age																									
Under 30	73	54	14	3	2	28	33	20	2	44	12	10	7	66	3	2	2	62	6	3	2	55	12	4	2
30-39 Years	113	86	17	3	7	31	44	27	11	64	21	17	11	93	14	4	2	90	16	5	2	80	21	8	4
Over 40	423	288	70	39	26	147	140	95	41	235	86	59	43	328	59	19	17	319	63	23	18	304	75	24	20
$\chi^2$		11.48**				9.41**				9.89**				9.47**				6.59**				7.09**			
Tab. $\chi^2$ at .05		(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6							

\*A - Always \*U - Usually \*S - Sometimes \*N - Never  
 \*\*Not significant  
 \*\*\*Not valid

that rhyme. Second and third grade teachers seem not as aware of this need. Third grade teachers, more than first or second grade teachers, are aware of the importance of activities to identify the number of sounds of syllables in words.

A significant difference exists in terms of classification of schools in relation to distinguishing consonants or blend sounds at the beginning of words. City and town teachers recognize the value of training to distinguish consonants and consonant blends at the beginning of words. Rural teachers are not as aware of this need.

The difference among teachers, in terms of teaching experience, is significant at the .05 level with the less experienced teachers tending to recognize the need for identifying differences in pitch, loudness, and timbre and the more experienced teachers not as aware of this need.

#### Table X

A study of the data presented in Table X shows a significant difference at the .05 level of confidence for only three of the four sub-items of the statement of practices relating to the use of group activities stressing cooperation, taking turns, and sharing. This significant difference is related only to the grade taught by the respondent. First grade teachers recognize the need to provide these practices while second and third grade teachers apparently do not recognize such need.

#### Table XI

An analysis of the data shown in Table XI discloses a significant difference among teachers of grades one, two, and three with respect to their use of reading readiness tests. The difference is significant at the .05 level of confidence. First grade teachers more regularly use



**TABLE X**  
**FREQUENCY DISTRIBUTION OF RESPONSES TO STATEMENT 10, READINESS AREA, ACCORDING**  
**TO GRADE TAUGHT, CLASSIFICATION OF SCHOOL, EXPERIENCE AND AGE**  
**OF RESPONDENTS, AMOUNT OF COLLEGE TRAINING,**  
**AND REGENCY OF COLLEGE TRAINING**

Statement: I guide and direct many group activities to develop social growth:																					
	Number	a. Stressing Cooperation				b. Taking Turns				c. Sharing				d. Courtesy				e. Giving Attention			
		A*	U*	S*	N*	A	U	S	N	A	U	S	N	A	U	S	N	A	U	S	N
<b>Grade Taught</b>																					
Grade 1	208	177	18	8	5	193	10	2	3	192	10	3	3	191	12	2	3	194	9	2	3
Grade 2	197	152	28	4	13	171	15	2	9	164	21	2	10	171	16	2	8	169	14	2	12
Grade 3	204	153	36	5	10	163	26	3	12	162	28	2	12	173	19	2	10	177	15	2	10
$X^2$		13.04**				16.49				16.72				7.00**				9.78**			
Tab, $X^2$ at .05		(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6			
<b>Classification of School</b>																					
City	291	240	33	4	14	259	21	2	9	254	24	3	10	263	16	2	10	266	12	2	11
Town	172	127	28	6	11	142	17	2	11	141	18	2	11	141	19	2	10	146	14	2	10
Rural	146	115	21	7	3	126	13	3	4	123	17	2	4	131	11	2	2	128	12	2	4
$X^2$		10.88**				7.65**				4.96**				9.90**				8.62**			
Tab, $X^2$ at .05		(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6			
<b>Experience</b>																					
Under 5 Years	83	69	10	2	2	72	7	2	2	70	9	2	2	76	3	2	2	77	2	2	2
6-10 Years	120	97	16	3	4	112	4	2	2	109	6	2	3	109	7	2	2	110	4	2	4
Over 10 Years	406	316	55	12	23	343	38	4	21	339	40	6	21	350	33	2	21	352	30	2	22
$X^2$		3.93**				9.20**				9.41**				5.24**				9.06**			
Tab, $X^2$ at .05		(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6			
<b>College Training</b>																					
3 Years or Less	75	55	12	1	7	61	11	0	3	60	12	0	3	63	8	0	4	62	8	1	4
4 Years	18	15	2	0	1	17	0	0	1	17	0	0	1	17	0	0	1	17	0	0	1
Bachelor's Degree	413	329	55	13	16	360	31	5	17	354	37	5	17	366	29	2	16	370	22	3	18
5 Years	13	9	2	2	0	10	2	1	0	9	3	1	0	10	3	0	0	12	1	0	0
Master's Degree	73	58	10	1	4	62	7	0	4	63	6	0	4	63	6	0	4	63	6	0	4
Beyond Master's	17	16	1	0	0	17	0	0	0	15	1	1	0	16	1	0	0	16	1	0	0
$X^2$		***				***				***				***				***			
Tab, $X^2$ at .05		***				***				***				***				***			
<b>Regency of Training</b>																					
Before 1946	138	103	21	5	9	118	12	2	6	112	18	2	6	119	11	2	6	121	8	3	6
1946-50	60	49	7	2	2	51	8	0	1	52	6	1	1	54	2	2	2	53	3	2	2
1951-55	121	99	18	2	2	107	12	1	1	108	11	1	1	109	18	2	2	109	8	2	2
1956-60	192	149	28	6	9	165	17	1	9	162	19	2	9	163	19	2	8	170	12	2	8
Since 1961	98	82	6	3	7	86	2	2	8	84	5	1	8	88	2	2	6	87	2	2	7
$X^2$		13.77**				***				***				18.04**				19.90**			
Tab, $X^2$ at .05		(21.02) df 12				***				***				(21.02) df 12				(21.02) df 12			
<b>Age</b>																					
Under 30	73	60	9	2	2	66	3	2	2	62	7	2	2	66	3	2	2	67	2	2	2
30-39 Years	113	98	9	3	3	102	6	2	3	103	5	2	3	107	2	2	2	106	3	2	2
Over 40	423	324	63	12	24	359	39	4	21	353	44	5	21	362	38	2	21	365	31	4	23
$X^2$		8.43**				6.37**				9.40**				9.31**				8.80**			
Tab, $X^2$ at .05		(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6			

\*A - Always    \*U - Usually    \*S - Sometimes    \*N - Never  
 \*\*Not significant  
 \*\*\*Not valid

TABLE XI

FREQUENCY DISTRIBUTION OF RESPONSES TO STATEMENT 11 READINESS AREA, ACCORDING TO GRADE TAUGHT, CLASSIFICATION OF SCHOOL, EXPERIENCE AND AGE OF RESPONDENTS, AMOUNT OF COLLEGE TRAINING, AND REGENCY OF COLLEGE TRAINING

Statement: I use a reading readiness test:									
	Number	a. Beginning Readiness				b. At the Close			
		A*	U*	S*	N*	A	U	S	N
<b>Grade Taught</b>									
Grade 1	208	88	15	29	76	109	32	32	35
Grade 2	197	46	28	28	95	88	41	31	37
Grade 3	204	51	19	18	116	68	32	18	86
$X^2$		32.13				46.72			
Tab. $X^2$ at .05		(12.59) df 6				(12.59) df 6			
<b>Classification of School</b>									
City	291	92	30	34	135	121	50	35	85
Town	172	49	17	24	82	76	34	28	34
Rural	146	44	15	17	70	68	21	18	39
$X^2$		0.96**				7.28**			
Tab. $X^2$ at .05		(12.59) df 6				(12.59) df 6			
<b>Experience</b>									
Under 5 Years	8	26	5	15	37	35	16	10	22
6-10 Years	120	36	15	9	60	53	25	18	24
Over 10 Years	406	123	42	51	190	117	64	53	112
$X^2$		6.93**				4.10**			
Tab. $X^2$ at .05		(12.59) df 6				(12.59) df 6			
<b>College Training</b>									
3 Years or Less	75	23	5	8	39	34	14	12	15
4 Years	18	6	2	0	10	10	4	2	2
Bachelor's Degree	413	123	40	56	194	171	70	57	115
5 Years	13	5	1	1	6	7	2	2	2
Master's Degree	73	22	10	7	34	37	8	9	19
Beyond Master's	17	6	4	3	4	6	7	2	2
$X^2$		***				15.29**			
Tab. $X^2$ at .05						(24.99) df 15			
<b>Recency of Training</b>									
Before 1946	138	48	9	11	70	61	16	14	47
1946-50	60	18	3	5	34	24	9	9	18
1951-55	121	38	13	16	54	52	25	16	28
1956-60	192	57	23	28	84	83	35	32	42
Since 1961	98	24	14	15	45	45	20	10	23
$X^2$		14.42**				13.77**			
Tab. $X^2$ at .05		(21.02) df 12				(21.02) df 12			
<b>Age</b>									
Under 30	73	17	8	13	35	32	17	9	15
30-39 Years	113	40	17	15	41	45	20	20	28
Over 40	423	128	37	47	211	188	68	52	115
$X^2$		12.56**				6.74**			
Tab. $X^2$ at .05		(12.59) df 6				(12.59) df 6			

\*A - Always    \*U - Usually    \*S - Sometimes    \*N - Never

\*\*Not significant

\*\*\*Not valid

reading readiness tests before beginning a readiness program and at the close of such a program. Second and third grade teachers use reading readiness tests less in each instance.

#### Table XII

A study of the data shown in Table XII reveals that a significant difference exists with respect to only one of the six variables of the study. The difference is significant at the .05 level of confidence in terms of the teaching experience of the respondents. Teachers with more teaching experience tend to accept the idea of providing the same experience for each child in auditory discrimination, while the less experienced teachers tend to recognize the need for a varied program of auditory discrimination.

#### Table XIII

A study of the data shown in Table XIII reveals that a significant difference exists between the grade taught by the respondent and the practice of hammering a nail for helping to establish hand dominance. Third grade teachers, more than first grade teachers, indicate the use of this practice.

A significant difference at the .05 level exists in terms of age of the respondents with respect to activities for establishing of hand dominance such as throwing and catching a ball and cutting paper. Teachers under 40 years of age indicate more use of these activities.

#### Table XIV

A study of the data presented in Table XIV reveals a significant difference in responses, in terms of grade taught, to the statement of

TABLE XII

FREQUENCY DISTRIBUTION OF RESPONSES TO STATEMENT 12, READINESS AREA, ACCORDING TO GRADE TAUGHT, CLASSIFICATION OF SCHOOL, EXPERIENCE AND AGE OF RESPONDENTS, AMOUNT OF COLLEGE TRAINING, AND REGENCY OF COLLEGE TRAINING

Statement: I supply the same experiences in auditory discrimination for each child who is beginning reading.

	Number	A*	U*	S*	N*
<b>Grade Taught</b>					
Grade 1	208	88	73	24	23
Grade 2	197	71	57	29	40
Grade 3	204	86	63	29	26
$X^2$		10.09**			
Tab. $X^2$ at .05		(12.59) df 6			
<b>Classification of School</b>					
City	291	124	89	39	39
Town	172	60	57	21	34
Rural	146	61	47	22	16
$X^2$		7.19**			
Tab. $X^2$ at .05		(12.59) df 6			
<b>Experience</b>					
Under 5 Years	83	25	22	17	19
6-10 Years	120	48	49	10	13
Over 10 Years	406	172	122	55	57
$X^2$		17.33			
Tab. $X^2$ at .05		(12.59) df 6			
<b>College Training</b>					
3 Years or Less	75	38	23	10	4
4 Years	18	6	5	4	3
Bachelor's Degree	413	166	127	57	63
5 Years	13	3	5	2	3
Master's Degree	73	27	26	6	14
Beyond Master's	17	5	7	3	2
$X^2$		14.30**			
Tab. $X^2$ at .05		(24.99) df 15			
<b>Regency of Training</b>					
Before 1946	138	61	42	21	14
1946-50	60	22	26	5	7
1951-55	121	40	45	17	19
1956-60	192	86	51	21	34
Since 1961	98	36	29	18	15
$X^2$		16.90**			
Tab. $X^2$ at .05		(21.02) df 12			
<b>Age</b>					
Under 30	73	20	25	12	16
30-39 Years	113	43	39	14	17
Over 40	423	182	129	56	56
$X^2$		9.74**			
Tab. $X^2$ at .05		(12.59) df 6			

\*A - Always    \*U - Usually    \*S - Sometimes    \*N - Never  
 \*\*Not significant

TABLE XIII

FREQUENCY DISTRIBUTION OF RESPONSES TO STATEMENT 13, READINESS AREA, ACCORDING TO GRADE TAUGHT, CLASSIFICATION OF SCHOOL, EXPERIENCE AND AGE OF RESPONDENTS, AMOUNT OF COLLEGE TRAINING, AND RECENCY OF COLLEGE TRAINING

Statement: I help children establish hand dominance by having pupils use only their right hand to:																					
		a. Throw and Catch				b. Cut Paper				c. Hammer				d. Erase				e. Using Fork or Spoon			
Number		A*	U*	S*	N*	A	U	S	N	A	U	S	N	A	U	S	N	A	U	S	N
Grade Taught																					
Grade 1	208	26	31	20	131	33	27	15	133	11	13	17	167	25	26	25	132	33	24	16	135
Grade 2	197	12	30	20	135	15	30	19	133	6	24	19	148	12	28	22	135	19	25	17	136
Grade 3	204	22	26	23	133	24	26	17	137	20	12	24	148	19	25	23	137	23	22	22	137
$X^2$		5.77**				7.33**				16.27				4.72**				5.17**			
Tab. $X^2$ at .05		(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6			
Classification of School																					
City	291	27	40	29	195	35	35	23	198	14	19	25	233	26	35	29	201	30	37	25	199
Town	172	15	26	18	113	18	26	15	113	9	17	18	128	13	25	21	113	21	18	14	119
Rural	146	18	21	16	91	19	22	13	92	14	13	17	102	17	19	20	90	24	16	16	90
$X^2$		1.80**				2.03**				8.05**				4.11**				5.16**			
Tab. $X^2$ at .05		(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6			
Experience																					
Under 5 Years	83	9	11	11	52	11	9	9	54	3	4	10	66	9	8	10	56	9	8	12	54
6-10 Years	120	13	15	16	76	17	14	14	75	9	7	14	90	11	15	17	77	15	14	13	78
Over 10 Years	406	38	61	36	271	44	60	28	274	25	38	36	307	36	56	43	271	51	49	30	276
$X^2$		3.64**				5.82**				5.27**				2.40**				5.05**			
Tab. $X^2$ at .05		(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6			
College Training																					
3 Years or Less	75	5	10	8	52	4	9	9	53	3	5	8	59	3	9	10	53	5	7	10	53
4 Years	18	2	2	3	11	2	2	4	10	1	1	3	13	2	2	4	10	2	3	4	9
Bachelor's Degree	413	44	61	43	265	55	58	31	269	26	38	40	309	43	56	44	270	56	49	33	275
5 Years	13	0	2	3	8	1	1	3	8	0	0	2	11	0	2	3	8	1	2	2	8
Master's Degree	73	9	10	5	49	9	12	3	49	7	5	5	56	8	9	7	49	11	9	4	29
Beyond Master's	17	0	2	1	14	1	1	1	14	0	0	2	15	0	1	2	14	0	1	2	14
$X^2$		***				***				***				***				***			
Tab. $X^2$ at .05																					
Recency of Training																					
Before 1946	138	9	21	14	94	8	23	11	96	6	12	10	110	7	21	14	96	11	20	11	96
1946-50	60	7	7	2	44	7	6	2	45	3	4	2	51	7	6	2	45	7	6	2	45
1951-55	121	13	16	13	79	17	15	9	80	10	10	12	89	15	15	12	79	19	13	10	79
1956-60	192	19	27	22	124	22	27	17	126	12	16	21	143	14	24	28	126	21	21	19	131
Since 1961	98	12	16	12	58	18	12	12	56	6	7	15	70	13	13	14	58	17	11	13	57
$X^2$		7.96**				16.07**				10.14**				15.74**				13.31**			
Tab. $X^2$ at .05		(21.02) df 12				(21.02) df 12				(21.02) df 12				(21.02) df 12				(21.02) df 12			
Age																					
Under 30	73	14	8	13	38	16	8	11	38	5	2	12	54	11	9	12	41	13	6	13	41
30-39 Years	113	7	18	12	76	12	13	10	78	4	9	11	89	8	14	14	77	11	15	10	77
Over 40	423	39	61	28	285	44	62	30	287	28	38	37	320	37	56	44	286	51	50	32	290
$X^2$		16.40				15.99				8.72**				7.30**				12.57**			
Tab. $X^2$ at .05		(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6			

\*A - Always \*U - Usually \*S - Sometimes \*N - Never  
 \*\*Not significant  
 \*\*\*Not valid

TABLE XIV

FREQUENCY DISTRIBUTION OF RESPONSES TO STATEMENT 14, READINESS AREA, ACCORDING TO GRADE TAUGHT, CLASSIFICATION OF SCHOOL, EXPERIENCE AND AGE OF RESPONDENTS, AMOUNT OF COLLEGE TRAINING, AND REGENCY OF COLLEGE TRAINING

Statement: Before beginning initial reading instruction, I provide paper and pencil exercises and chalkboard exercises to help children see likenesses and differences:																	
	Number	a. In Letters				b. In Words				c. In Phrases				d. In Sentences			
		A*	U*	S*	N*	A	U	S	N	A	U	S	N	A	U	S	N
<b>Grade Taught</b>																	
Grade 1	208	185	14	4	5	172	21	8	7	127	24	35	22	120	25	36	27
Grade 2	197	102	44	25	26	103	46	23	25	87	54	28	28	85	49	33	30
Grade 3	204	95	35	40	34	112	34	29	29	97	44	32	31	94	42	34	34
$X^2$		102.17				55.45				21.76				15.07			
Tab. $X^2$ at .05		(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6			
<b>Classification of School</b>																	
City	291	183	44	26	38	181	49	26	35	141	57	44	49	137	52	48	54
Town	172	104	24	27	17	110	25	22	15	91	30	32	19	87	30	34	21
Rural	146	95	25	16	10	96	27	12	11	79	35	19	13	75	34	21	16
$X^2$		8.84**				5.48**				9.69**				8.66**			
Tab. $X^2$ at .05		(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6			
<b>Experience</b>																	
Under 5 Years	83	56	17	7	3	54	17	10	2	39	23	16	5	39	22	15	7
6-10 Years	120	87	6	19	8	83	11	17	9	62	17	25	16	61	16	24	19
Over 10 Years	406	239	70	43	54	250	73	33	50	210	82	54	60	199	78	64	65
$X^2$		25.15				17.69				13.00				8.42**			
Tab. $X^2$ at .05		(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6			
<b>College Training</b>																	
3 Years or Less	75	46	16	5	8	49	15	2	9	41	18	4	12	43	16	4	12
4 Years	18	11	2	3	2	10	3	3	2	8	4	2	4	7	4	2	5
Bachelor's Degree	413	261	62	51	39	266	67	44	36	213	80	73	47	202	81	76	54
5 Years	13	9	1	1	2	7	2	2	2	4	3	3	3	2	2	6	3
Master's Degree	73	44	9	8	12	44	9	9	11	37	12	11	13	36	10	13	14
Beyond Master's	17	11	3	1	2	11	5	0	1	8	5	2	2	8	4	2	3
$X^2$		***				***				15.26**				24.01**			
Tab. $X^2$ at .05										(24.99) df 15				(24.99) df 15			
<b>Recency of Training</b>																	
Before 1946	138	71	30	18	19	80	26	10	22	66	33	16	23	61	31	21	25
1946-50	60	45	2	3	10	45	5	3	7	40	4	8	8	38	5	9	8
1951-55	121	74	21	17	9	76	23	15	7	64	23	24	10	62	25	23	11
1956-60	192	123	27	21	21	123	31	19	19	95	42	26	29	93	36	30	33
Since 1961	98	69	13	10	6	63	16	13	6	46	20	21	11	45	19	20	14
$X^2$		25.19				18.27**				20.36**				14.18**			
Tab. $X^2$ at .05		(21.02) df 12				(21.02) df 12				(21.02) df 12				(21.02) df 12			
<b>Age</b>																	
Under 30	73	55	10	4	4	50	12	8	3	34	16	15	8	35	16	13	9
30-39 Years	113	79	12	12	10	76	17	10	10	58	21	19	15	56	22	19	16
Over 40	423	248	71	53	51	261	72	42	48	219	85	61	58	208	78	71	66
$X^2$		12.75				5.25**				8.14**				5.92**			
Tab. $X^2$ at .05		(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6			

\*A - Always \*U - Usually \*S - Sometimes \*N - Never  
 \*\*Not significant  
 \*\*\*Not valid

practices for helping see likenesses and differences in letters. This difference is significant at the .05 level of confidence. First grade teachers, more than second and third grade teachers, recognize the value of providing exercises for children to see likenesses and differences in letters, words, phrases, and sentences.

The difference among teachers, in terms of teaching experience, is significant at the .05 level of confidence. Teachers with less experience provide exercises to see likenesses and differences in letters, words, and phrases more often than do teachers with more teaching experience.

Teachers with training since 1946 are more aware of the need to provide activities for seeing likenesses and differences in letters than teachers trained before this time. This difference is significant at the .05 level of confidence.

#### Table XV

A study of the data presented in Table XV reveals that a significant difference exists at the .05 level, according to the grade variable, with respect to the teacher-oral reading activities listed. First grade teachers, in general, more than second and third grade teachers, recognize the need to provide teacher-oral reading activities for building listening skills, for showing emotions, for pupil enjoyment, for training in learning to follow directions, and for oral expression.

A significant difference at the .05 level exists with respect to the use of teacher-oral reading activities for building listening skills as the less experienced teachers indicate more use of the practice than do the more experienced teachers.

**TABLE IV**  
**FREQUENCY DISTRIBUTION OF RESPONSES TO STATEMENT 15, READINESS AREA, ACCORDING**  
**TO GRADE TAUGHT, CLASSIFICATION OF SCHOOL, EXPERIENCE AND AGE**  
**OF RESPONDENTS, AMOUNT OF COLLEGE TRAINING,**  
**AND REGENCY OF COLLEGE TRAINING**

Statement: I use teacher-oral reading activities with pupils:																					
Grade Taught	Number	a. Listening Skills				b. Showing Emotions				c. Pupil Enjoyment				d. Follow Directions				e. Oral Expression			
		A*	U*	S*	N*	A	U	S	N	A	U	S	N	A	U	S	N	A	U	S	N
Grade 1	208	190	14	2	2	145	40	14	9	184	16	3	5	182	18	6	2	170	28	2	8
Grade 2	197	139	38	10	10	108	57	21	11	132	46	9	10	138	37	13	9	135	39	14	9
Grade 3	204	119	52	22	11	98	63	30	13	124	47	20	13	124	47	20	13	128	47	18	11
$\chi^2$		62.15				21.85				48.05				39.51				23.87			
Tab. $\chi^2$ at .05		(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6			
Classification of School																					
City	291	220	43	18	10	168	73	34	16	214	47	18	12	213	49	18	12	206	54	18	13
Town	172	124	32	9	7	98	49	16	9	121	33	9	9	122	29	13	8	122	32	10	8
Rural	146	104	29	8	5	85	38	15	8	105	29	5	7	109	25	8	4	105	28	6	7
$\chi^2$		2.46**				1.12**				2.84**				1.54**				0.84**			
Tab. $\chi^2$ at .05		(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6			
Experience																					
Under 5 Years	83	64	14	2	2	49	25	7	2	62	17	2	2	57	22	2	2	58	19	4	2
6-10 Years	120	95	18	3	4	73	32	11	4	94	17	5	4	91	19	7	3	87	24	5	4
Over 10 Years	406	289	68	31	18	229	103	45	29	284	73	25	24	296	61	28	21	288	71	25	22
$\chi^2$		13.81				8.96**				11.01**				11.85**				3.89**			
Tab. $\chi^2$ at .05		(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6			
College Training																					
3 Years or Less	75	50	16	5	4	42	19	6	8	51	14	2	8	58	11	1	5	56	9	3	7
4 Years	18	15	3	0	0	15	3	0	0	14	4	0	0	16	1	1	0	16	2	0	0
Bachelor's Degree	413	303	71	24	15	236	110	46	21	294	78	25	16	295	71	32	15	288	81	26	18
5 Years	13	12	1	0	0	7	5	1	0	11	2	0	0	10	3	0	0	8	5	0	0
Master's Degree	73	57	7	6	3	41	18	10	4	57	7	5	4	52	12	5	4	53	13	4	3
Beyond Master's	17	11	6	0	0	10	5	2	0	13	4	0	0	13	4	0	0	12	4	1	0
$\chi^2$		***				***				***				***				***			
Tab. $\chi^2$ at .05		***				***				***				***				***			
Regency of Training																					
Before 1946	138	95	31	7	5	74	35	17	12	90	33	6	9	97	25	8	8	101	24	6	7
1946-50	60	43	8	3	6	35	15	4	6	46	8	3	3	46	6	6	2	47	7	2	4
1951-55	121	87	23	9	2	65	37	16	3	82	23	12	4	91	19	8	3	84	24	9	4
1956-60	192	143	31	12	6	116	51	17	8	144	32	8	8	135	39	11	7	131	43	10	8
Since 1961	98	80	11	4	3	61	22	11	4	78	13	3	4	75	13	6	4	70	16	7	5
$\chi^2$		16.15**				13.30**				15.55**				18.13**				7.63**			
Tab. $\chi^2$ at .05		(21.02) df 12				(21.02) df 12				(21.02) df 12				(21.02) df 12				(21.02) df 12			
Age																					
Under 30	73	58	11	2	2	42	21	8	2	58	11	2	2	51	17	3	2	50	18	3	2
30-39 Years	113	92	14	4	3	74	24	12	3	93	12	6	2	94	13	4	2	86	17	4	6
Over 40	423	298	77	29	19	235	115	43	30	289	84	24	26	299	72	30	22	297	79	26	21
$\chi^2$		10.93**				19.88				16.31				13.91				6.13**			
Tab. $\chi^2$ at .05		(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6			

\*A - Always    \*U - Usually    \*S - Sometimes    \*N - Never  
 \*\*Not significant  
 \*\*\*Not valid



A significant difference at the .05 level exists in terms of age of the respondents with respect to teacher-oral reading activities to help pupils learn to show emotions, to stimulate pupil enjoyment, and to learn to follow directions. Teachers under 40 indicate more use of these activities.

Table XVI

A study of the data summarized in Table XVI reveals a significant difference among the teachers of grades one, two, and three with respect to five of the seven sub-items. These are: provision of a wide range of activities to develop skill in language and communication involving listening to and responding to stories, dramatizing stories, conversation and discussion periods, giving reports, and telling stories. First grade teachers make more use of these practices than do second and third grade teachers. The difference with respect to these sub-items is significant at the .05 level of confidence.

A significant difference at the .05 level exists, in terms of the experience of respondents, with respect to only two sub-items, the use of listening and responding to stories and commenting on field trips. Teachers with less teaching experience make greater use of these practices than do teachers with more teaching experience.

The data also reveal that teachers trained since 1946 make greater use of the listening and responding to stories activities than do teachers trained prior to 1946. The difference is significant at the .05 level of confidence.

Table XVII

A study of the data presented in Table XVII reveals a significant

TABLE XVI

FREQUENCY DISTRIBUTION OF RESPONSES TO STATEMENT 16, READINESS AREA, ACCORDING TO GRADE TAUGHT, CLASSIFICATION OF SCHOOL, EXPERIENCE AND AGE OF RESPONDENTS, AMOUNT OF COLLEGE TRAINING, AND REGENCY OF COLLEGE TRAINING

Statement: I use a wide range of activities to develop skill in language and communication such as:		a. Listening				b. Dramatizing				c. Conversation				d. Discussion				e. Experience Reports				f. Story Telling				g. Field Trips			
	Number	A*	U*	S*	N*	A	U	S	N	A	U	S	N	A	U	S	N	A	U	S	N	A	U	S	N	A	U	S	N
Grade Taught																													
Grade 1	208	170	30	6	2	102	51	52	3	148	39	18	3	133	51	16	7	127	60	18	3	122	53	29	4	54	46	59	29
Grade 2	197	121	47	20	9	54	69	64	10	90	58	40	9	94	64	28	11	87	70	33	7	79	58	47	13	59	37	69	32
Grade 3	204	126	49	18	2	65	54	76	9	101	54	38	11	103	60	31	10	86	65	43	10	80	69	45	10	67	53	60	24
$\chi^2$		32.53				28.51				36.57				15.23				27.29				26.45				6.48**			
Tab. $\chi^2$ at .05		(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6							
Classification of School																													
City	291	209	58	15	9	106	93	82	10	169	67	45	10	162	85	32	12	144	97	41	9	136	87	54	14	102	66	95	28
Town	172	105	39	21	7	59	47	60	6	86	50	28	8	88	54	19	11	82	56	27	7	77	55	30	10	49	41	50	32
Rural	146	103	29	9	5	54	35	51	6	83	34	23	6	80	36	23	7	74	42	25	5	68	38	35	5	49	27	44	26
$\chi^2$		10.43**				4.95**				3.60**				6.40**				2.49**				4.97**				10.44**			
Tab. $\chi^2$ at .05		(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6							
Experience																													
Under 5 Years	83	63	18	2	0	32	24	27	0	50	21	10	2	49	25	7	2	40	30	13	0	42	27	14	0	28	17	28	10
6-10 Years	120	90	22	4	4	50	38	28	4	73	25	18	4	72	31	12	5	65	42	10	3	58	39	19	4	52	29	23	16
Over 10 Years	406	264	86	39	17	137	113	138	18	216	105	67	18	209	119	55	23	195	123	70	18	181	114	88	23	120	90	137	59
$\chi^2$		14.10				9.27**				5.06**				7.90**				11.24**				9.39**				12.76			
Tab. $\chi^2$ at .05		(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6							
College Training																													
3 Years or Less	75	47	17	8	3	26	19	25	5	37	21	13	4	32	23	14	6	38	21	12	4	34	20	15	6	24	12	25	14
4 Years	18	15	3	0	0	9	6	3	0	14	3	1	0	10	5	2	1	12	4	2	0	11	4	2	1	7	5	3	3
Bachelor's Degree	413	279	88	31	15	144	112	143	14	226	103	68	16	228	118	49	18	189	145	66	13	178	128	91	16	126	92	136	59
5 Years	13	10	3	0	0	3	7	3	0	8	3	2	0	7	3	3	0	6	3	4	0	8	4	1	0	6	5	2	0
Master's Degree	73	51	13	6	3	32	23	15	3	43	18	8	4	43	21	4	5	45	17	7	4	42	20	7	4	31	18	16	8
Beyond Master's	17	14	2	1	0	6	7	4	0	11	3	3	0	10	4	3	0	10	4	3	0	8	3	6	0	6	5	5	1
$\chi^2$		***				***				***				***				***				***							
Tab. $\chi^2$ at .05		***				***				***				***				***				***							
Regency of Training																													
Before 1946	138	87	33	15	3	48	43	41	6	72	37	24	5	65	49	16	8	65	43	25	5	56	41	31	10	39	32	42	25
1946-50	60	38	13	4	5	18	12	25	5	36	5	15	4	35	13	9	3	30	17	9	4	24	18	16	2	16	14	19	11
1951-55	121	83	22	14	2	45	30	44	2	67	33	19	2	65	31	21	4	55	39	25	2	55	32	29	5	39	25	42	15
1956-60	192	132	43	9	8	73	59	53	7	107	51	26	9	108	59	18	8	99	64	24	5	92	60	33	7	71	42	56	23
Since 1961	98	78	14	3	3	36	31	28	3	57	25	11	5	57	23	10	7	51	32	11	4	54	29	11	4	35	23	29	11
$\chi^2$		21.91				14.90**				18.14**				13.19**				9.37**				13.69**				7.48**			
Tab. $\chi^2$ at .05		(21.02) df 12				(21.02) df 12				(21.02) df 12				(21.02) df 12				(21.02) df 12				(21.02) df 12							
Age																													
Under 30	73	54	15	2	2	29	20	22	2	44	18	9	2	42	22	7	2	33	29	9	2	38	27	6	2	23	19	22	9
30-39 Years	113	84	17	7	4	35	38	35	5	30	26	22	5	66	26	16	5	52	42	14	5	47	37	23	6	33	27	36	17
Over 40	423	279	92	36	17	156	116	134	17	234	107	64	18	221	127	53	23	214	124	69	17	195	116	90	23	144	89	130	61
$\chi^2$		9.96**				8.07**				3.62**				4.79**				8.75**				12.01**				5.29**			
Tab. $\chi^2$ at .05		(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6							

\*A - Always \*U - Usually \*S - Sometimes \*N - Never  
 \*\*Not significant  
 \*\*\*Not valid

difference in responses, among teachers of grades one, two, and three, with respect to the provision of a readiness program planned around a reading-readiness book, planned units of readiness activities, and a combination of planned activities and a readiness book which accompanies a basal series of readers. This difference is significant at the .05 level of confidence. Second and third grade teachers, more than first grade teachers, prefer a reading readiness program planned around a reading-readiness book. First grade teachers, more than second and third grade teachers, prefer planned units of readiness activities or a combination of planned units of activities in connection with a basal readiness book.

A significant difference at the .05 level exists among city, town, and rural teachers with respect to the use of a readiness program planned around a reading-readiness book as town and rural teachers indicate more use of these materials than do city teachers.

The data also reveal that the less experienced teachers prefer the planned units of activities or a combination of planned activities and a basal readiness book and the more experienced teachers prefer the use of a basal readiness book. The difference is significant at the .05 level of confidence.

The difference among teachers, in terms of training, is significant at the .05 level with the teachers with less training preferring the use of the basal reading-readiness book and the teachers with more training not preferring the use of a basal readiness book.

The data also reveal that a significant difference exists among teachers in terms of age. The difference is significant at the .05 level with respect to the use of a basal reading-readiness book. In general,

TABLE XVII

FREQUENCY DISTRIBUTION OF RESPONSES TO STATEMENT 17, READINESS AREA, ACCORDING TO GRADE TAUGHT, CLASSIFICATION OF SCHOOL, EXPERIENCE AND AGE OF RESPONDENTS, AMOUNT OF COLLEGE TRAINING, AND REGENCY OF COLLEGE TRAINING

Statement: I develop my reading readiness program around:													
	Number	a. Readiness Book				b. Units of Activities				c. Planned Activities and Readiness Book			
		A*	U*	S*	N*	A	U	S	N	A	U	S	N
<b>Grade Taught</b>													
Grade 1	208	123	7	7	71	17	3	3	185	50	4	2	152
Grade 2	197	138	18	13	28	4	15	13	165	12	7	15	163
Grade 3	204	159	19	19	17	4	6	12	182	10	6	10	178
$\chi^2$		55.21				33.47				58.96			
Tab. $\chi^2$ at .05		(12.59) df 6				(12.59) df 6				(12.59) df 6			
<b>Classification of School</b>													
City	291	182	25	25	59	15	22	22	232	30	13	22	226
Town	172	124	12	5	31	4	2	5	161	24	3	5	140
Rural	146	114	4	2	26	6	2	2	136	18	3	2	123
$\chi^2$		19.34				30.58				18.63			
Tab. $\chi^2$ at .05		(12.59) df 6				(12.59) df 6				(12.59) df 6			
<b>Experience</b>													
Under 5 Years	83	55	2	4	22	5	3	2	73	14	3	3	63
6-10 Years	120	83	9	6	22	6	2	6	106	15	2	3	100
Over 10 Years	406	282	33	20	71	14	19	21	352	43	13	20	330
$\chi^2$		6.07**				4.72**				5.23**			
Tab. $\chi^2$ at .05		(12.59) df 6				(12.59) df 6				(12.59) df 6			
<b>College Training</b>													
3 Years or Less	75	54	7	3	11	3	1	2	69	7	1	3	64
4 Years	18	11	2	2	3	1	1	2	14	2	0	1	15
Bachelor's Degree	413	296	27	18	72	15	14	18	366	47	16	15	336
5 Years	13	5	2	3	3	1	1	2	9	3	1	1	8
Master's Degree	73	46	4	2	21	5	5	2	61	10	1	5	57
Beyond Master's	17	8	2	2	5	0	3	3	11	3	1	2	11
$\chi^2$		29.13				***				***			
Tab. $\chi^2$ at .05		(24.99) df 15											
<b>Regency of Training</b>													
Before 1946	138	101	9	10	18	4	5	9	120	10	4	7	117
1946-50	60	40	3	2	15	4	2	2	52	9	2	1	48
1951-55	121	89	9	4	19	3	3	4	111	13	1	5	102
1956-60	192	126	17	10	39	11	10	10	161	23	5	17	153
Since 1961	98	64	6	3	25	3	4	3	88	17	6	2	73
$\chi^2$		12.82**				8.53**				***			
Tab. $\chi^2$ at .05		(21.02) df 12				(21.02) df 12							
<b>Age</b>													
Under 30	73	58	2	4	9	2	2	2	67	9	3	2	59
30-39 Years	113	67	8	7	31	8	5	8	92	19	5	4	85
Over 40	423	294	36	19	75	17	18	21	368	44	10	22	348
$\chi^2$		14.06				10.59**				7.44**			
Tab. $\chi^2$ at .05		(12.59) df 6				(12.59) df 6				(12.59) df 6			

\*A - Always    \*U - Usually    \*S - Sometimes    \*N - Never  
 \*\*Not significant  
 \*\*\*Not valid

teachers over 40 years of age prefer the use of the readiness book.

Table XVIII

An analysis of the data in Table XVIII indicates that significant differences exist at the .05 level of confidence among the respondents in terms of the grade taught with first grade teachers, in general, recognizing a need for regular appraisals of children's work and performances as a means of planning, grouping, and meeting individual needs of children and second and third grade teachers not as aware of this need.

A significant difference exists at the .05 level with city teachers recognizing the need of regular appraisals of children's work and performances for planning and meeting individual needs of children and the town and rural teachers not as aware of this need.

The difference among teachers, in terms of experience, is also significant at the .05 level with the less experienced teachers indicating regular appraisals as a base for grouping children for working together and the more experienced teachers not as aware of this need.

The data also reveal that teachers trained since 1946 make greater use of regular appraisals of children's work for grouping than do teachers trained prior to 1946. The difference here is significant at the .05 level of confidence.

A significant difference also exists among teachers in terms of age. The difference is significant at the .05 level with respect to appraisal of children's work and performances for grouping purposes. In general, the younger teachers report more use of this practice.

TABLE XVIII

FREQUENCY DISTRIBUTION OF RESPONSES TO STATEMENT 18, READINESS AREA, ACCORDING TO GRADE TAUGHT, CLASSIFICATION OF SCHOOL, EXPERIENCE AND AGE OF RESPONDENTS, AMOUNT OF COLLEGE TRAINING, AND REGENCY OF COLLEGE TRAINING

Statement: I make regular appraisals of children's work and performances as a base for:													
	Number	a. Planning				b. Grouping				c. Meeting Needs			
		A*	U*	S*	N*	A	U	S	N	A	U	S	N
<b>Grade Taught</b>													
Grade 1	208	141	46	16	5	144	41	16	7	186	17	3	2
Grade 2	197	99	53	17	28	139	29	25	4	149	31	6	11
Grade 3	204	100	57	17	30	128	40	20	16	149	36	6	13
$\chi^2$		31.60				13.56				25.81			
Tab. $\chi^2$ at .05		(12.59) df 6				(12.59) df 6				(12.59) df 6			
<b>Classification of School</b>													
City	291	169	69	18	35	212	47	20	12	242	31	9	9
Town	172	88	42	24	18	103	33	25	11	131	26	2	13
Rural	146	83	45	9	9	96	29	16	5	111	27	4	4
$\chi^2$		13.50				11.81**				14.28			
Tab. $\chi^2$ at .05		(12.59) df 6				(12.59) df 6				(12.59) df 6			
<b>Experience</b>													
Under 5 Years	83	55	19	7	2	71	8	2	2	73	6	2	2
6-10 Years	120	67	35	9	9	81	28	5	6	99	15	2	4
Over 10 Years	406	218	102	36	52	259	71	54	24	312	59	15	22
$\chi^2$		11.34**				26.39				10.43**			
Tab. $\chi^2$ at .05		(12.59) df 6				(12.59) df 6				(12.59) df 6			
<b>College Training</b>													
3 Years or Less	75	33	29	5	8	38	21	12	4	56	17	1	1
4 Years	18	9	6	2	1	11	5	2	0	15	3	0	0
Bachelor's Degree	413	238	95	38	42	283	66	45	19	325	55	15	18
5 Years	13	8	3	1	1	10	1	1	1	10	1	1	1
Master's Degree	73	42	17	3	11	56	11	1	5	65	3	0	5
Beyond Master's	17	10	5	2	0	13	4	0	0	13	4	0	0
$\chi^2$		***				***				***			
Tab. $\chi^2$ at .05		***				***				***			
<b>Regency of Training</b>													
Before 1946	138	66	34	15	23	82	25	22	9	98	29	5	6
1946-50	60	34	14	6	6	38	8	8	6	45	9	2	4
1951-55	121	68	34	8	11	76	25	15	5	97	15	4	5
1956-60	192	115	47	15	15	145	32	11	4	165	17	6	4
Since 1961	98	57	27	7	7	70	19	5	4	79	14	2	3
$\chi^2$		12.13**				23.93				18.72**			
Tab. $\chi^2$ at .05		(21.02) df 12				(21.02) df 12				(21.02) df 12			
<b>Age</b>													
Under 30	73	44	21	4	4	60	9	2	2	64	5	2	2
30-39 Years	113	70	26	9	8	83	18	7	5	94	13	2	4
Over 40	423	225	109	38	52	267	81	53	23	325	62	14	23
$\chi^2$		8.99**				17.20				10.37**			
Tab. $\chi^2$ at .05		(12.59) df 6				(12.59) df 6				(12.59) df 6			

\*A - Always \*U - Usually \*S - Sometimes \*N - Never

\*\*Not significant

\*\*\*Not valid

## Table XIX

A study of the data shown in Table XIX discloses that significant differences exist with respect to only one of the six variables of the study. There is a significant difference at the .05 level of confidence in terms of grade taught by the respondents. First grade teachers, more than second or third grade teachers, recognize the need to use informal observation of children's activities and skills to determine if a child is ready to begin formal reading as indicated in the listed sub-items.

## Table XX

A study of the data given in Table XX shows a significant difference at the .05 level of confidence in terms of the grade taught with first grade teachers, in general, recognizing the need for providing informal reading materials such as experience charts, notices and news items, and directions and plans prepared from children's experiences and activities. Second and third grade teachers seem not as aware of this need.

A significant difference in relation to the use of experience charts exists in terms of the classification of schools. City teachers recognize the value of using children's experiences, written on charts, for informal reading materials. Town and rural teachers seem not as aware of this need.

The difference among teachers, in terms of teaching experience, is significant at the .05 level with the less experienced teachers tending to use experience charts, notices and news items, and directions and plans for informal reading material and the more experienced teachers not using these practices as much.

TABLE XIX

FREQUENCY DISTRIBUTION OF RESPONSES TO STATEMENT 19, READINESS AREA, ACCORDING TO GRADE TAUGHT, CLASSIFICATION OF SCHOOL, EXPERIENCE AND AGE OF RESPONDENTS, AMOUNT OF COLLEGE TRAINING, AND RECENCY OF COLLEGE TRAINING

Statement: I use informal observation to determine if a child is ready to begin formal reading, including:																																								
		a. Visual Skills				b. Speech Skills				c. Listening Skills				d. Language Development				e. Interest in Books				f. Stay With Task				g. Follow Directions				h. Remember Story				i. Remember Details						
Grade Taught	Number	A*	U*	S*	N*	A	U	S	N	A	U	S	N	A	U	S	N	A	U	S	N	A	U	S	N	A	U	S	N											
Grade 1	208	174	24	5	5	156	35	8	9	168	33	3	4	152	41	5	10	152	42	7	7	160	37	5	6	170	29	4	5	151	38	10	9	145	43	12	8			
Grade 2	197	111	41	11	34	97	51	13	36	107	42	12	36	96	56	11	34	106	46	30	15	116	41	30	10	118	37	29	13	105	47	32	13	98	53	31	15			
Grade 3	204	115	43	11	35	108	47	11	38	111	40	15	38	103	52	14	35	107	57	10	30	113	53	12	26	123	48	11	22	108	57	14	25	103	62	15	24			
X <sup>2</sup>		53.18				40.29				57.07				39.43				48.36				55.50				52.85				39.55				35.31						
Tab. X <sup>2</sup> at .05		(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6										
Classification of School																																								
City	291	192	43	14	42	170	60	16	45	184	49	14	44	171	63	14	43	175	63	24	29	183	60	24	24	188	56	20	27	164	68	30	29	159	72	28	32			
Town	172	114	32	6	20	103	36	10	23	106	36	8	22	96	47	10	19	98	47	12	15	107	41	12	12	118	31	14	9	103	41	17	11	98	46	17	11			
Rural	146	94	33	7	12	88	37	5	18	96	30	8	12	84	39	9	14	92	35	11	8	99	30	10	7	105	27	7	7	97	33	9	7	89	40	10	7			
X <sup>2</sup>		5.63**				2.74**				3.91**				4.32**				4.58**				2.86**				4.71**				5.90**				6.20**						
Tab. X <sup>2</sup> at .05		(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6										
Experience																																								
Under 5 Years	833	583	121	5	9	49	18	7	9	56	14	5	8	50	21	4	8	46	25	7	5	55	19	5	4	61	14	4	4	54	18	7	4	52	20	7	4			
6-10 Years	1220	877	221	3	9	81	25	5	9	85	20	4	11	76	28	6	10	83	23	7	7	79	29	6	6	89	21	4	6	79	25	9	7	77	27	8	8			
Over 10 Years	406	225	76	19	58	231	98	21	66	245	81	20	62	225	100	23	60	236	98	34	40	255	83	36	34	261	79	35	33	231	99	43	35	217	111	42	38			
X <sup>2</sup>		7.68**				9.55**				6.73**				5.04**				7.95**				5.02**				8.29**				5.11**				6.78**						
Tab. X <sup>2</sup> at .05		(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6										
College Training																																								
3 Years or Less	75	42	22	3	8	36	25	5	9	41	18	6	10	36	27	4	8	41	23	5	6	46	22	5	1	50	18	6	1	44	20	8	3	37	27	7	4			
4 Years	18	18	0	0	16	0	2	0	16	1	1	0	16	1	1	0	18	0	0	0	17	1	0	0	16	1	1	0	16	1	1	0	16	1	1	0	16	1	1	0
Bachelor's Degree	413	278	64	19	52	249	86	20	58	265	74	18	56	240	95	24	54	247	94	34	38	264	81	33	35	283	71	28	31	248	90	41	34	240	99	37	37			
5 Years	13	10	2	0	1	10	2	0	1	10	2	0	1	9	3	0	1	10	2	0	1	9	3	0	1	9	2	0	2	8	4	0	1	8	4	0	1			
Master's Degree	73	43	14	4	12	40	14	5	14	44	14	3	12	40	17	2	14	40	21	5	7	45	18	5	5	44	17	6	6	39	22	7	5	37	22	9	5			
Beyond Master's	17	9	6	1	1	9	6	1	1	9	6	1	1	10	5	1	1	9	5	2	1	8	6	2	1	9	5	2	1	9	5	2	1	8	5	3	1			
X <sup>2</sup>		***				***				***				***				***				***				***				***										
Tab. X <sup>2</sup> at .05		(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6										
Recency of Training																																								
Before 1946	138	82	29	11	16	75	31	11	21	76	29	11	22	70	35	12	21	77	35	12	14	83	31	13	11	85	27	14	12	77	32	16	13	70	39	17	12			
1946-50	60	40	11	1	8	35	15	0	10	39	12	0	9	36	16	2	6	36	15	3	6	39	14	3	4	40	13	3	4	37	13	3	7	36	15	2	7			
1951-55	121	77	26	4	14	68	31	8	14	74	26	7	14	63	36	9	13	73	29	9	10	75	27	10	9	79	25	8	9	69	31	12	9	68	31	13	9			
1956-60	192	131	27	9	27	119	37	8	30	131	29	7	27	117	42	6	29	116	42	19	17	126	37	18	13	135	32	15	12	118	43	22	11	112	49	18	15			
Since 1961	98	70	15	3	10	64	19	6	9	66	19	5	8	65	20	4	9	63	24	5	6	66	23	3	6	72	17	3	6	63	23	6	6	60	24	8	6			
X <sup>2</sup>		***				***				***				16.88**				5.19**				6.62**				8.46**				8.02**				7.48**						
Tab. X <sup>2</sup> at .05		(12.59) df 6				(12.59) df 6				(12.59) df 6				(21.02) df 12				(21.02) df 12				(21.02) df 12				(21.02) df 12				(21.02) df 12				(21.02) df 12						
Age																																								
Under 30	73	52	10	4	7	47	14	4	8	52	12	2	7	46	18	2	7	41	22	5	5	45	20	3	5	56	9	3	5	49	13	6	5	47	15	6	5			
30-39 Years	113	81	17	3	12	72	24	5	12	77	19	5	12	72	24	7	10	71	28	8	6	73	27	7	6	77	25	5	6	70	28	9	6	70	29	8	6			
Over 40	423	266	81	21	56	242	94	24	64	256	84	23	61	233	106	24	61	253	94	36	41	270	84	38	32	277	80	35	32	244	101	43	36	229	114	42	39			
X <sup>2</sup>		6.88**				7.46**				6.11**				9.08**				8.27**				6.26**				8.16**				5.48**				10.08**						
Tab. X <sup>2</sup> at .05		(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6						

\*A - Always \*U - Usually \*S - Sometimes \*N - Never  
 \*\*Not significant  
 \*\*\*Not valid



TABLE XX

FREQUENCY DISTRIBUTION OF RESPONSES TO STATEMENT 20, READINESS AREA, ACCORDING TO GRADE TAUGHT, CLASSIFICATION OF SCHOOL, EXPERIENCE AND AGE OF RESPONDENTS, AMOUNT OF COLLEGE TRAINING, AND REGENCY OF COLLEGE TRAINING

Statement: I provide varied informal reading materials which I have prepared from children's experiences, such as:																	
	Number	a. Experience Charts				b. Scrap Books				c. Notices				d. Directions			
		A*	U*	S*	N*	A	U	S	N	A	U	S	N	A	U	S	N
<b>Grade Taught</b>																	
Grade 1	208	136	34	25	13	42	42	75	49	72	49	69	18	113	40	44	11
Grade 2	197	74	55	43	25	29	50	72	46	42	70	58	27	81	68	31	17
Grade 3	204	55	49	48	51	29	44	70	61	49	58	69	28	76	67	34	27
$X^2$		80.78				6.76**				17.02				26.02			
Tab. $X^2$ at .05		(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6			
<b>Classification of School</b>																	
City	291	144	68	40	39	54	65	105	67	86	84	90	31	138	85	44	24
Town	172	67	40	37	28	22	42	59	49	44	48	57	23	73	51	30	18
Rural	146	54	30	39	23	24	29	52	41	33	46	49	18	59	39	36	12
$X^2$		15.65				4.71**				3.81**				7.28**			
Tab. $X^2$ at .05		(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6			
<b>Experience</b>																	
Under 5 Years	83	42	22	14	5	12	21	35	15	21	20	39	3	34	34	13	2
6-10 Years	120	62	27	17	14	20	25	43	32	30	32	43	15	51	40	21	8
Over 10 Years	406	161	89	85	71	68	89	139	110	112	126	113	55	185	101	76	44
$X^2$		14.70				4.12**				15.77				14.81			
Tab. $X^2$ at .05		(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6			
<b>College Training</b>																	
3 Years or Less	75	23	17	10	15	10	12	22	31	20	24	18	13	27	23	17	8
4 Years	18	7	7	2	2	3	4	9	2	5	5	6	2	8	5	3	2
Bachelor's Degree	413	178	86	85	64	61	92	156	104	102	115	152	44	176	124	78	35
5 Years	13	8	4	0	1	3	5	4	1	4	6	2	1	9	1	2	1
Master's Degree	73	41	19	5	8	19	18	20	16	26	21	16	10	40	20	6	7
Beyond Master's	17	8	4	4	1	4	4	6	3	6	7	2	2	10	2	4	1
$X^2$		***				***				***				***			
Tab. $X^2$ at .05		***				***				***				***			
<b>Regency of Training</b>																	
Before 1946	138	48	28	26	36	19	29	44	46	39	34	44	21	61	36	25	16
1946-50	60	25	7	15	13	8	15	16	21	18	16	16	10	22	19	12	7
1951-55	121	51	27	28	15	18	22	47	34	28	34	45	14	51	31	31	8
1956-60	192	93	52	32	15	39	45	71	39	50	64	62	18	90	60	29	15
Since 1961	98	48	24	15	11	16	25	40	17	28	30	29	11	46	29	14	9
$X^2$		33.42				17.91**				9.11**				11.31**			
Tab. $X^2$ at .05		(21.02) df 12				(21.02) df 12				(21.02) df 12				(21.02) df 12			
<b>Age</b>																	
Under 30	73	41	19	10	3	10	16	35	12	18	19	31	5	31	31	8	3
30-39 Years	113	54	26	21	12	16	29	38	30	25	32	42	14	45	41	19	8
Over 40	423	169	93	85	77	74	91	143	116	120	127	123	54	194	103	82	45
$X^2$		18.32				10.03**				15.57				21.97			
Tab. $X^2$ at .05		(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6			

\*A - Always    \*U - Usually    \*S - Sometimes    \*N - Never  
 \*\*Not significant  
 \*\*\*Not valid

The data also reveal that teachers trained since 1946 make greater use of experience charts than do teachers trained prior to 1946. The difference here is significant at the .05 level of confidence.

A significant difference also exists among teachers in terms of age. The difference is significant at the .05 level with respect to use of experience charts, notices and news items, and directions and plans. In general, the younger teachers report more use of these materials.

#### Table XXI

A study of the data shown in Table XXI reveals a significant difference at the .05 level of confidence, in terms of grade taught, with first and third grade teachers, in general, accepting the use of anecdotal records for helping in determining readiness for formal reading and second grade teachers not using the records as much. First grade teachers, more than second and third grade teachers, use readiness tests, school records of health, and teacher observation for determining readiness for reading. First and second grade teachers, more than third grade teachers, indicate use of intelligence tests for determining readiness for reading.

A difference among teachers, in terms of experience, is significant at the .05 level with the less experienced teachers favoring use of anecdotal records and the more experienced teachers tending to rely less on this source of information.

A significant difference in respect to intelligence tests, teacher observation, and parental information exists in terms of recency of training. Teachers trained since 1946 favor the use of intelligence tests, teacher observation, and parental information as a means of determining

TABLE XXI

FREQUENCY DISTRIBUTION OF RESPONSES TO STATEMENT 21, READINESS AREA, ACCORDING TO GRADE TAUGHT, CLASSIFICATION OF SCHOOL, EXPERIENCE AND AGE OF RESPONDENTS, AMOUNT OF COLLEGE TRAINING, AND REGENCY OF COLLEGE TRAINING

Statement: I use the following aids to help me determine if a child is ready to begin formal reading:		a. Anecdotal Records				b. Readiness Tests				c. Intelligence Tests				d. Health Records				e. Teacher Observation				f. Parental Information			
	Number	A*	U*	S*	N*	A	U	S	N	A	U	S	N	A	U	S	N	A	U	S	N	A	U	S	N
Grade Taught																									
Grade 1	208	45	28	74	61	152	27	22	7	41	13	63	91	88	36	48	36	166	23	14	5	54	40	69	45
Grade 2	197	34	38	42	62	121	36	22	18	45	34	47	71	59	45	40	53	132	33	19	13	42	26	67	53
Grade 3	204	43	41	40	80	123	34	14	33	63	42	40	59	77	41	30	56	130	41	19	14	48	47	48	61
$X^2$		21.80				25.75				31.77				15.47				18.04				8.90**			
Tab. $X^2$ at .05		(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6							
Classification of School																									
City	291	70	50	69	102	185	46	25	35	76	32	73	110	98	52	64	77	215	39	22	15	77	49	92	73
Town	172	23	37	49	63	108	28	20	16	32	31	44	65	67	37	30	38	115	27	20	10	34	40	49	49
Rural	146	29	20	40	57	103	23	13	7	41	27	31	47	59	33	24	30	98	31	9	8	33	34	43	36
$X^2$		10.98**				5.71**				10.76**				5.83**				7.51**				6.20**			
Tab. $X^2$ at .05		(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6							
Experience																									
Under 5 Years	83	21	16	29	17	56	14	7	6	22	14	21	26	24	16	27	16	61	9	9	4	16	17	32	18
6-10 Years	120	18	20	37	45	80	16	10	14	25	21	28	46	42	24	22	32	94	12	9	5	28	20	40	32
Over 10 Years	406	83	71	90	162	260	66	40	40	102	53	101	150	158	82	68	98	273	76	34	23	100	86	117	108
$X^2$		15.68				2.12**				3.16**				12.18**				9.02**				5.73**			
Tab. $X^2$ at .05		(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6							
College Training																									
3 Years or Less	75	10	13	21	31	48	12	5	10	23	12	13	27	26	18	13	18	45	18	10	2	19	12	23	21
4 Years	18	6	3	1	8	12	3	2	1	7	2	4	5	9	3	4	2	14	4	0	0	5	3	8	2
Bachelor's Degree	413	84	73	105	151	271	62	39	41	102	63	103	145	151	83	76	103	290	65	34	24	91	90	116	116
5 Years	13	4	1	4	4	11	1	0	1	2	3	4	4	5	3	4	1	12	0	0	1	4	2	6	1
Master's Degree	73	14	14	17	28	46	14	6	7	13	6	18	36	28	12	12	21	56	8	5	4	23	13	20	17
Beyond Master's	17	4	3	9	1	8	5	3	1	2	2	2	4	5	3	8	1	11	2	3	1	2	3	11	1
$X^2$		***				***				18.49**				***				***							
Tab. $X^2$ at .05										(24.99) df 15															
Regency of Training																									
Before 1946	138	19	26	30	63	88	17	14	19	31	15	30	62	48	29	21	40	79	30	16	13	35	24	36	43
1946-50	60	13	10	13	24	36	13	4	7	15	10	15	20	26	15	5	14	46	10	2	2	14	22	10	14
1951-55	121	29	22	31	39	76	14	19	12	32	18	32	39	44	22	24	31	83	22	9	7	28	20	38	35
1956-60	192	42	30	50	70	130	32	15	15	52	26	50	64	80	34	35	43	141	27	16	8	50	34	65	43
Since 1961	98	19	18	33	28	66	21	4	7	19	19	23	37	26	22	31	19	79	8	8	3	17	23	35	23
$X^2$		13.76**				19.19**				9.95**				22.12				22.76				22.03			
Tab. $X^2$ at .05		(21.02) df 12				(21.02) df 12				(21.02) df 12				(21.02) df 12				(21.02) df 12							
Age																									
Under 30	73	15	13	26	19	48	12	7	6	16	13	17	27	17	13	26	17	55	5	9	4	8	19	33	13
30-39 Years	113	19	26	32	36	76	18	11	8	26	17	33	37	34	22	28	29	92	13	5	3	23	21	37	32
Over 40	423	87	68	100	169	271	67	40	46	106	59	101	158	172	87	73	102	280	79	39	26	113	84	113	114
$X^2$		14.93				2.27**				5.40**				24.94				17.71				20.75			
Tab. $X^2$ at .05		(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6							

\*A - Always \*U - Usually \*S - Sometimes \*N - Never  
 \*\*Not significant  
 \*\*\*Not valid

readiness for reading and teachers trained before 1946 do not favor their use.

A significant difference exists also in terms of the age of the respondents with teachers under 40 indicating the use of anecdotal records and teachers over 40 less in favor of their use.

#### Table XXII

A study of the data shown in Table XXII reveals that a significant difference exists with respect to only two of the six variables of the study. There is a significant difference at the .05 level of confidence in terms of the grade taught and in terms of the age of the respondents. Second and third grade teachers find a readiness test their most reliable source for determining a pupil's readiness for training, while first grade teachers tend to not consider this their most reliable source of information. Teachers over 40 place more reliance on a readiness test for determining readiness for reading than do teachers under 40 years of age.

#### Table XXIII

A study of the data shown in Table XXIII reveals that a significant difference exists with respect to the grade taught by the respondent and the practice of teaching the sounds of letters. First grade teachers, more than second and third grade teachers, indicate the use of this practice.

A significant difference at the .05 level exists, in terms of the teaching experience of the respondents, with respect to teaching the names and sounds of letters. Teachers with less teaching experience favor the use of this practice more than do the teachers with more experience.

TABLE XXII

FREQUENCY DISTRIBUTION OF RESPONSES TO STATEMENT 22, READINESS AREA, ACCORDING TO GRADE TAUGHT, CLASSIFICATION OF SCHOOL, EXPERIENCE AND AGE OF RESPONDENTS, AMOUNT OF COLLEGE TRAINING, AND REGENCY OF COLLEGE TRAINING

Statement: I find a reading readiness test my most reliable source for discovering clues that enable me to determine a pupil's readiness for reading.

	Number	A*	U*	S*	N*
<b>Grade Taught</b>					
Grade 1	208	51	84	52	21
Grade 2	197	65	78	40	14
Grade 3	204	100	72	26	6
$X^2$		35.94			
Tab. $X^2$ at .05		(12.59) df 6			
<b>Classification of School</b>					
City	291	91	120	61	19
Town	172	71	62	25	14
Rural	146	55	52	30	9
$X^2$		8.04**			
Tab. $X^2$ at .05		(12.59) df 6			
<b>Experience</b>					
Under 5 Years	83	26	31	20	6
6-10 Years	120	45	47	18	10
Over 10 Years	406	146	156	80	24
$X^2$		3.46**			
Tab. $X^2$ at .05		(12.59) df 6			
<b>College Training</b>					
3 Years or Less	75	32	26	13	4
4 Years	18	4	11	2	1
Bachelor's Degree	413	150	160	75	28
5 Years	13	4	5	4	0
Master's Degree	73	24	25	17	7
Beyond Master's	17	3	7	6	1
$X^2$		***			
Tab. $X^2$ at .05					
<b>Regency of Training</b>					
Before 1946	138	58	46	26	8
1946-50	60	22	27	10	1
1951-55	121	38	44	30	9
1956-60	192	70	72	36	14
Since 1961	98	29	45	16	8
$X^2$		***			
Tab. $X^2$ at .05					
<b>Age</b>					
Under 30	73	15	36	15	7
30-39 Years	113	35	46	26	6
Over 40	423	167	152	77	28
$X^2$		14.08			
Tab. $X^2$ at .05		(12.59) df 6			

\*A - Always    \*U - Usually    \*S - Sometimes    \*N - Never  
 \*\*Not significant  
 \*\*\*Not valid

TABLE XXIII

FREQUENCY DISTRIBUTION OF RESPONSES TO STATEMENT 23, READINESS AREA, ACCORDING TO GRADE TAUGHT, CLASSIFICATION OF SCHOOL, EXPERIENCE AND AGE OF RESPONDENTS, AMOUNT OF COLLEGE OF TRAINING, AND REGENCY OF COLLEGE TRAINING

Statement: During the time I am building the initial sight vocabulary, I also teach:													
	Number	a. Letter Names				b. Letter Sounds				c. Group Letter Sounds			
		A*	U*	S*	N*	A	U	S	N	A	U	S	N
<b>Grade Taught</b>													
Grade 1	208	121	29	24	34	172	20	7	9	114	29	33	32
Grade 2	197	103	35	17	42	139	33	11	14	116	30	18	33
Grade 3	204	98	41	18	47	134	36	7	27	127	39	12	26
$X^2$		7.27**				22.71				12.12**			
Tab. $X^2$ at .05		(12.59) df 6				(12.59) df 6				(12.59) df 6			
<b>Classification of School</b>													
City	291	145	54	28	64	205	48	10	28	161	48	29	53
Town	172	87	35	19	31	121	30	9	12	97	33	20	22
Rural	146	90	16	12	28	119	11	7	9	99	17	14	16
$X^2$		8.62**				10.17**				10.18**			
Tab. $X^2$ at .05		(12.59) df 6				(12.59) df 6				(12.59) df 6			
<b>Experience</b>													
Under 5 Years	83	55	15	4	9	68	11	2	2	53	15	10	5
6-10 Years	120	76	16	12	16	95	11	3	11	67	15	14	24
Over 10 Years	406	191	74	43	98	282	66	20	38	237	68	40	61
$X^2$		21.30				13.50				8.85**			
Tab. $X^2$ at .05		(12.59) df 6				(12.59) df 6				(12.59) df 6			
<b>College Training</b>													
3 Years or Less	75	45	9	3	17	66	6	1	4	50	7	6	12
4 Years	18	15	0	1	2	17	0	0	1	14	0	2	2
Bachelor's Degree	413	210	79	41	83	295	66	18	34	247	70	39	57
5 Years	13	7	4	1	1	9	3	0	1	4	4	3	2
Master's Degree	73	35	10	12	16	49	10	6	8	33	15	11	14
Beyond Master's	17	9	3	2	3	11	4	1	1	9	2	3	3
$X^2$		***				***				***			
Tab. $X^2$ at .05													
<b>Regency of Training</b>													
Before 1946	138	83	20	8	27	106	20	5	7	97	19	5	17
1946-50	60	26	10	8	16	37	7	3	13	33	8	6	13
1951-55	121	65	21	15	20	89	19	5	8	74	23	9	15
1956-60	192	88	40	19	45	138	30	7	17	105	30	26	31
Since 1961	98	60	14	9	15	75	12	6	5	48	18	18	14
$X^2$		16.25**				20.39**				25.44			
Tab. $X^2$ at .05		(21.02) df 12				(21.02) df 12				(21.02) df 12			
<b>Age</b>													
Under 30	73	47	15	2	9	57	11	2	3	41	14	10	8
30-39 Years	113	66	15	14	18	82	15	2	14	65	16	12	20
Over 40	423	209	76	43	96	305	63	23	33	251	68	43	62
$X^2$		23.88				9.67**				8.72**			
Tab. $X^2$ at .05		(12.59) df 6				(12.59) df 6				(12.59) df 6			

\*A - Always \*U - Usually \*S - Sometimes \*N - Never

\*\*Not significant

\*\*\*Not valid

The difference among teachers, in terms of age, is significant at the .05 level of confidence. The younger teachers tend to favor teaching the names of letters more than do the older teachers.

Table XXIV

An analysis of the data presented in Table XXIV reveals a significant difference in responses, in terms of grade taught, to the statement of practices for helping children achieve fluency in use of words and ideas and to improve articulation. This difference is significant at the .05 level of confidence. First grade teachers, more than second and third grade teachers, recognize the value of providing activities for children to describe and interpret pictures, to respond to stories heard, and to relate their experiences.

The difference among teachers, in terms of teaching experience, is significant at the .05 level. Teachers with less experience provide opportunities for pupils to describe and interpret pictures and to respond to stories heard more than do teachers with more years of teaching experience.

Table XXV

A study of the data summarized in Table XXV reveals a significant difference among the teachers of grades one, two, and three with respect to the provision of training exercises involving visual discrimination of letters, auditory discrimination of sounds, and associating visual and auditory perceptions. First grade teachers make more use of these practices than do second and third grade teachers. The difference with respect to these sub-items is significant at the .05 level of confidence.

TABLE XXIV

FREQUENCY DISTRIBUTION OF RESPONSES TO STATEMENT 24, READINESS AREA, ACCORDING TO GRADE TAUGHT, CLASSIFICATION OF SCHOOL, EXPERIENCE AND AGE OF RESPONDENTS, AMOUNT OF COLLEGE TRAINING, AND REGENCY OF COLLEGE TRAINING

Statement: I provide opportunities for children to achieve fluency in the use of words and ideas and to improve articulation by having them:																	
	Number	a. Describe Pictures				b. Respond To Stories				c. Take Field Trips				d. Tell Experiences			
		A*	U*	S*	N*	A	U	S	N	A	U	S	N	A	U	S	N
<b>Grade Taught</b>																	
Grade 1	208	171	26	9	2	150	45	11	2	32	27	99	50	142	44	19	3
Grade 2	197	111	56	16	14	105	62	18	12	18	22	105	52	93	64	25	15
Grade 3	204	106	53	30	15	91	63	32	18	19	33	100	52	90	68	28	18
$X^2$		56.11				45.51				7.66**				33.93			
Tab. $X^2$ at .05		(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6			
<b>Classification of School</b>																	
City	291	185	67	23	16	161	86	30	14	36	50	136	69	158	87	25	21
Town	172	105	38	19	10	96	49	16	11	14	20	91	47	93	48	23	8
Rural	146	98	30	14	4	89	34	17	6	19	11	78	38	74	41	25	6
$X^2$		2.34**				2.61**				9.14**				7.65**			
Tab. $X^2$ at .05		(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6			
<b>Experience</b>																	
Under 5 Years	83	63	16	2	2	53	24	4	2	13	12	44	14	51	20	10	2
6-10 Years	120	85	21	7	7	78	32	5	5	17	14	61	28	67	36	10	7
Over 10 Years	406	240	98	44	24	215	114	52	25	39	56	200	111	207	120	51	28
$X^2$		16.13				16.71				7.25**				7.82**			
Tab. $X^2$ at .05		(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6			
<b>College Training</b>																	
3 Years or Less	75	45	16	11	3	41	18	13	3	5	7	37	26	33	21	14	7
4 Years	18	12	4	1	1	12	5	1	0	1	3	8	6	11	7	0	0
Bachelor's Degree	413	267	89	35	22	235	117	38	23	48	46	213	106	216	123	51	23
5 Years	13	8	4	1	0	6	4	3	0	1	5	6	1	6	4	3	0
Master's Degree	73	45	19	5	4	45	18	6	4	12	17	32	12	47	18	3	5
Beyond Master's	17	11	3	2	1	7	8	1	1	2	4	8	3	12	3	1	1
$X^2$		***				***				***				***			
Tab. $X^2$ at .05		***				***				***				***			
<b>Regency of Training</b>																	
Before 1946	138	79	38	15	6	72	37	21	8	9	13	68	48	62	41	25	10
1946-50	60	34	13	10	3	30	17	10	3	8	8	26	18	27	19	10	4
1951-55	121	83	21	11	6	70	36	12	3	15	11	67	28	65	37	14	5
1956-60	192	122	45	15	10	111	55	14	12	24	32	93	43	114	51	16	11
Since 1961	98	70	18	5	5	63	24	6	5	13	18	50	17	57	28	8	5
$X^2$		13.16**				13.96**				20.33**				15.07**			
Tab. $X^2$ at .05		(21.02) df 12				(21.02) df 12				(21.02) df 12				(21.02) df 12			
<b>Age</b>																	
Under 30	73	55	12	4	2	47	21	3	2	8	14	38	13	43	21	7	2
30-39 Years	113	79	20	9	5	72	27	12	4	15	14	57	27	60	34	13	6
Over 40	423	253	103	43	25	228	122	49	25	46	54	209	115	221	121	53	29
$X^2$		10.44**				8.77**				6.03**				5.06**			
Tab. $X^2$ at .05		(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6			

\*A - Always \*U - Usually \*S - Sometimes \*N - Never

\*\*Not significant

\*\*\*Not valid



TABLE XXV

FREQUENCY DISTRIBUTION OF RESPONSES TO STATEMENT 25, READINESS AREA, ACCORDING TO GRADE TAUGHT, CLASSIFICATION OF SCHOOL, EXPERIENCE AND AGE OF RESPONDENTS, AMOUNT OF COLLEGE TRAINING, AND RECENCY OF COLLEGE TRAINING

Statement: I provide practice and drill to assure every child a good foundation in:													
		a. Seeing Letters				b. Hearing Sounds				c. Associating Vision and Hearing			
	Number	A*	U*	S*	N*	A	U	S	N	A	U	S	N
<b>Grade Taught</b>													
Grade 1	208	185	18	3	2	186	17	2	3	174	25	3	6
Grade 2	197	145	24	8	20	156	21	5	15	143	31	5	18
Grade 3	204	137	35	9	23	143	33	9	19	134	38	9	23
$\chi^2$		36.27				30.57				23.46			
Tab. $\chi^2$ at .05		(12.59) df 6				(12.59) df 6				(12.59) df 6			
<b>Classification of School</b>													
City	291	228	30	7	26	233	30	6	22	221	37	9	24
Town	172	129	24	7	12	134	24	5	9	128	27	6	11
Rural	146	110	23	5	8	118	17	4	7	102	30	3	11
$\chi^2$		4.34**				3.07**				5.62**			
Tab. $\chi^2$ at .05		(12.59) df 6				(12.59) df 6				(12.59) df 6			
<b>Experience</b>													
Under 5 Years	83	71	9	2	1	72	11	0	0	66	13	2	2
6-10 Years	120	99	9	2	10	100	8	1	11	99	10	2	9
Over 10 Years	406	297	57	18	34	313	52	13	28	286	68	15	36
$\chi^2$		17.38				***				16.25			
Tab. $\chi^2$ at .05		(12.59) df 6								(12.59) df 6			
<b>College Training</b>													
3 Years or Less	75	55	12	2	6	61	8	3	3	49	15	2	9
4 Years	18	17	1	0	0	17	1	0	0	16	2	0	0
Bachelor's Degree	413	323	47	13	30	331	49	7	26	312	61	11	29
5 Years	13	9	2	0	2	9	2	0	2	9	2	0	2
Master's Degree	73	51	10	4	8	54	8	4	7	53	10	4	6
Beyond Master's	17	12	4	0	1	13	3	0	1	12	4	0	1
$\chi^2$		***				***				***			
Tab. $\chi^2$ at .05													
<b>Recency of Training</b>													
Before 1946	138	104	17	6	11	108	18	3	9	97	26	4	11
1946-50	60	44	8	3	5	46	7	3	4	43	7	4	6
1951-55	121	95	16	3	7	97	16	2	6	88	22	2	9
1956-60	192	151	17	6	18	157	15	5	16	152	19	5	16
Since 1961	98	73	19	2	4	77	15	2	5	71	20	2	5
$\chi^2$		11.67**				8.87**				14.40**			
Tab. $\chi^2$ at .05		(21.02) df 12				(21.02) df 12				(21.02) df 12			
<b>Age</b>													
Under 30	73	61	8	2	2	64	8	0	1	60	9	2	2
30-39 Years	113	91	10	2	10	92	11	2	8	88	12	4	9
Over 40	423	314	57	18	34	328	52	12	31	303	70	12	38
$\chi^2$		11.46**				8.86**				14.00			
Tab. $\chi^2$ at .05		(12.59) df 6				(12.59) df 6				(12.59) df 6			

\*A - Always    \*U - Usually    \*S - Sometimes    \*N - Never

\*\*Not significant

\*\*\*Not valid

A significant difference at the .05 level exists with respect to the practice of visual discrimination of letters as the less experienced teachers indicate more use of this practice than do the more experienced teachers,

The data also reveal that teachers under 40 years of age make greater use of associating visual and auditory perceptions than do teachers over 40 years of age. The difference here is significant at the .05 level of confidence.

Table XXVI

A study of the data shown in Table XXVI reveals no significant difference exists concerning the use of a readiness book and a readiness test as the program of readiness training.

Area of Initial Instruction

Data relevant to responses to statements concerning practices in initial instruction are shown in Tables XXVII to LII.

Table XXVII

A study of the data shown in Table XXVII discloses that significant differences exist with respect to only one of the six variables of the study. There is a significant difference at the .05 level of confidence in terms of grade taught by respondents. First grade teachers, more than second and third grade teachers, recognize the need for delaying beginning formal reading until pupils have reached an adequate level of readiness for beginning reading.

TABLE XXVI

FREQUENCY DISTRIBUTION OF RESPONSES TO STATEMENT 26, READINESS AREA, ACCORDING TO GRADE TAUGHT, CLASSIFICATION OF SCHOOL, EXPERIENCE AND AGE OF RESPONDENTS, AMOUNT OF COLLEGE TRAINING, AND REGENCY OF COLLEGE TRAINING

Statement: My readiness program consists of the use of the readiness book, for a few days or weeks, followed by a readiness test.

	Number	A*	U*	S*	N*
<b>Grade Taught</b>					
Grade 1	208	111	43	17	37
Grade 2	197	108	44	17	28
Grade 3	204	127	52	9	16
$X^2$		12.27**			
Tab. $X^2$ at .05		(12.59) df 6			
<b>Classification of School</b>					
City	291	160	60	21	50
Town	172	100	41	14	17
Rural	146	86	38	8	14
$X^2$		7.25**			
Tab. $X^2$ at .05		(12.59) df 6			
<b>Experience</b>					
Under 5 Years	83	45	14	8	16
6-10 Years	120	65	29	9	17
Over 10 Years	406	236	96	26	48
$X^2$		5.66**			
Tab. $X^2$ at .05		(12.59) df 6			
<b>College Training</b>					
3 Years or Less	75	49	17	5	4
4 Years	18	12	4	1	1
Bachelor's Degree	413	240	90	27	56
5 Years	13	4	4	1	4
Master's Degree	73	37	19	6	11
Beyond Master's	17	4	5	3	5
$X^2$		***			
Tab. $X^2$ at .05					
<b>Recency of Training</b>					
Before 1946	138	93	22	6	17
1946-50	60	34	17	3	6
1951-55	121	63	31	9	18
1956-60	192	104	45	17	26
Since 1961	98	52	24	7	15
$X^2$		12.29**			
Tab. $X^2$ at .05		(21.02) df 12			
<b>Age</b>					
Under 30	73	36	18	5	14
30-39 Years	113	53	28	14	18
Over 40	423	256	93	24	50
$X^2$		12.03**			
Tab. $X^2$ at .05		(12.59) df 6			

\*A - Always      \*U - Usually      \*S - Sometimes      \*N - Never

\*\*Not significant

\*\*\*Not valid

TABLE XXVII

FREQUENCY DISTRIBUTION OF RESPONSES TO STATEMENT 1, INITIAL INSTRUCTION AREA,  
 ACCORDING TO GRADE TAUGHT, CLASSIFICATION OF SCHOOL, EXPERIENCE AND  
 AGE OF RESPONDENTS, AMOUNT OF COLLEGE TRAINING,  
 AND RECENCY OF COLLEGE TRAINING

Statement: I delay beginning formal reading until my pupils have reached an adequate level of readiness for beginning reading.

	Number	A*	U*	S*	N*
<b>Grade Taught</b>					
Grade 1	208	153	39	8	9
Grade 2	197	116	45	17	19
Grade 3	204	116	52	15	20
$X^2$		17.6			
Tab. $X^2$ at .05		(12.59) df 6			
<b>Classification of School</b>					
City	291	189	61	17	23
Town	172	110	40	11	11
Rural	146	86	35	12	14
$X^2$		2.92**			
Tab. $X^2$ at .05		(12.59) df 6			
<b>Experience</b>					
Under 5 Years	83	52	18	6	7
6-10 Years	120	81	24	6	9
Over 10 Years	406	252	94	29	31
$X^2$		2.55**			
Tab. $X^2$ at .05		(12.59) df 6			
<b>College Training</b>					
3 Years or Less	75	51	16	3	5
4 Years	18	14	4	0	0
Bachelor's Degree	413	255	95	30	33
5 Years	13	7	5	1	0
Master's Degree	73	49	10	5	9
Beyond Master's	17	9	6	1	1
$X^2$		***			
Tab. $X^2$ at .05					
<b>Recency of Training</b>					
Before 1946	138	83	30	12	13
1946-50	60	37	15	4	4
1951-55	121	76	22	10	13
1956-60	192	125	49	9	9
Since 1961	98	64	20	6	8
$X^2$		8.93**			
Tab. $X^2$ at .05		(21.02) df 12			
<b>Age</b>					
Under 30	73	46	16	4	7
30-39 Years	113	78	20	9	6
Over 40	423	260	100	28	35
$X^2$		5.12**			
Tab. $X^2$ at .05		(12.59) df 6			

\*A - Always    \*U - Usually    \*S - Sometimes    \*N - Never

\*\*Not significant

\*\*\*Not valid

## Table XXVIII

A study of the data in Table XXVIII reveals no significant difference exists concerning limiting vocabulary development to the vocabulary of a single basal reading series.

## Table XXIX

A study of the data shown in Table XXIX discloses that a significant difference exists with respect to only one of the six variables of the study. There is a significant difference at the .05 level of confidence in terms of grade taught by respondents. Second and third grade teachers, more than first grade teachers, indicate use of intensive phonic study prior to beginning regular reading instruction.

## Table XXX

A study of the data shown in Table XXX reveals a significant difference at the .05 level of confidence with respect to four of the five sub-items, in terms of the grade taught. First grade teachers, in general, accept the idea of the need for building initial sight vocabulary using children's names, action words, labels and signs on objects, and experience stories and second and third grade teachers are not as aware of this need.

A difference among teachers, in terms of classification of schools, is significant at the .05 level with respect to the sub-item on use of experience charts for building initial sight vocabulary. City teachers indicate more use of this practice than do the town and rural teachers.

## Table XXXI

A study of the data presented in Table XXXI shows a significant

TABLE XXVIII

FREQUENCY DISTRIBUTION OF RESPONSES TO STATEMENT 2, INITIAL INSTRUCTION AREA,  
 ACCORDING TO GRADE TAUGHT, CLASSIFICATION OF SCHOOL, EXPERIENCE AND  
 AGE OF RESPONDENTS, AMOUNT OF COLLEGE TRAINING,  
 AND REGENCY OF COLLEGE TRAINING

Statement: I limit vocabulary development in the beginning reading program to the  
 vocabulary of a single basal reading series.

	Number	A*	U*	S*	N*
<b>Grade Taught</b>					
Grade 1	208	64	38	12	95
Grade 2	197	61	44	9	83
Grade 3	204	55	35	17	96
$X^2$		6.18**			
Tab. $X^2$ at .05		(12.59) df 6			
<b>Classification of School</b>					
City	291	96	50	20	124
Town	172	52	39	12	69
Rural	146	32	28	6	81
$X^2$		11.96**			
Tab. $X^2$ at .05		(12.59) df 6			
<b>Experience</b>					
Under 5 Years	83	16	23	5	39
6-10 Years	120	40	18	8	54
Over 10 Years	406	124	76	25	181
$X^2$		8.13**			
Tab. $X^2$ at .05		(12.59) df 6			
<b>College Training</b>					
3 Years or Less	75	27	17	1	30
4 Years	18	7	3	0	8
Bachelor's Degree	413	118	86	29	180
5 Years	13	3	2	3	5
Master's Degree	73	23	5	6	39
Beyond Master's	17	2	4	1	10
$X^2$		***			
Tab. $X^2$ at .05					
<b>Regency of Training</b>					
Before 1946	138	53	20	9	56
1946-50	60	21	6	3	30
1951-55	121	33	24	4	60
1956-60	192	54	44	15	79
Since 1961	98	19	23	7	49
$X^2$		19.67**			
Tab. $X^2$ at .05		(21.02) df 12			
<b>Age</b>					
Under 30	73	15	20	5	33
30-39 Years	113	35	16	7	55
Over 40	423	129	81	27	186
$X^2$		9.21**			
Tab. $X^2$ at .05		(12.59) df 6			

\*A - Always    \*U - Usually    \*S - Sometimes    \*N - Never

\*\*Not significant

\*\*\*Not valid

TABLE XXIX

FREQUENCY DISTRIBUTION OF RESPONSES TO STATEMENT 3, INITIAL INSTRUCTION AREA,  
 ACCORDING TO GRADE TAUGHT, CLASSIFICATION OF SCHOOL, EXPERIENCE AND  
 AGE OF RESPONDENTS, AMOUNT OF COLLEGE TRAINING,  
 AND RECENCY OF COLLEGE TRAINING

Statement: Prior to the beginning of regular reading instruction, I provide intensive  
 phonic study.

	Number	A*	U*	S*	N*
<b>Grade Taught</b>					
Grade 1	208	68	35	30	76
Grade 2	197	91	36	25	45
Grade 3	204	89	39	27	48
$X^2$		13.61			
Tab. $X^2$ at .05		(12.59) df 6			
<b>Classification of School</b>					
City	291	121	51	37	81
Town	172	67	34	22	49
Rural	146	60	25	23	39
$X^2$		6.57**			
Tab. $X^2$ at .05		(12.59) df 6			
<b>Experience</b>					
Under 5 Years	83	37	19	10	17
6-10 Years	120	53	21	19	27
Over 10 Years	406	158	70	53	125
$X^2$		6.57**			
Tab. $X^2$ at .05		(12.59) df 6			
<b>College Training</b>					
3 Years or Less	75	39	10	2	24
4 Years	18	6	4	2	6
Bachelor's Degree	413	170	84	63	96
5 Years	13	5	1	0	7
Master's Degree	73	22	9	12	30
Beyond Master's	17	6	2	3	6
$X^2$		***			
Tab. $X^2$ at .05					
<b>Recency of Training</b>					
Before 1946	138	60	19	20	39
1946-50	60	26	7	10	17
1951-55	121	54	24	13	30
1956-60	192	74	36	26	56
Since 1961	98	34	24	13	27
$X^2$		9.14**			
Tab. $X^2$ at .05		(21.02) df 12			
<b>Age</b>					
Under 30	73	29	17	8	19
30-39 Years	113	50	21	18	24
Over 40	423	169	72	56	126
$X^2$		12.02**			
Tab. $X^2$ at .05		(12.59) df 6			

\*A - Always \*U - Usually \*S - Sometimes \*N - Never

\*\*Not significant

\*\*\*Not valid

TABLE XXX  
 FREQUENCY DISTRIBUTION OF RESPONSES TO STATEMENT 4, READINESS AREA, ACCORDING  
 TO GRADE TAUGHT, CLASSIFICATION OF SCHOOL, EXPERIENCE AND AGE  
 OF RESPONDENTS, AMOUNT OF COLLEGE TRAINING,  
 AND RECENCY OF COLLEGE TRAINING

Statement: In building initial sight vocabulary, I use:																					
	Number	a. Children's Names				b. Primmers Words				c. Action Words				d. Labels and Signs				e. Experience Stories			
		A*	U*	S*	N*	A	U	S	N	A	U	S	N	A	U	S	N	A	U	S	N
<b>Grade Taught</b>																					
Grade 1	208	166	20	20	3	193	12	3	1	149	27	27	6	134	35	33	7	135	31	32	11
Grade 2	197	98	38	27	34	115	29	19	34	109	41	22	25	93	42	35	27	87	49	30	31
Grade 3	204	91	31	35	46	99	26	31	47	100	31	34	38	86	41	37	39	91	28	43	41
$X^2$		74.12				***				41.77				37.16				40.53			
Tab. $X^2$ at .05		(12.59) df 6								(12.59) df 6				(12.59) df 6				(12.59) df 6			
<b>Classification of School</b>																					
City	291	176	30	38	46	198	23	24	45	174	42	38	36	157	52	43	38	158	43	44	45
Town	172	93	30	25	24	110	23	17	22	94	32	25	21	81	35	35	21	82	41	25	24
Rural	146	86	29	19	13	99	21	12	15	90	25	20	12	75	31	27	14	73	24	36	14
$X^2$		11.75**				7.63**				3.80**				4.77**				14.77			
Tab. $X^2$ at .05		(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6			
<b>Experience</b>																					
Under 5 Years	83	52	13	11	7	60	11	7	5	48	16	14	5	39	23	14	7	43	18	15	7
6-10 Years	120	74	16	16	14	87	8	12	13	74	19	14	13	66	22	16	16	67	22	15	16
Over 10 Years	406	229	60	55	62	260	48	34	64	236	64	55	51	208	73	75	50	203	68	75	60
$X^2$		3.85**				9.84**				3.65**				5.89**				5.00**			
Tab. $X^2$ at .05		(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6			
<b>College Training</b>																					
3 Years or Less	75	41	17	6	11	47	13	5	10	44	16	7	8	38	17	13	7	35	17	13	10
4 Years	18	11	5	1	1	15	1	0	2	13	4	1	0	9	4	5	0	11	3	4	0
Bachelor's Degree	413	235	56	64	58	274	43	39	57	236	68	60	49	207	77	75	54	204	72	79	58
5 Years	13	11	1	1	0	10	2	0	1	11	1	0	1	9	3	0	1	8	4	1	12
Master's Degree	73	47	7	7	12	50	6	7	10	43	9	12	10	40	16	8	9	48	8	5	1
Beyond Master's	17	10	3	3	1	11	2	2	2	11	1	3	2	10	1	4	2	7	4	5	0
$X^2$		***				***				***				***				***			
Tab. $X^2$ at .05																					
<b>Recency of Training</b>																					
Before 1946	138	74	24	16	20	85	14	9	30	81	21	16	20	63	27	25	23	63	21	27	27
1946-50	60	36	9	5	10	42	4	4	10	33	9	10	8	33	4	14	9	30	8	13	9
1951-55	121	68	14	25	14	78	17	14	12	72	19	18	12	62	26	22	11	61	20	25	15
1956-60	192	119	26	19	28	129	23	16	24	110	34	28	20	101	40	31	20	107	39	22	24
Since 1961	98	58	16	17	7	73	9	10	6	62	16	11	9	54	21	13	10	52	20	18	8
$X^2$		16.44**				19.13**				5.03**				14.15**				15.17**			
Tab. $X^2$ at .05		(21.02) df 12				(21.02) df 12				(21.02) df 12				(21.02) df 12				(21.02) df 12			
<b>Age</b>																					
Under 30	73	44	11	9	10	55	5	6	7	40	14	11	8	34	15	13	11	35	14	14	10
30-39 Years	113	71	15	16	11	81	12	9	11	67	20	16	10	60	25	18	10	60	21	20	12
Over 40	423	240	63	58	62	271	50	38	64	251	65	56	51	219	78	74	50	218	73	71	61
$X^2$		9.62**				6.38**				8.18**				7.58**				6.23**			
Tab. $X^2$ at .05		(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6			

\*A - Always \*U - Usually \*S - Sometimes \*N - Never  
 \*\*Not significant  
 \*\*\*Not valid



difference exists with respect to only one of the six variables of the study. There is a significant difference at the .05 level of confidence in terms of grade taught by respondents. First grade teachers, more than second and third grade teachers, recognize the need for providing oral reading exercises to evaluate progress in recognizing familiar words, to determine pupil's use of voice intonation in revealing meaning, to check on understandings of the use of punctuation marks to clarify meaning, and to discover if pupil reads aloud with fluency and ease.

Table XXXII

A study of the data presented in Table XXXII reveals a significant difference in response, in terms of grade taught by respondents, to statements of practices for learning the use of configuration clues. This difference is significant at the .05 level of confidence. First grade teachers, more than second and third grade teachers, recognize the value of providing opportunities for children to learn to identify words by observing the length of the word, letters extending upward, and letters extending downward, observing letters at beginning of words, and observing letters at the ending of words.

The difference among teachers in terms of teaching experience is significant at the .05 level. Teachers with more years of experience provide opportunities for children to learn to identify words by observing letters at beginning of words and letters at the ending of words more often than do teachers with less experience.

Teachers with training since 1946, more than teachers trained before 1946, recognize the need for providing opportunities for children to learn to identify words using the five configuration clues as listed in the

TABLE XXXI

FREQUENCY DISTRIBUTION OF RESPONSES TO STATEMENT 5, INITIAL INSTRUCTION AREA, ACCORDING TO GRADE TAUGHT, CLASSIFICATION OF SCHOOL, EXPERIENCE AND AGE OF RESPONDENTS, AMOUNT OF COLLEGE TRAINING, AND REGENCY OF COLLEGE TRAINING

Statement: I provide numerous pupil oral reading exercises:																	
	Number	a. Recognize Words				b. Use of Voice				c. Use of Punctuation Marks				d. Fluent Phrasing			
		A*	U*	S*	N*	A	U	S	N	A	U	S	N	A	U	S	N
<b>Grade Taught</b>																	
Grade 1	208	174	22	5	4	139	45	16	9	141	43	15	10	176	27	3	3
Grade 2	197	126	48	11	12	104	61	14	18	120	50	13	14	142	38	6	11
Grade 3	204	114	60	15	14	97	68	21	18	102	65	18	18	133	45	8	17
$\chi^2$		45.72				19.25				14.77				25.32			
Tab. $\chi^2$ at .05		(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6			
<b>Classification of School</b>																	
City	291	196	63	14	17	161	84	20	25	174	72	22	22	206	59	7	18
Town	172	115	39	11	7	95	48	19	10	98	47	17	10	131	27	7	7
Rural	146	107	28	6	6	84	42	12	9	91	39	8	9	114	24	3	6
$\chi^2$		2.91**				3.84**				3.27**				5.12**			
Tab. $\chi^2$ at .05		(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6			
<b>Experience</b>																	
Under 5 Years	83	64	14	5	0	56	24	2	1	52	25	4	2	64	15	2	2
6-10 Years	120	85	25	4	6	71	32	8	9	78	27	7	8	96	17	2	5
Over 10 Years	406	269	91	22	24	213	118	41	34	233	106	35	32	291	77	13	25
$\chi^2$		***				***				6.65**				7.89**			
Tab. $\chi^2$ at .05		(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6			
<b>College Training</b>																	
3 Years or Less	75	55	12	5	3	40	23	4	8	45	20	5	5	55	15	2	3
4 Years	18	15	3	0	0	14	4	0	0	16	1	1	0	17	0	1	0
Bachelor's Degree	413	276	95	20	22	228	119	36	30	238	112	33	30	299	79	12	23
5 Years	13	7	4	2	0	6	5	2	0	6	6	1	0	9	3	1	0
Master's Degree	73	53	13	3	4	42	5	1	0	46	16	6	5	58	11	0	4
Beyond Master's	17	12	3	1	1	10	3	2	2	12	13	1	1	13	2	1	1
$\chi^2$		***				***				***				***			
Tab. $\chi^2$ at .05		(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6			
<b>Regency of Training</b>																	
Before 1946	138	84	38	10	6	72	44	12	10	79	39	10	10	55	30	4	9
1946-50	60	46	8	1	5	30	19	6	5	34	17	5	4	45	11	2	2
1951-55	121	83	26	8	4	68	37	8	8	68	34	10	9	52	19	5	5
1956-60	192	132	41	10	9	114	49	15	14	124	41	16	11	144	36	5	7
Since 1961	98	73	17	2	6	56	25	10	7	58	27	7	6	75	14	2	7
$\chi^2$		***				4.54**				4.32**				5.49**			
Tab. $\chi^2$ at .05		(12.59) df 6				(21.02) df 12				(21.02) df 12				(21.02) df 12			
<b>Age</b>																	
Under 30	73	51	15	5	2	49	17	5	2	44	22	4	3	55	15	2	1
30-39 Years	113	84	19	3	7	61	33	10	9	70	27	8	8	52	13	1	7
Over 40	423	282	96	23	22	230	123	36	34	249	108	33	33	303	82	14	24
$\chi^2$		6.90**				9.41**				9.51**				***			
Tab. $\chi^2$ at .05		(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6			

\*A - Always    \*U - Usually    \*S - Sometimes    \*N - Never  
 \*\*Not significant  
 \*\*\*Not valid

TABLE XXXII

**FREQUENCY DISTRIBUTION OF RESPONSES TO STATEMENT 6, INITIAL INSTRUCTION AREA, ACCORDING  
TO GRADE TAUGHT, CLASSIFICATION OF SCHOOL, EXPERIENCE AND AGE  
OF RESPONDENTS, AMOUNT OF COLLEGE TRAINING,  
AND REGENCY OF COLLEGE TRAINING**

Statement: I provide opportunities for children to learn the use of configuration clues to help identify words. These include such characteristics as:

	Number	a. Length				b. Upward Letters				c. Downward Letters				d. Letter Beginning				e. Letter Ending			
		A*	U*	S*	N*	A	U	S	N	A	U	S	N	A	U	S	N	A	U	S	N
<b>Grade Taught</b>																					
Grade 1	208	139	39	21	10	114	47	33	15	112	50	30	17	165	33	5	6	155	39	10	5
Grade 2	197	78	54	34	31	70	55	32	40	69	54	33	41	126	34	13	24	123	35	14	25
Grade 3	204	91	49	29	34	76	43	43	41	77	40	44	42	126	37	15	25	123	40	14	26
$\chi^2$		40.65				30.34				30.37				26.45				21.57			
Tab. $\chi^2$ at .05		(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6			
<b>Classification of School</b>																					
City	291	146	68	37	39	121	67	50	52	120	66	50	54	196	45	16	33	187	51	19	33
Town	172	89	40	25	18	79	43	28	22	78	44	28	22	125	32	4	11	121	34	6	11
Rural	146	73	34	22	18	60	35	30	22	60	34	29	24	96	27	13	11	93	29	13	12
$\chi^2$		1.30**				3.50**				3.70**				11.19**				8.01**			
Tab. $\chi^2$ at .05		(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6			
<b>Experience</b>																					
Under 5 Years	83	44	24	12	3	35	26	20	2	34	26	21	2	62	16	3	2	59	18	4	2
6-10 Years	120	55	35	17	13	46	32	26	16	45	33	24	18	81	20	7	12	76	20	10	14
Over 10 Years	406	209	83	55	59	179	87	62	78	179	83	62	30	274	68	23	41	266	76	23	41
$\chi^2$		12.12**				21.52				22.79				5.55**				8.61**			
Tab. $\chi^2$ at .05		(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6			
<b>College Training</b>																					
3 Years or Less	75	36	18	9	12	29	14	14	18	29	16	12	18	52	10	6	7	48	13	5	9
4 Years	18	11	4	1	2	8	5	2	3	8	5	2	3	12	3	2	1	11	5	1	1
Bachelor's Degree	413	203	96	60	54	170	103	74	66	168	102	73	70	278	73	21	41	269	78	26	40
5 Years	13	6	5	2	0	6	3	2	2	6	4	3	0	8	5	0	0	8	4	1	0
Master's Degree	73	42	14	10	6	39	13	13	8	39	13	13	8	54	11	3	5	53	12	3	5
Beyond Master's	17	10	4	2	1	8	5	2	2	8	4	4	1	13	2	1	1	12	2	2	1
$\chi^2$		***				13.24**				***				***				***			
Tab. $\chi^2$ at .05						(24.99) df 15															
<b>Regency of Training</b>																					
Before 1946	138	56	29	24	29	49	30	20	39	50	28	19	41	81	25	13	19	78	26	13	21
1946-50	60	34	12	6	8	27	11	12	10	27	12	11	10	45	8	2	5	43	9	3	5
1951-55	121	69	30	11	11	57	30	18	16	57	30	18	16	88	24	2	7	84	27	2	8
1956-60	192	100	45	30	17	90	42	38	22	88	42	38	24	136	26	14	16	132	30	16	14
Since 1961	98	49	26	13	10	37	32	20	9	36	32	21	9	67	21	3	7	64	22	4	8
$\chi^2$		21.96				28.96				30.67				21.80				21.36			
Tab. $\chi^2$ at .05		(21.02) df 12				(21.02) df 12				(21.02) df 12				(21.02) df 12				(21.02) df 12			
<b>Age</b>																					
Under 30	73	36	21	13	3	26	22	20	5	25	22	20	6	52	14	5	2	48	17	6	2
30-39 Years	113	59	27	17	10	54	27	19	13	53	28	18	14	80	17	7	9	78	18	9	8
Over 40	423	213	94	54	62	180	96	69	68	180	94	69	80	285	73	21	44	275	79	23	46
$\chi^2$		15.36				20.97				19.99				5.94**				8.68**			
Tab. $\chi^2$ at .05		(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6			

\*A - Always    \*U - Usually    \*S - Sometimes    \*N - Never  
 \*\*Not significant  
 \*\*\*Not valid

sub-items. The differences are significant at the .05 level of confidence.

Respondents under 40 years of age, more than respondents over 40, recognize a need for opportunities for children to use three of the five configuration clues, length of word, letters extending upward, and letters extending downward. These differences are significant at the .05 level of confidence.

#### TABLE XXXIII

A study of the data in Table XXXIII reveals no significant difference exists concerning teaching beginning structural analysis of word endings and oral form of common compound words.

#### Table XXXIV

A study of the data presented in Table XXXIV reveals that a significant difference exists at the .05 level of confidence according to grade variables with respect to such activities as picture interpretation, group discussion, relating personal and story experiences, direct questions, and dramatization, used to teach understanding of reading as a meaningful process. First grade teachers, in general, more than second and third grade teachers, recognize the need to provide these activities.

A significant difference at the .05 level of confidence exists with respect to the sub-item on pupil's questions, and age of the respondents, with teachers over 40 indicating use of this practice more than do teachers under 40 years of age.

#### Table XXXV

A study of the data shown in Table XXXV reveals a significant

TABLE XXXIII

FREQUENCY DISTRIBUTION OF RESPONSES TO STATEMENT 7, INITIAL INSTRUCTION AREA,  
 ACCORDING TO GRADE TAUGHT, CLASSIFICATION OF SCHOOL, EXPERIENCE AND  
 AGE OF RESPONDENTS, AMOUNT OF COLLEGE TRAINING,  
 AND RECENCY OF COLLEGE TRAINING

Statement: In teaching beginning structural analysis, I provide varied exercises starting with:									
	Number	a. Word Endings				b. Oral Compound Words			
		A*	U*	S*	N*	A	U	S	N
<b>Grade Taught</b>									
Grade 1	208	124	58	18	9	120	50	24	15
Grade 2	197	125	45	13	14	116	47	17	17
Grade 3	204	114	57	12	20	106	56	19	22
$X^2$		7.20**				4.47**			
Tab. $X^2$ at .05		(12.59) df 6				(12.59) df 6			
<b>Classification of School</b>									
City	291	163	85	22	20	156	77	31	26
Town	172	109	35	13	15	101	35	20	16
Rural	146	91	40	8	8	85	41	10	11
$X^2$		6.41**				5.25**			
Tab. $X^2$ at .05		(12.59) df 6				(12.59) df 6			
<b>Experience</b>									
Under 5 Years	83	51	24	5	3	45	23	9	4
6-10 Years	120	66	37	11	6	62	35	13	10
Over 10 Years	406	246	99	27	34	235	95	37	39
$X^2$		6.26**				5.94**			
Tab. $X^2$ at .05		(12.59) df 6				(12.59) df 6			
<b>College Training</b>									
3 Years or Less	75	50	13	6	6	47	14	6	8
4 Years	18	9	6	2	1	8	7	2	1
Bachelor's Degree	413	244	113	27	29	224	110	39	40
5 Years	13	7	6	0	0	6	5	2	0
Master's Degree	73	44	18	6	5	47	12	11	3
Beyond Master's	17	9	4	2	2	10	5	1	1
$X^2$		***				***			
Tab. $X^2$ at .05									
<b>Recency of Training</b>									
Before 1946	138	81	34	10	13	87	25	10	16
1946-50	60	39	14	3	4	34	14	4	8
1951-55	121	67	39	10	5	66	40	8	7
1956-60	192	114	48	16	14	103	50	25	14
Since 1961	98	62	25	4	7	52	24	14	8
$X^2$		7.90**				18.77**			
Tab. $X^2$ at .05		(21.02) df 12				(21.02) df 12			
<b>Age</b>									
Under 30	73	43	21	6	3	33	22	13	5
30-39 Years	113	61	35	10	7	59	33	13	8
Over 40	423	259	103	28	33	250	97	36	40
$X^2$		7.30**				12.00**			
Tab. $X^2$ at .05		(12.59) df 6				(12.59) df 6			

\*A - Always    \*U - Usually    \*S - Sometimes    \*N - Never  
 \*\*Not significant  
 \*\*\*Not valid

TABLE XXXIV

FREQUENCY DISTRIBUTION OF RESPONSES TO STATEMENT 8, INITIAL INSTRUCTION AREA, ACCORDING TO GRADE TAUGHT, CLASSIFICATION OF SCHOOL, EXPERIENCE AND AGE OF RESPONDENTS, AMOUNT OF COLLEGE TRAINING, AND REGENCY OF COLLEGE TRAINING

Statement: In helping children understand reading as a meaningful process, I use:		a. Picture Inter-pretation				b. Group Discussion				c. Personal Experiences				d. Direct Questions				e. Pupil's Questions				f. Role-Playing				g. Dramatiza-tion			
	Number	A*	U*	S*	N*	A	U	S	N	A	U	S	N	A	U	S	N	A	U	S	N	A	U	S	N	A	U	S	N
Grade Taught																													
Grade 1	208	178	22	7	2	167	32	8	2	150	41	16	2	174	24	7	4	138	38	28	5	80	45	71	13	77	51	75	6
Grade 2	197	140	32	14	11	140	37	12	8	114	56	18	9	141	35	15	6	108	52	26	11	50	57	72	18	45	50	89	13
Grade 3	204	141	34	18	10	141	31	22	9	118	48	27	9	134	41	20	9	116	45	35	7	55	48	81	19	49	39	105	10
X <sup>2</sup>		22.09				17.73				19.26				19.10				10.59**				12.44**				20.67			
Tab. X <sup>2</sup> at .05		(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6							
Classification of School																													
City	291	217	44	19	10	215	49	18	8	185	68	28	9	218	46	19	7	173	66	38	13	89	69	109	23	82	77	118	13
Town	172	133	20	12	7	130	24	11	7	108	41	17	6	129	25	12	6	109	36	22	5	58	42	57	15	53	37	74	8
Rural	146	109	24	9	5	103	27	13	4	89	36	17	5	102	29	11	5	80	33	29	5	38	39	58	12	36	26	77	8
X <sup>2</sup>		1.77**				3.13**				0.64**				2.58**				5.50**				2.97**				7.98**			
Tab. X <sup>2</sup> at .05		(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6							
Experience																													
Under 5 Years	83	65	12	6	0	66	12	3	2	57	17	9	0	69	13	1	0	51	26	4	2	28	23	30	2	28	23	30	2
6-10 Years	120	86	21	8	5	78	28	7	7	68	36	10	6	88	21	6	5	69	25	19	7	29	27	52	12	30	26	55	9
Over 10 Years	406	308	55	26	17	304	60	30	12	257	92	43	14	292	66	35	13	242	84	64	16	128	100	142	36	113	91	182	20
X <sup>2</sup>		***				12.29**				***				***				9.21**				8.03**				6.10**			
Tab. X <sup>2</sup> at .05		(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6							
College Training																													
3 Years or Less	75	56	12	3	4	57	9	8	2	48	19	6	2	52	14	7	2	43	13	12	7	21	13	27	14	19	12	38	6
4 Years	18	18	0	0	0	17	1	0	0	14	4	0	0	17	0	1	0	11	5	2	0	6	6	6	0	6	6	6	0
Bachelor's Degree	413	307	60	31	15	292	76	30	15	251	100	47	15	301	70	28	14	242	98	59	14	116	108	158	31	108	101	184	20
5 Years	13	10	2	1	0	10	3	0	0	9	4	0	0	10	3	0	0	7	3	3	0	4	5	3	1	2	4	7	0
Master's Degree	73	57	9	4	3	58	10	3	2	52	12	6	3	57	9	5	2	58	14	9	2	33	14	22	4	31	15	24	3
Beyond Master's	17	11	4	2	0	14	2	1	0	8	6	3	0	12	4	1	0	11	2	4	0	5	4	8	0	5	2	10	0
X <sup>2</sup>		***				***				***				***				***				***							
Tab. X <sup>2</sup> at .05		(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6							
Regency of Training																													
Before 1946	138	102	19	10	7	100	21	12	5	75	42	16	4	91	27	15	5	77	29	24	8	36	32	51	19	32	27	68	11
1946-50	60	48	7	2	3	47	7	3	3	43	9	3	4	49	5	4	2	37	7	13	3	17	16	20	7	16	16	23	5
1951-55	121	90	19	11	1	79	25	14	3	71	30	19	1	86	21	10	4	73	28	18	2	41	21	53	6	39	20	60	2
1956-60	192	146	29	12	6	146	33	9	4	126	44	18	5	152	28	9	4	119	46	22	5	59	60	62	11	56	52	78	6
Since 1961	98	73	14	5	6	76	15	3	4	67	20	5	5	71	20	3	4	56	25	11	6	32	21	38	7	28	25	39	6
X <sup>2</sup>		***				13.90**				***				15.39**				16.30**				20.05**				20.46**			
Tab. X <sup>2</sup> at .05		(12.59) df 6				(21.02) df 12				(12.59) df 6				(21.02) df 12				(21.02) df 12				(21.02) df 12							
Age																													
Under 30	73	53	11	8	1	54	15	2	2	44	20	7	2	59	12	1	1	38	26	5	4	20	17	32	4	19	18	33	3
30-39 Years	113	88	16	4	5	82	18	8	5	68	27	13	5	93	11	5	4	73	19	18	3	29	29	45	10	28	34	45	6
Over 40	423	317	61	28	17	312	66	32	13	270	97	42	14	296	77	37	13	250	90	66	17	136	104	146	37	124	88	190	21
X <sup>2</sup>		***				9.53**				5.51**				***				13.45				6.89**				6.77**			
Tab. X <sup>2</sup> at .05		(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6							

\*A - Always \*U - Usually \*S - Sometimes \*N - Never  
 \*\*Not significant  
 \*\*\*Not valid

difference at the .05 level of confidence, in terms of grade taught, with respect to the reading practices of a new reading lesson. Third grade teachers favor reading the new lesson first orally and then silently, First and second grade teachers indicate use of silent reading followed by oral reading. First grade teachers, more than second or third grade teachers, favor reading the new lesson sometimes orally and sometimes silently.

A difference among teachers, in terms of classification of schools, with respect to reading sometimes orally and sometimes silently, is significant at the .05 level with rural teachers more than city and town teachers favoring the practice of reading sometimes orally and sometimes silently.

A significant difference also exists at the .05 level of confidence in terms of age of the respondents. Teachers under 40, more than teachers over 40, favor the practice of reading first silently and then orally.

#### Table XXXVI

A study of the data presented in Table XXXVI shows a significant difference exists with respect to only one of the six variables of the study. There is a significant difference at the .05 level of confidence in terms of grade taught by the respondents. Third grade teachers, more than first and second grade teachers, favor beginning with the long and short vowels and the initial consonants in teaching phonetic analysis.

#### Table XXXVII

A study of the data shown in Table XXXVII discloses that significant differences exist with respect to only two of the six variables of the

TABLE XXXV

FREQUENCY DISTRIBUTION OF RESPONSES TO STATEMENT 9, INITIAL INSTRUCTION AREA,  
 ACCORDING TO GRADE TAUGHT, CLASSIFICATION OF SCHOOL, EXPERIENCE AND  
 AGE OF RESPONDENTS, AMOUNT OF COLLEGE TRAINING, AND  
 RECENCY OF COLLEGE TRAINING

Statement: In beginning reading, pupils first read the new lesson:														
	Number	a. Orally, Then Silently				b. Silently, Then Orally				c. Sometimes Orally Sometimes Silently				
		A*	U*	S*	N*	A	U	S	N	A	U	S	N	
<b>Grade Taught</b>														
Grade 1	208	39	8	18	143	109	11	6	82	22	11	23	152	
Grade 2	197	26	15	28	128	99	23	6	69	10	17	45	125	
Grade 3	204	59	16	19	110	80	31	6	87	8	15	45	136	
$X^2$		23.86				15.81				22.05				
Tab. $X^2$ at .05		(12.59) df 6				(12.59) df 6				(12.59) df 6				
<b>Classification of School</b>														
City	291	51	20	36	184	131	36	9	115	18	29	67	177	
Town	172	41	14	13	104	82	13	5	72	11	7	25	129	
Rural	146	32	5	16	93	75	16	4	51	11	7	21	107	
$X^2$		7.82**				4.02**				17.43				
Tab. $X^2$ at .05		(12.59) df 6				(12.59) df 6				(12.59) df 6				
<b>Experience</b>														
Under 5 Years	83	18	11	9	45	35	12	5	31	4	5	25	49	
6-10 Years	120	24	4	17	75	58	10	2	50	8	7	20	85	
Over 10 Years	406	82	24	39	261	195	43	11	157	28	31	68	279	
$X^2$		10.49**				5.73**				10.55**				
Tab. $X^2$ at .05		(12.59) df 6				(12.59) df 6				(12.59) df 6				
<b>College Training</b>														
3 Years or Less	75	18	5	8	44	37	3	0	35	4	6	8	57	
4 Years	18	5	1	1	11	8	1	1	8	1	1	2	14	
Bachelor's Degree	413	84	25	46	258	191	52	12	158	30	28	83	272	
5 Years	13	0	1	1	11	7	2	0	4	1	0	4	8	
Master's Degree	73	16	7	9	41	36	4	4	29	2	8	11	52	
Beyond Master's	17	1	0	0	16	9	3	1	4	2	0	5	10	
$X^2$		***				***				***				
Tab. $X^2$ at .05														
<b>Recency of Training</b>														
Before 1946	138	39	4	10	85	59	14	0	65	10	12	19	97	
1946-50	60	13	3	7	37	25	7	1	27	5	4	12	39	
1951-55	121	18	9	17	77	64	12	7	38	4	8	27	82	
1956-60	192	32	16	19	125	103	19	7	63	11	12	35	134	
Since 1961	98	22	7	12	57	37	13	3	45	10	7	20	61	
$X^2$		15.23**				***				8.76**				
Tab. $X^2$ at .05		(21.02) df 12								(21.02) df 12				
<b>Age</b>														
Under 30	73	12	6	9	46	30	14	4	25	6	7	18	42	
30-39 Years	113	18	4	14	77	65	7	4	37	6	4	23	80	
Over 40	423	94	29	42	258	193	43	11	176	28	32	71	292	
$X^2$		11.96**				21.89				11.88**				
Tab. $X^2$ at .05		(12.59) df 6				(12.59) df 6				(12.59) df 6				

\*A - Always    \*U - Usually    \*S - Sometimes    \*N - Never  
 \*\*Not significant  
 \*\*\*Not valid



TABLE XXXVI

FREQUENCY DISTRIBUTION OF RESPONSES TO STATEMENT 10, INITIAL INSTRUCTION AREA,  
 ACCORDING TO GRADE TAUGHT, CLASSIFICATION OF SCHOOL, EXPERIENCE AND  
 AGE OF RESPONDENTS, AMOUNT OF COLLEGE TRAINING,  
 AND RECENCY OF COLLEGE TRAINING

	Number	A*	U*	S*	N*
Statement: In teaching phonic analysis, I begin with the long vowels, followed by the short vowels, and then the initial consonants.					
Grade Taught					
Grade 1	208	54	17	11	127
Grade 2	197	64	16	7	110
Grade 3	204	94	19	9	81
$X^2$		22.87			
Tab. $X^2$ at .05		(12.59) df 6			
Classification of School					
City	291	93	24	8	165
Town	172	63	12	13	84
Rural	146	56	16	6	69
$X^2$		10.57**			
Tab. $X^2$ at .05		(12.59) df 6			
Experience					
Under 5 Years	83	30	8	5	40
6-10 Years	120	38	8	9	65
Over 10 Years	406	144	36	13	213
$X^2$		6.78**			
Tab. $X^2$ at .05		(12.59) df 6			
College Training					
3 Years or Less	75	29	5	3	38
4 Years	18	4	1	0	13
Bachelor's Degree	413	156	33	20	204
5 Years	13	3	2	0	8
Master's Degree	73	18	6	4	45
Beyond Master's	17	2	5	0	10
$X^2$		***			
Tab. $X^2$ at .05					
Recency of Training					
Before 1946	138	51	15	6	66
1946-50	60	25	1	2	32
1951-55	121	45	12	5	59
1956-60	192	63	17	7	105
Since 1961	98	28	7	7	56
$X^2$		***			
Tab. $X^2$ at .05					
Age					
Under 30	73	25	6	5	37
30-39 Years	113	35	5	7	66
Over 40	423	152	41	16	214
$X^2$		6.90**			
Tab. $X^2$ at .05		(12.59) df 6			

\*A - Always    \*U - Usually    \*S - Sometimes    \*N - Never

\*\*Not significant

\*\*\*Not valid

study. There is a significant difference at the .05 level of confidence in terms of grade taught by the respondents. First grade teachers, more than second and third grade teachers, recognize the need to furnish opportunities to use context and picture clues as indicated in the listed sub-items. City teachers, more than town and rural teachers, favor collecting illustrations and pictures to accompany experience stories. The difference here is significant at the .05 level of confidence.

#### Table XXXVIII

A study of the data presented in Table XXXVIII reveals that a significant difference exists at the .05 level according to grade variables with respect to continuing practice in visual discrimination after starting teaching formal reading. Second and third grade teachers indicate the program of visual discrimination is discontinued when doing formal reading. First grade teachers indicate that practice in visual discrimination is continued.

The data also reveal that rural and town teachers favor the idea that the program of visual discrimination be discontinued while city teachers favor continuation of the program in visual discrimination.

A significant difference at the .05 level exists with respect to teaching experience of respondents. Teachers with less experience favor the idea that a program of visual discrimination be continued while teachers with more teaching experience indicate that the program is discontinued.

#### Table XXXIX

A study of the data shown in Table XXXIX discloses that significant differences exist with respect to only one of the six variables of the

TABLE XXXVII

FREQUENCY DISTRIBUTION OF RESPONSES TO STATEMENT 11, INITIAL INSTRUCTION AREA, ACCORDING TO GRADE TAUGHT, CLASSIFICATION OF SCHOOL, EXPERIENCE AND AGE OF RESPONDENTS, AMOUNT OF COLLEGE TRAINING, AND REGENCY OF COLLEGE TRAINING

Statement: To train children in the use of context and picture clues, I furnish many opportunities:		a. Match Pictures and Words				b. Illustrations				c. Matching Story Parts				d. Collecting Illustrations				e. Using Picture Dictionaries				f. Telling Stories From Illustrations			
	Number	A*	U*	S*	N*	A	U	S	N	A	U	S	N	A	U	S	N	A	U	S	N	A	U	S	N
Grade Taught																									
Grade 1	208	137	52	16	4	87	59	51	12	100	58	40	11	85	45	67	12	65	50	70	24	102	54	45	8
Grade 2	197	75	61	40	21	51	52	66	28	57	63	52	25	48	43	70	36	42	50	61	44	52	56	67	22
Grade 3	204	75	57	48	23	47	65	59	32	68	60	52	23	47	44	78	34	46	54	62	41	29	60	74	20
$X^2$		58.54				29.53				22.19				30.57				13.85				41.51			
Tab, $X^2$ at .05		(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6			
Classification of School																									
City	291	140	82	42	26	83	87	81	39	101	96	61	32	89	82	85	34	78	87	77	48	109	82	75	25
Town	172	74	53	32	13	52	54	50	16	66	50	41	15	48	34	62	28	37	40	61	34	52	49	57	14
Rural	146	73	35	30	9	50	35	45	17	58	35	42	12	43	16	68	20	38	27	55	27	42	39	54	12
$X^2$		5.68**				4.57**				6.98**				23.95				12.26**				7.51**			
Tab, $X^2$ at .05		(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6			
Experience																									
Under 5 Years	83	41	25	15	2	27	27	26	3	31	28	20	4	23	22	31	7	19	19	30	15	26	25	30	2
6-10 Years	120	56	33	20	11	34	37	31	18	46	38	26	10	31	30	41	18	32	35	34	19	44	34	31	11
Over 10 Years	406	190	112	68	36	124	112	119	51	148	115	98	45	126	80	143	57	102	110	129	75	133	111	125	37
$X^2$		6.33**				5.78**				4.44**				5.40**				2.91**				7.09**			
Tab, $X^2$ at .05		(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6			
College Training																									
3 Years or Less	75	34	22	14	5	17	21	21	16	22	22	22	9	17	18	27	13	16	17	29	13	21	18	28	8
4 Years	18	8	4	5	1	6	8	3	1	7	7	4	0	6	4	6	2	4	4	6	4	8	5	3	2
Bachelor's Degree	413	184	116	78	35	122	112	131	48	151	119	99	44	114	90	153	56	98	105	132	78	132	118	129	34
5 Years	13	7	5	1	0	5	4	4	0	5	5	3	0	3	5	4	1	2	5	5	1	4	7	2	0
Master's Degree	73	46	17	4	6	28	26	13	6	34	22	13	5	31	12	21	9	28	17	17	11	31	20	17	5
Beyond Master's	17	8	6	2	1	7	5	4	1	6	6	4	1	9	3	4	1	5	6	4	2	7	2	7	1
$X^2$		***				***				***				***				***				***			
Tab, $X^2$ at .05		(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6			
Regency of Training																									
Before 1946	138	57	42	22	17	34	42	39	23	41	42	37	18	35	33	46	24	29	41	36	32	39	36	47	16
1946-50	60	29	12	13	6	19	11	21	9	25	12	16	7	17	12	18	13	18	13	17	12	20	17	16	7
1951-55	121	53	34	24	10	36	35	38	12	48	34	29	10	37	21	48	15	29	30	42	20	45	33	34	9
1956-60	192	100	53	30	9	65	51	57	19	73	59	43	17	60	41	72	19	53	43	68	28	63	55	62	12
Since 1961	98	48	29	15	6	31	37	21	9	38	34	19	7	31	25	31	11	24	27	30	17	36	29	27	6
$X^2$		12.50**				15.89**				10.55**				12.48**				10.45**				8.13**			
Tab, $X^2$ at .05		(21.02) df 12				(21.02) df 12				(21.02) df 12				(21.02) df 12				(21.02) df 12				(21.02) df 12			
Age																									
Under 30	73	35	22	13	3	22	27	20	4	25	28	16	4	17	23	25	8	14	14	31	13	24	20	26	3
30-39 Years	113	54	30	19	10	41	23	34	15	45	29	30	9	35	25	37	15	31	30	33	19	41	34	29	9
Over 40	423	197	118	72	36	122	125	122	54	155	123	98	47	128	83	152	60	108	110	128	77	138	116	130	39
$X^2$		4.22**				12.02**				9.45**				8.44**				8.00**				7.60**			
Tab, $X^2$ at .05		(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6			

\*A - Always \*U - Usually \*S - Sometimes \*N - Never  
 \*\*Not significant  
 \*\*\*Not valid

TABLE XXXVIII

FREQUENCY DISTRIBUTION OF RESPONSES TO STATEMENT 12, INITIAL INSTRUCTION AREA,  
 ACCORDING TO GRADE TAUGHT, CLASSIFICATION OF SCHOOL, EXPERIENCE AND  
 AGE OF RESPONDENTS, AMOUNT OF COLLEGE TRAINING,  
 AND REGENCY OF COLLEGE TRAINING

Statement: After I have started teaching formal reading, practice in visual discrimination:									
	Number	a. Is Discontinued				b. Is Continued			
		A*	U*	S*	N*	A	U	S	N
<b>Grade Taught</b>									
Grade 1	208	8	6	19	176	160	26	13	10
Grade 2	197	29	8	21	139	124	31	11	31
Grade 3	204	29	3	39	132	108	48	20	27
$X^2$		33.30				33.42			
Tab. $X^2$ at .05		(12.59) df 6				(12.59) df 6			
<b>Classification of School</b>									
City	291	32	5	17	236	209	35	15	31
Town	172	14	5	40	113	96	43	18	15
Rural	146	20	7	22	98	87	27	11	22
$X^2$		36.03				22.94			
Tab. $X^2$ at .05		(12.59) df 6				(12.59) df 6			
<b>Experience</b>									
Under 5 Years	83	3	0	12	68	55	19	6	3
6-10 Years	120	11	1	13	95	82	23	3	12
Over 10 Years	406	52	16	54	284	255	63	35	53
$X^2$		14.90				15.02			
Tab. $X^2$ at .05		(12.59) df 6				(12.59) df 6			
<b>College Training</b>									
3 Years or Less	75	11	3	8	53	49	12	2	12
4 Years	18	1	1	4	12	11	5	0	2
Bachelor's Degree	413	45	12	56	300	261	72	35	45
5 Years	13	0	0	2	11	10	2	1	0
Master's Degree	73	8	1	8	56	49	11	5	8
Beyond Master's	17	1	0	1	15	12	3	1	1
$X^2$		***				***			
Tab. $X^2$ at .05									
<b>Recency of Training</b>									
Before 1946	138	25	6	17	90	83	18	12	25
1946-50	60	7	2	6	45	41	7	5	7
1951-55	121	14	4	8	95	78	23	5	15
1956-60	192	15	4	33	140	127	30	19	16
Since 1961	98	5	1	15	77	63	27	3	5
$X^2$		24.02				25.57			
Tab. $X^2$ at .05		(21.02) df 12				(21.02) df 12			
<b>Age</b>									
Under 30	73	3	0	13	57	47	18	4	4
30-39 Years	113	10	3	8	92	81	19	3	10
Over 40	423	53	14	59	297	263	68	37	55
$X^2$		***				14.56			
Tab. $X^2$ at .05						(12.59) df 6			

\*A - Always    \*U - Usually    \*S - Sometimes    \*N - Never  
 \*\*Not significant  
 \*\*\*Not valid

study. There is a significant difference at the .05 level of confidence in terms of grade taught by the respondents. First grade teachers, more than second and third grade teachers, prefer beginning the teaching of phonetic analysis with the single initial consonants, followed by the consonant blends, and then by the short and long vowels.

Table XL

A study of the data shown in Table XL reveals no significant difference exists concerning the practice of using several basal series of readers in beginning reading.

Table XLI

A study of the data shown in Table XLI reveals significance differences exist with respect to only two of the six variables of the study. There is a significant difference at the .05 level of confidence, in terms of recency of training, with respect to the practice of having pupils read the first preprimers from the different series before proceeding to the second preprimer in any basal series. Teachers trained before 1946, more than those trained since 1946, prefer this practice.

Respondents over 40 years of age favor the use of reading from different series of basal preprimer books before proceeding to the second preprimers in any basal series more than do teachers under 40. This difference is significant at the .05 level of confidence.

Table XLII

A study of the data shown in Table XLII discloses that significant differences exist with respect to only one of the six variables of the study. There is a significant difference at the .05 level of confidence

TABLE XXXIX

FREQUENCY DISTRIBUTION OF RESPONSES TO STATEMENT 13, INITIAL INSTRUCTION AREA, ACCORDING TO GRADE TAUGHT, CLASSIFICATION OF SCHOOL, EXPERIENCE AND AGE OF RESPONDENTS, AMOUNT OF COLLEGE TRAINING, AND RECENCY OF COLLEGE TRAINING

Statement: In teaching phonic analysis, I begin with the single initial consonants, followed by the consonant blends, and then the long and short vowels.					
	Number	A*	U*	S*	N*
<b>Grade Taught</b>					
Grade 1	208	122	15	9	63
Grade 2	197	98	16	4	79
Grade 3	204	73	16	8	106
$X^2$		25.17			
Tab. $X^2$ at .05		(12.59) df 6			
<b>Classification of School</b>					
City	291	150	19	10	111
Town	172	78	17	7	70
Rural	146	65	11	4	67
$X^2$		4.79**			
Tab. $X^2$ at .05		(12.59) df 6			
<b>Experience</b>					
Under 5 Years	83	35	8	5	35
6-10 Years	120	62	9	4	45
Over 10 Years	406	196	30	12	168
$X^2$		5.75**			
Tab. $X^2$ at .05		(12.59) df 6			
<b>College Training</b>					
3 Years or Less	75	38	3	2	32
4 Years	18	13	0	0	5
Bachelor's Degree	413	187	33	15	178
5 Years	13	7	1	0	5
Master's Degree	73	40	7	3	23
Beyond Master's	17	8	3	1	5
$X^2$		***			
Tab. $X^2$ at .05					
<b>Recency of Training</b>					
Before 1946	138	66	7	3	62
1946-50	60	29	3	3	25
1951-55	121	48	13	4	56
1956-60	192	101	12	6	73
Since 1961	98	49	12	5	32
$X^2$		13.75**			
Tab. $X^2$ at .05		(21.02) df 12			
<b>Age</b>					
Under 30	73	34	8	3	28
30-39 Years	113	57	12	5	39
Over 40	423	201	27	14	181
$X^2$		6.54**			
Tab. $X^2$ at .05		(12.59) df 6			

\*A - Always    \*U - Usually    \*S - Sometimes    \*N - Never

\*\*Not significant

\*\*\*Not valid

TABLE XL

FREQUENCY DISTRIBUTION OF RESPONSES TO STATEMENT 14, INITIAL INSTRUCTION AREA,  
 ACCORDING TO GRADE TAUGHT, CLASSIFICATION OF SCHOOL, EXPERIENCE AND  
 AGE OF RESPONDENTS, AMOUNT OF COLLEGE TRAINING,  
 AND RECENCY OF COLLEGE TRAINING

Statement: I use several basal series of readers in beginning reading.					
	Number	A*	U*	S*	N*
<b>Grade Taught</b>					
Grade 1	208	60	31	35	82
Grade 2	197	55	32	28	82
Grade 3	204	54	35	36	79
$X^2$		1.59**			
Tab. $X^2$ at .05		(12.59) df 6			
<b>Classification of School</b>					
City	291	91	44	45	111
Town	172	37	32	27	76
Rural	146	41	22	27	56
$X^2$		6.24**			
Tab. $X^2$ at .05		(12.59) df 6			
<b>Experience</b>					
Under 5 Years	83	19	17	14	33
6-10 Years	120	40	18	21	41
Over 10 Years	406	110	63	62	171
$X^2$		4.95**			
Tab. $X^2$ at .05		(12.59) df 6			
<b>College Training</b>					
3 Years or Less	75	21	13	11	30
4 Years	18	5	5	0	8
Bachelor's Degree	413	117	62	68	166
5 Years	13	1	4	5	3
Master's Degree	73	20	10	9	34
Beyond Master's	17	5	4	4	4
$X^2$		***			
Tab. $X^2$ at .05					
<b>Recency of Training</b>					
Before 1946	138	43	18	19	58
1946-50	60	19	10	6	25
1951-55	121	33	19	25	44
1956-60	192	45	35	29	83
Since 1961	98	29	16	18	35
$X^2$		8.68**			
Tab. $X^2$ at .05		(21.02) df 12			
<b>Age</b>					
Under 30	73	20	11	15	27
30-39 Years	113	31	21	14	47
Over 40	423	118	66	68	171
$X^2$		8.41**			
Tab. $X^2$ at .05		(12.59) df 6			

\*A - Always      \*U - Usually      \*S - Sometimes      \*N - Never  
 \*\*Not Significant  
 \*\*\*Not valid

TABLE XLI

FREQUENCY DISTRIBUTION OF RESPONSES TO STATEMENT 15, INITIAL INSTRUCTION AREA,  
 ACCORDING TO GRADE TAUGHT, CLASSIFICATION OF SCHOOL, EXPERIENCE AND  
 AGE OF RESPONDENTS, AMOUNT OF COLLEGE TRAINING,  
 AND RECENCY OF COLLEGE TRAINING

Statement: I have my pupils read the first preprimers from the different series before  
 proceeding to the second preprimer in any basal series.

	Number	A*	U*	S*	N*
<b>Grade Taught</b>					
Grade 1	208	36	28	33	111
Grade 2	197	42	26	29	100
Grade 3	204	48	29	35	92
$X^2$		3.93**			
Tab. $X^2$ at .05		(12.59) df 6			
<b>Classification of School</b>					
City	291	54	35	47	155
Town	172	38	25	25	84
Rural	146	34	21	27	64
$X^2$		4.92**			
Tab. $X^2$ at .05		(12.59) df 6			
<b>Experience</b>					
Under 5 Years	83	13	13	19	38
6-10 Years	120	23	20	23	54
Over 10 Years	406	90	50	57	209
$X^2$		8.48**			
Tab. $X^2$ at .05		(12.59) df 6			
<b>College Training</b>					
3 Years or Less	75	21	7	4	43
4 Years	18	5	5	0	8
Bachelor's Degree	413	84	56	74	199
5 Years	13	1	3	3	6
Master's Degree	73	12	10	13	38
Beyond Master's	17	3	2	4	8
$X^2$		***			
Tab. $X^2$ at .05					
<b>Recency of Training</b>					
Before 1946	138	37	16	10	75
1946-50	60	12	9	7	31
1951-55	121	20	15	27	59
1956-60	192	38	32	30	93
Since 1961	98	19	11	25	43
$X^2$		23.34			
Tab. $X^2$ at .05		(21.02) df 12			
<b>Age</b>					
Under 30	73	13	9	18	33
30-39 Years	113	22	16	25	50
Over 40	423	91	58	55	219
$X^2$		15.91			
Tab. $X^2$ at .05		(12.59) df 6			

\*A - Always    \*U - Usually    \*S - Sometimes    \*N - Never  
 \*\*Not significant  
 \*\*\*Not valid



in terms of grade taught by the respondents. First grade teachers recognize the need to supply pupils with an abundance of simple interesting reading material in which specific words are used in order to provide practice in recognizing these words readily. Second and third grade teachers are not as aware of this need.

#### Table XLIII

A study of the data presented in Table XLIII reveals that significant differences exist among the respondents with respect to two of the six variables of the study. A significant difference exists among city teachers, town teachers, and rural teachers with city teachers recognizing the need for placing children in instructional groups according to their ability to read, with some provision made for individual instruction, and the town and rural teachers not as aware of this need.

A significant difference also exists in terms of the age of the respondents with teachers under 40 aware of the need for grouping for instruction and teachers over 40 not so aware of this need.

#### Table XLIV

A study of the data shown in Table XLIV discloses that significant differences exist with respect to only one of the six variables of the study. There is a significant difference at the .05 level of confidence in terms of grade taught by the respondents. First grade teachers, more than second or third grade teachers, prefer using one basal reading series for teaching beginning reading and supplementing this by extensive reading in other basal series and in library books.

TABLE XLII

FREQUENCY DISTRIBUTION OF RESPONSES TO STATEMENT 16, INITIAL INSTRUCTION AREA, ACCORDING TO GRADE TAUGHT, CLASSIFICATION OF SCHOOL, EXPERIENCE AND AGE OF RESPONDENTS, AMOUNT OF COLLEGE TRAINING, AND REGENCY OF COLLEGE TRAINING

Statement: I supply children with an abundance of simple interesting reading material in which specific words are used to provide practice in recognizing these words readily.

	Number	A*	U*	S*	N*
<b>Grade Taught</b>					
Grade 1	208	144	47	12	5
Grade 2	197	112	50	16	19
Grade 3	204	101	54	12	37
$X^2$		34.49			
Tab. $X^2$ at .05		(12.59) df 6			
<b>Classification of School</b>					
City	291	178	68	17	28
Town	172	90	50	10	22
Rural	146	89	33	15	9
$X^2$		8.81**			
Tab. $X^2$ at .05		(12.59) df 6			
<b>Experience</b>					
Under 5 Years	83	51	18	7	7
6-10 Years	120	74	30	6	10
Over 10 Years	406	232	103	29	42
$X^2$		2.60**			
Tab. $X^2$ at .05		(12.59) df 6			
<b>College Training</b>					
3 Years or Less	75	40	18	9	8
4 Years	18	11	3	1	3
Bachelor's Degree	413	244	100	28	41
5 Years	13	5	6	1	1
Master's Degree	73	47	18	1	7
Beyond Master's	17	10	4	2	1
$X^2$		***			
Tab. $X^2$ at .05					
<b>Regency of Training</b>					
Before 1946	138	70	34	13	21
1946-50	60	39	13	5	3
1951-55	121	71	33	6	11
1956-60	192	124	46	9	13
Since 1961	98	53	24	8	13
$X^2$		15.51**			
Tab. $X^2$ at .05		(21.02) df 12			
<b>Age</b>					
Under 30	73	41	18	6	8
30-39 Years	113	69	28	7	9
Over 40	423	246	105	29	43
$X^2$		2.38**			
Tab. $X^2$ at .05		(12.59) df 6			

\*A - Always    \*U - Usually    \*S - Sometimes    \*N - Never  
 \*\*Not significant  
 \*\*\*Not valid

TABLE XLIII

FREQUENCY DISTRIBUTION OF RESPONSES TO STATEMENT 17, INITIAL INSTRUCTION AREA,  
 ACCORDING TO GRADE TAUGHT, CLASSIFICATION OF SCHOOL, EXPERIENCE AND  
 AGE OF RESPONDENTS, AMOUNT OF COLLEGE TRAINING,  
 AND REGENCY OF COLLEGE TRAINING

	Number	A*	U*	S*	N*
Statement: I place my children in instructional groups according to their ability to read with some provision made for individual instruction.					
Grade Taught					
Grade 1	208	155	29	13	11
Grade 2	197	144	29	11	13
Grade 3	204	137	33	14	20
$X^2$		4.98**			
Tab. $X^2$ at .05		(12.59) df 6			
Classification of School					
City	291	225	30	15	21
Town	172	108	37	14	13
Rural	146	103	24	9	10
$X^2$		14.28			
Tab. $X^2$ at .05		(12.59) df 6			
Experience					
Under 5 Years	83	67	13	3	0
6-10 Years	120	91	12	6	11
Over 10 Years	406	278	66	29	33
$X^2$		***			
Tab. $X^2$ at .05					
College Training					
3 Years or Less	75	46	14	4	11
4 Years	18	13	4	0	1
Bachelor's Degree	413	292	63	30	28
5 Years	13	10	2	0	1
Master's Degree	73	59	8	2	4
Beyond Master's	17	16	0	0	1
$X^2$		***			
Tab. $X^2$ at .05					
Regency of Training					
Before 1946	138	87	26	9	16
1946-50	60	43	5	6	6
1951-55	121	90	18	8	5
1956-60	192	139	32	8	13
Since 1961	98	77	10	5	6
$X^2$		15.54**			
Tab. $X^2$ at .05		(21.02) df 12			
Age					
Under 30	73	56	10	4	3
30-39 Years	113	93	10	3	7
Over 40	423	286	71	31	35
$X^2$		13.23			
Tab. $X^2$ at .05		(12.59) df 6			

\*A - Always    \*U - Usually    \*S - Sometimes    \*N - Never  
 \*\*Not significant  
 \*\*\*Not valid

TABLE XLIV

FREQUENCY DISTRIBUTION OF RESPONSES TO STATEMENT 18, INITIAL INSTRUCTION AREA,  
 ACCORDING TO GRADE TAUGHT, CLASSIFICATION OF SCHOOL, EXPERIENCE AND  
 AGE OF RESPONDENTS, AMOUNT OF COLLEGE TRAINING,  
 AND RECENCY OF COLLEGE TRAINING

Statement: I use one basal reading series for teaching beginning reading but supplement this by extensive reading in other basal series and in library books.

	Number	A*	U*	S*	N*
<b>Grade Taught</b>					
Grade 1	208	172	22	10	4
Grade 2	197	134	41	4	18
Grade 3	204	137	25	9	33
$X^2$		39.03			
Tab. $X^2$ at .05		(12.59) df 6			
<b>Classification of School</b>					
City	291	215	39	8	29
Town	172	120	26	10	16
Rural	146	108	23	5	10
$X^2$		3.79**			
Tab. $X^2$ at .05		(12.59) df 6			
<b>Experience</b>					
Under 5 Years	83	60	12	6	5
6-10 Years	120	91	15	3	11
Over 10 Years	406	292	61	14	39
$X^2$		5.10**			
Tab. $X^2$ at .05		(12.59) df 6			
<b>College Training</b>					
3 Years or Less	75	50	13	2	10
4 Years	18	15	2	0	1
Bachelor's Degree	413	301	58	16	38
5 Years	13	8	4	1	0
Master's Degree	73	58	6	2	7
Beyond Master's	17	11	5	0	1
$X^2$		***			
Tab. $X^2$ at .05					
<b>Recency of Training</b>					
Before 1946	138	100	14	5	19
1946-50	60	47	7	2	4
1951-55	121	88	20	2	11
1956-60	192	136	33	11	12
Since 1961	98	72	14	3	9
$X^2$		13.08**			
Tab. $X^2$ at .05		(21.02) df 12			
<b>Age</b>					
Under 30	73	51	11	4	7
30-39 Years	113	86	16	5	6
Over 40	423	305	61	14	43
$X^2$		5.32**			
Tab. $X^2$ at .05		(12.59) df 6			

\*A - Always    \*U - Usually    \*S - Sometimes    \*N - Never  
 \*\*Not significant  
 \*\*\*Not valid

## Table XLV

A study of the data presented in Table XLV shows a significant difference at the .05 level of confidence for only one of the five sub-items of the statement of practices relating to the use of diagnostic reading tests for locating student's reading deficiencies. This significance difference is related to the grade taught by the respondent and to the recency of training of the respondent. Second and third grade teachers, more than first grade teachers, indicate this use. Teachers trained since 1946 tend to favor the use of diagnostic reading tests more than do teachers trained before 1946.

## Table XLVI

A study of the data presented in Table XLVI shows a significant difference at the .05 level of confidence for only three of the five sub-items of the statement of practices relating to the word identification techniques such as picture clues, configuration clues, and context clues. First grade teachers, in general, more than second and third grade teachers, recognize the need to provide practice in using picture clues, configuration clues, and context clues as a means of identifying unknown words. This difference is significant at the .05 level of confidence.

A significant difference at the .05 level exists, in terms of the experience of the respondents, with respect to use of picture clues as a means of identifying unknown words as the less experienced teachers indicate more use of this practice than do the more experienced teachers.

TABLE XLV  
 FREQUENCY DISTRIBUTION OF RESPONSES TO STATEMENT 19, INITIAL INSTRUCTION AREA, ACCORDING  
 TO GRADE TAUGHT, CLASSIFICATION OF SCHOOL, EXPERIENCE AND AGE  
 OF RESPONDENTS, AMOUNT OF COLLEGE TRAINING,  
 AND REGENCY OF COLLEGE TRAINING

Statement: In locating student's reading deficiencies, I use:																					
	Number	a. Teacher Observation				b. Oral Reading				c. Informal Tests				d. Diagnostic Reading Tests				e. Reading Achievement Tests			
		A*	U*	S*	N*	A	U	S	N	A	U	S	N	A	U	S	N	A	U	S	N
<b>Grade Taught</b>																					
Grade 1	208	119	14	3	0	137	47	13	11	126	41	27	14	82	33	61	32	81	31	60	36
Grade 2	197	169	25	2	1	115	51	20	11	98	53	30	16	85	48	36	28	73	40	50	34
Grade 3	204	181	20	1	2	122	46	16	20	98	35	34	27	93	49	30	32	90	40	40	34
$\chi^2$		***				7.69**				11.99**				16.06				6.94**			
Tab. $\chi^2$ at .05						(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6			
<b>Classification of School</b>																					
City	291	260	25	4	2	178	68	23	22	160	65	42	24	129	56	70	36	117	57	73	44
Town	172	147	22	2	1	106	46	11	9	90	40	23	19	75	40	24	33	62	37	39	34
Rural	146	134	12	0	0	90	30	15	11	72	34	27	13	56	34	35	21	65	17	38	26
$\chi^2$		***				4.32**				3.17**				11.30**				8.24**			
Tab. $\chi^2$ at .05						(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6			
<b>Experience</b>																					
Under 5 Years	83	76	7	0	0	54	21	5	3	48	16	15	4	39	20	19	5	35	12	23	13
6-10 Years	120	112	46	4	3	243	98	35	30	206	100	58	42	163	93	84	66	161	75	104	66
Over 10 Years	406	353	46	4	3	243	98	35	30	206	100	58	42	163	93	84	66	161	75	104	66
$\chi^2$		***				3.42**				6.36**				11.02**				3.97**			
Tab. $\chi^2$ at .05						(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6			
<b>College Training</b>																					
3 Years or Less	75	62	10	2	2	42	19	7	7	32	18	18	7	21	13	23	19	26	9	23	17
4 Years	18	19	0	0	0	13	2	1	2	12	3	1	2	10	2	4	2	8	2	2	6
Bachelor's Degree	413	366	42	4	1	250	102	33	28	219	92	62	40	178	95	82	58	164	74	106	69
5 Years	13	11	2	0	0	8	4	1	0	8	3	2	0	7	2	2	2	8	3	1	1
Master's Degree	73	69	4	0	0	52	13	3	5	43	17	7	6	38	12	14	9	34	16	12	11
Beyond Master's	17	14	3	0	0	9	4	2	2	8	5	2	2	6	5	4	2	4	6	5	2
$\chi^2$		***				***				***				20.12**				***			
Tab. $\chi^2$ at .05														(24.99) df 15							
<b>Regency of Training</b>																					
Before 1946	138	113	20	2	3	85	29	14	10	74	28	24	12	50	27	31	30	57	20	36	25
1946-50	60	56	3	1	0	36	17	4	3	29	14	8	9	22	17	6	15	20	12	13	15
1951-55	121	104	15	2	0	65	39	8	9	60	35	17	9	50	25	30	16	47	24	32	18
1956-60	192	177	15	0	0	130	37	15	10	102	41	32	17	95	44	37	16	83	37	47	25
Since 1961	98	91	7	0	0	58	22	8	10	57	21	11	9	43	17	25	13	37	18	22	21
$\chi^2$		***				12.41**				8.10**				26.47				8.67**			
Tab. $\chi^2$ at .05						(21.02) df 12				(21.02) df 12				(21.02) df 12				(21.02) df 12			
<b>Age</b>																					
Under 30	73	67	6	0	0	44	20	5	4	37	19	11	6	28	15	23	7	24	11	23	15
30-39 Years	113	105	8	0	0	68	30	8	5	60	31	17	5	48	28	23	14	39	25	29	20
Over 40	423	368	46	6	3	261	94	33	35	225	18	63	47	184	86	82	71	181	74	98	70
$\chi^2$		***				4.22**				10.06**				11.94**				10.87**			
Tab. $\chi^2$ at .05						(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6			

\*A - Always    \*U - Usually    \*S - Sometimes    \*N - Never  
 \*\*Not significant  
 \*\*\*Not valid

**TABLE XLVI**  
**FREQUENCY DISTRIBUTION OF RESPONSES TO STATEMENT 20, INITIAL INSTRUCTION AREA, ACCORDING**  
**TO GRADE TAUGHT, CLASSIFICATION OF SCHOOL, EXPERIENCE AND AGE**  
**OF RESPONDENTS, AMOUNT OF COLLEGE TRAINING,**  
**AND REGENCY OF COLLEGE TRAINING**

Statement: I help children develop means of working out unknown words using all available clues such as:																					
		a. Picture Clues				b. Configuration Clues				c. Context Clues				d. Structural Analysis				e. Phonic Analysis			
Number		A*	U*	S*	N*	A	U	S	N	A	U	S	N	A	U	S	N	A	U	S	N
<b>Grade Taught</b>																					
Grade 1	208	180	12	11	5	150	28	23	7	174	15	11	8	157	26	17	8	187	16	5	0
Grade 2	197	151	29	6	11	115	44	19	19	153	30	3	11	141	36	12	8	172	23	1	1
Grade 3	204	143	31	12	18	130	37	13	24	148	34	5	17	146	36	9	13	170	28	2	4
$X^2$		23.67				20.53				19.03				7.19**				***			
Tab. $X^2$ at .05		(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6							
<b>Classification of School</b>																					
City	291	226	36	13	16	194	52	22	23	232	36	6	18	214	40	20	17	251	31	5	4
Town	172	134	17	11	10	109	35	13	15	130	25	7	10	125	33	17	7	149	19	3	1
Rural	146	114	19	5	8	92	22	20	12	113	19	4	10	105	25	11	5	129	15	2	0
$X^2$		2.64**				6.42**				2.89**				4.72**				***			
Tab. $X^2$ at .05		(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6							
<b>Experience</b>																					
Under 5 Years	83	64	15	2	2	54	22	7	0	67	15	1	0	63	16	2	2	73	10	0	0
6-10 Years	120	99	10	2	9	73	22	11	14	95	12	3	10	87	17	8	8	106	11	2	1
Over 10 Years	406	311	47	23	25	268	65	37	36	313	52	15	26	294	63	28	21	350	46	6	4
$X^2$		13.36				***				***				9.46**				***			
Tab. $X^2$ at .05		(12.59) df 6												(12.59) df 6							
<b>College Training</b>																					
3 Years or Less	75	53	16	1	5	40	16	8	11	52	15	3	5	48	16	3	8	61	14	0	0
4 Years	18	18	0	0	0	16	0	2	0	17	0	1	0	14	1	1	2	18	0	0	0
Bachelor's Degree	413	319	45	25	24	267	74	40	32	322	54	12	25	305	64	25	19	362	39	8	4
5 Years	13	10	3	0	0	9	4	0	0	11	2	0	0	8	4	1	0	9	4	0	0
Master's Degree	73	62	5	2	4	52	13	3	5	61	6	2	4	57	12	3	1	65	6	1	1
Beyond Master's	17	11	3	1	2	11	2	2	2	12	2	1	2	12	1	3	1	14	2	1	0
$X^2$		***				***				***				***				***			
Tab. $X^2$ at .05																					
<b>Recency of Training</b>																					
Before 1946	138	102	18	9	9	85	22	13	18	103	18	7	10	91	26	10	11	114	20	2	2
1946-50	60	46	6	3	5	38	8	11	3	49	6	2	2	48	6	3	2	57	2	1	0
1951-55	121	98	11	5	7	80	20	10	11	91	19	4	7	92	16	4	7	105	13	2	1
1956-60	196	152	25	6	9	128	40	14	10	156	23	5	9	145	32	6	6	169	21	1	1
Since 1961	98	76	12	4	6	64	19	7	8	76	12	2	8	68	18	10	5	84	11	0	0
$X^2$		5.50**				16.55**				6.45**				10.47**				***			
Tab. $X^2$ at .05		(21.02) df 12				(21.02) df 12				(21.02) df 12				(21.02) df 12							
<b>Age</b>																					
Under 30	73	56	11	3	3	48	15	7	3	60	9	1	3	56	11	4	2	66	7	0	0
30-39 Years	113	97	10	3	5	73	20	13	7	90	13	4	6	88	14	8	3	105	5	3	0
Over 40	423	322	51	22	28	273	74	35	41	324	57	14	28	299	73	24	27	357	55	6	5
$X^2$		6.68**				6.33**				3.34**				7.42**				***			
Tab. $X^2$ at .05		(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6							

\*A - Always    \*U - Usually    \*S - Sometimes    \*N - Never  
 \*\*Not significant  
 \*\*\*Not valid

## Table XLVII

An analysis of the data presented in Table XLVII shows a significant difference at the .05 level of confidence for only one of the six sub-items of the statement of practices to check children's comprehension by their answers to questions. This significant difference is related only to the grade taught by the respondent. First grade teachers recognize the need to provide this practice while second and third grade teachers are apparently not so aware of such need.

## Table XLVIII

A study of the data presented in Table XLVIII shows a significant difference at the .05 level of confidence for only one of the sub-items of the statement of practices relating to beginning initial instruction. This significant difference is related to the grade taught by the respondents. First grade teachers, more than second and third grade teachers, recognize the need for providing systematic instruction in beginning initial reading with students.

## Table XLIX

A study of the data shown in Table XLIX reveals that significant differences exist among the respondents with respect to two of the six variables of the study. There is a significant difference at the .05 level of confidence in terms of the teaching experience of the respondent with the more experienced teachers, in general, accepting the idea of combining the use of various means of word recognition in conjunction with one another and the less experienced teachers not as aware of this need.



TABLE XLVII

FREQUENCY DISTRIBUTION OF RESPONSES TO STATEMENT 21, INITIAL INSTRUCTION AREA, ACCORDING TO GRADE TAUGHT, CLASSIFICATION OF SCHOOL, EXPERIENCE AND AGE OF RESPONDENTS, AMOUNT OF COLLEGE TRAINING, AND REGENCY OF COLLEGE TRAINING

Statement: I check children's comprehension and progress following the teaching of a reading unit or selection by having students:		a. Use Pantomime				b. Answer Questions				c. Follow Directions				d. Classify Ideas				e. Use Workbook Exercises				f. Take Tests			
	Number	A*	U*	S*	N*	A	U	S	N	A	U	S	N	A	U	S	N	A	U	S	N	A	U	S	N
Grade Taught																									
Grade 1	208	25	24	113	46	152	47	7	2	137	50	18	3	71	66	52	19	111	51	31	15	103	59	40	6
Grade 2	197	15	21	101	60	124	63	7	3	108	56	24	9	61	71	47	18	114	43	30	10	91	60	36	10
Grade 3	204	19	19	109	57	114	59	20	11	117	53	21	13	67	71	46	20	104	50	31	19	90	66	30	18
$\chi^2$		5.49**				28.29				10.86**				1.30**				3.72**				10.27**			
Tab, $\chi^2$ at .05		(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6			
Classification of School																									
City	291	33	36	144	78	189	78	15	9	163	83	28	17	92	102	66	30	163	67	41	20	137	93	45	16
Town	172	15	15	95	47	111	45	14	2	109	43	18	2	64	55	37	16	87	44	29	12	85	45	32	10
Rural	146	11	13	84	38	109	46	8	2	90	33	17	6	42	51	42	11	79	33	22	12	62	47	30	7
$\chi^2$		5.32**				4.54**				9.37**				4.39**				2.56**				3.87**			
Tab, $\chi^2$ at .05		(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6			
Experience																									
Under 5 Years	83	10	10	46	17	60	20	3	0	46	19	6	2	28	33	20	2	46	21	10	6	39	25	17	2
6-10 Years	120	11	10	68	31	83	27	7	3	69	30	17	4	36	44	29	11	66	27	18	9	58	34	21	7
Over 10 Years	406	38	44	211	115	247	122	27	10	237	110	40	19	135	131	94	46	217	96	64	29	187	126	68	25
$\chi^2$		3.42**				***				8.03**				7.47**				0.88**				4.85**			
Tab, $\chi^2$ at .05		(12.59) df 6								(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6			
College Training																									
3 Years or Less	75	5	7	35	28	52	19	2	2	58	18	5	4	21	18	22	14	44	16	11	4	37	23	11	4
4 Years	18	4	3	3	8	16	2	0	0	14	3	1	0	7	6	3	2	17	1	0	0	13	2	2	1
Bachelor's Degree	413	36	42	227	108	254	121	28	10	240	110	47	16	131	154	94	34	212	100	65	36	183	132	74	24
5 Years	13	1	0	9	3	7	5	1	0	5	5	3	0	5	3	3	2	6	4	3	0	9	2	2	0
Master's Degree	73	12	10	37	14	50	18	3	2	44	19	7	3	30	21	16	6	42	19	9	3	35	22	12	4
Beyond Master's	17	1	2	12	2	11	4	1	1	11	3	1	2	5	6	4	2	8	3	4	2	7	4	4	2
$\chi^2$		***				***				***				16.53**				***				***			
Tab, $\chi^2$ at .05														(24.99) df 15											
Regency of Training																									
Before 1946	138	14	9	63	50	91	36	9	2	81	38	14	5	43	44	32	19	86	29	16	7	77	40	15	6
1946-50	60	3	11	27	19	39	16	3	2	34	19	4	3	22	17	15	6	35	13	6	6	23	19	13	5
1951-55	121	14	15	62	30	74	35	8	4	76	30	9	6	43	41	28	9	62	30	16	13	56	35	24	6
1956-60	192	20	20	108	44	123	53	12	4	113	31	23	5	59	72	50	11	96	45	39	12	86	56	40	10
Since 1961	98	8	9	63	19	63	29	2	4	58	21	13	6	32	34	20	11	50	27	13	8	42	35	14	7
$\chi^2$		20.24**				6.01**				7.82**				10.23**				14.20**				12.14**			
Tab, $\chi^2$ at .05		(21.02) df 12				(21.02) df 12				(21.02) df 12				(21.02) df 12				(21.02) df 12				(21.02) df 12			
Age																									
Under 30	73	6	4	47	16	55	14	2	2	49	15	7	2	27	25	18	3	42	17	9	5	38	17	15	3
30-39 Years	113	9	13	59	32	77	26	7	3	58	32	18	5	37	41	26	9	59	28	14	12	46	40	19	8
Over 40	423	44	47	216	115	257	127	27	12	255	111	38	19	135	141	101	46	227	29	69	28	199	128	73	23
$\chi^2$		6.34**				9.55**				10.11**				7.06**				3.39**				5.47**			
Tab, $\chi^2$ at .05		(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6			

\*A - Always \*U - Usually \*S - Sometimes \*N - Never  
 \*\*Not significant  
 \*\*\*Not valid

TABLE XLVIII

FREQUENCY DISTRIBUTION OF RESPONSES TO STATEMENT 22, INITIAL INSTRUCTION AREA,  
 ACCORDING TO GRADE TAUGHT, CLASSIFICATION OF SCHOOL, EXPERIENCE AND  
 AGE OF RESPONDENTS, AMOUNT OF COLLEGE TRAINING,  
 AND RECENCY OF COLLEGE TRAINING

Statement: In beginning initial reading with my students:													
	Number	a. Provide Material				b. Create Desire				c. Systematic Instruction			
		A*	U*	S*	N*	A	U	S	N	A	U	S	N
<b>Grade Taught</b>													
Grade 1	208	148	44	10	6	198	9	0	1	187	11	5	5
Grade 2	197	138	36	9	14	174	9	6	8	149	33	3	12
Grade 3	204	138	41	6	19	174	11	4	15	152	28	5	19
$X^2$		9.31**				***				25.60			
Tab. $X^2$ at .05		(12.59) df 6								(12.59) df 6			
<b>Classification of School</b>													
City	291	209	50	8	24	265	8	6	12	245	24	3	19
Town	172	111	41	10	10	149	15	2	6	133	25	5	9
Rural	146	104	30	7	5	132	8	2	4	110	21	5	10
$X^2$		8.06**				8.63**				10.96**			
Tab. $X^2$ at .05		(12.59) df 6				(12.59) df 6				(12.59) df 6			
<b>Experience</b>													
Under 5 Years	83	64	11	3	5	77	3	0	3	69	6	4	4
6-10 Years	120	86	23	5	6	113	3	0	4	100	13	2	5
Over 10 Years	406	274	87	15	30	356	25	10	15	319	53	9	25
$X^2$		4.24**				***				8.28**			
Tab. $X^2$ at .05		(12.59) df 6								(12.59) df 6			
<b>College Training</b>													
3 Years or Less	75	51	14	4	6	64	8	2	1	52	14	3	5
4 Years	18	16	2	0	0	18	0	0	0	16	2	0	0
Bachelor's Degree	413	282	88	17	26	371	18	6	18	328	48	10	27
5 Years	13	9	2	0	2	13	0	0	0	12	1	0	0
Master's Degree	73	53	10	4	6	63	4	2	4	64	5	0	4
Beyond Master's	17	13	3	0	1	16	0	0	1	16	1	0	0
$X^2$		***				***				***			
Tab. $X^2$ at .05													
<b>Recency of Training</b>													
Before 1946	138	88	29	8	13	122	9	3	4	101	23	3	11
1946-50	60	49	7	2	2	57	1	0	2	52	3	2	3
1951-55	121	84	23	7	7	105	9	2	5	92	17	3	9
1956-60	192	137	41	3	11	172	9	4	7	160	21	4	7
Since 1961	98	66	20	5	7	90	3	1	4	83	6	3	6
$X^2$		13.42**				***				13.41**			
Tab. $X^2$ at .05		(21.02) df 12								(21.02) df 12			
<b>Age</b>													
Under 30	73	55	12	2	4	65	4	0	4	59	6	4	4
30-39 Years	113	75	26	8	4	104	3	2	4	90	14	2	7
Over 40	423	293	83	14	33	376	24	7	16	338	52	6	27
$X^2$		6.24**				***				6.03*			
Tab. $X^2$ at .05		(12.59) df 6								(12.59) df 6			

\*A - Always      \*U - Usually      \*S - Sometimes      \*N - Never  
 \*\*Not significant  
 \*\*\*Not valid

TABLE XLIX

FREQUENCY DISTRIBUTION OF RESPONSES TO STATEMENT 23, INITIAL INSTRUCTION AREA,  
 ACCORDING TO GRADE TAUGHT, CLASSIFICATION OF SCHOOL, EXPERIENCE AND  
 AGE OF RESPONDENTS, AMOUNT OF COLLEGE TRAINING,  
 AND RECENCY OF COLLEGE TRAINING

Statement: I combine the use of various means of word recognition in conjunction with one another beginning with context clues, followed by structural analysis, and then the initial sound elements.

	Number	A*	U*	S*	N*
<b>Grade Taught</b>					
Grade 1	208	86	63	32	27
Grade 2	197	83	55	20	39
Grade 3	204	92	60	22	30
$X^2$		5.94**			
Tab. $X^2$ at .05		(12.59) df 6			
<b>Classification of School</b>					
City	291	122	87	33	49
Town	172	79	48	23	22
Rural	146	60	43	20	23
$X^2$		2.61**			
Tab. $X^2$ at .05		(12.59) df 6			
<b>Experience</b>					
Under 5 Years	83	26	25	16	16
6-10 Years	120	44	35	17	24
Over 10 Years	406	191	118	41	56
$X^2$		12.88			
Tab. $X^2$ at .05		(12.59) df 6			
<b>College Training</b>					
3 Years or Less	75	35	23	5	12
4 Years	18	11	2	3	2
Bachelor's Degree	413	169	122	58	64
5 Years	13	4	4	3	2
Master's Degree	73	37	16	5	15
Beyond Master's	17	5	8	2	2
$X^2$		18.34**			
Tab. $X^2$ at .05		(24.99) df 15			
<b>Recency of Training</b>					
Before 1946	138	64	43	14	17
1946-50	60	35	12	5	8
1951-55	121	52	40	14	15
1956-60	192	79	51	25	37
Since 1961	98	31	32	16	19
$X^2$		17.16**			
Tab. $X^2$ at .05		(21.02) df 12			
<b>Age</b>					
Under 30	73	15	26	17	15
30-39 Years	113	47	31	18	17
Over 40	423	198	121	40	64
$X^2$		23.48			
Tab. $X^2$ at .05		(12.59) df 6			

\*A - Always      \*U - Usually      \*S - Sometimes      \*N - Never

\*\*Not significant

\*\*\*Not valid

A significant difference also exists in terms of the age of the respondents with teachers over 40 definitely indicating the use of a combination of word recognition techniques and with teachers under 40 tending to reject the use of a combined word recognition technique.

Table L

A study of the data presented in Table L shows a significant difference at the .05 level of confidence for only one of the six sub-items of the statement of practices relating to the use of enlisting group interest in developing readiness for a directed reading lesson. This significant difference is related to classification of school taught by the respondent. City teachers, more than town and rural teachers, recognize the need to enlist group interest in the story before beginning a directed reading lesson.

A significant difference at the .05 level exists with respect to enlisting group interest in a story preceding a directed reading lesson with teachers trained since 1946 recognizing the need for this practice, and earlier trained teachers less aware of this need.

Table LI

A study of data shown in Table LI reveals that a significant difference exists between the grade taught by the respondent and the practice of teacher observation of the pupil's work habits for helping to determine the need for special teaching or re-teaching. First grade teachers, more than second and third grade teachers, indicate the use of this practice.

A significant difference at the .05 level exists in terms of classification of school of the respondent as related to the practice of using

TABLE I  
 FREQUENCY DISTRIBUTION OF RESPONSES TO STATEMENT 24, INITIAL INSTRUCTION AREA, ACCORDING  
 TO GRADE TAUGHT, CLASSIFICATION OF SCHOOL, EXPERIENCE AND AGE  
 OF RESPONDENTS, AMOUNT OF COLLEGE TRAINING,  
 AND REGENCY OF COLLEGE TRAINING

Statement: In developing readiness for a directed reading lesson, the following steps are used:		a. Tell Story				b. Enlist Interest				c. Information Shared				d. Teaching New Words				e. Set Up Questions				f. Story Studied Before			
	Number	A*	U*	S*	N*	A	U	S	N	A	U	S	N	A	U	S	N	A	U	S	N	A	U	S	N
<b>Grade Taught</b>																									
Grade 1	208	11	8	24	165	155	37	6	10	121	63	20	4	188	14	3	3	166	30	7	5	10	5	26	167
Grade 2	197	11	8	24	154	142	42	5	8	102	66	21	8	179	11	5	2	155	36	2	4	21	5	32	139
Grade 3	204	14	8	17	165	153	44	3	4	106	75	19	4	180	18	3	3	152	38	8	6	27	5	17	155
$\chi^2$		2.20**				4.04**				4.86**				3.08**				4.80**				11.34**			
Tab. $\chi^2$ at .05		(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6							
<b>Classification of School</b>																									
City	291	20	12	35	224	229	47	6	9	156	106	22	7	258	22	7	4	230	47	7	7	31	8	43	209
Town	172	7	8	16	141	116	47	3	6	97	44	24	7	154	15	3	0	134	33	3	2	12	5	22	113
Rural	146	9	4	14	119	105	29	7	5	76	54	14	2	135	6	1	4	109	24	6	7	15	2	10	119
$\chi^2$		3.39**				12.89				11.53**				***				9.93**				7.14**			
Tab. $\chi^2$ at .05		(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6							
<b>Experience</b>																									
Under 5 Years	83	4	4	9	66	62	21	0	0	43	29	11	0	75	6	1	1	66	16	1	0	6	4	16	57
6-10 Years	120	7	3	15	95	85	25	5	5	60	41	15	4	107	7	4	2	100	15	2	3	9	6	18	87
Over 10 Years	406	25	15	43	323	303	77	11	15	226	134	36	12	365	30	8	3	307	73	16	10	43	5	41	317
$\chi^2$		1.38**				***				***				***				***				11.57**			
Tab. $\chi^2$ at .05		(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6							
<b>College Training</b>																									
3 Years or Less	75	4	3	7	61	53	13	3	6	41	22	8	4	67	6	0	2	60	9	3	3	6	0	5	64
4 Years	18	1	0	3	14	14	3	1	0	13	5	0	0	18	0	0	0	16	2	0	0	1	0	3	14
Bachelor's Degree	413	21	17	43	332	296	90	11	16	217	140	44	12	370	29	9	5	316	76	12	9	38	13	55	307
5 Years	13	0	1	1	11	7	5	1	0	4	5	4	0	11	2	0	0	9	4	0	0	0	1	1	11
Master's Degree	73	9	3	8	53	64	9	0	0	46	23	4	0	63	5	4	1	58	9	4	2	12	0	9	52
Beyond Master's	17	1	0	3	13	16	1	0	0	8	7	2	0	17	0	0	0	14	2	0	1	1	1	2	13
$\chi^2$		***				***				***				***				***				***			
Tab. $\chi^2$ at .05		(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6							
<b>Regency of Training</b>																									
Before 1946	138	8	4	16	110	95	25	8	10	70	46	14	8	126	8	3	1	100	30	2	6	14	2	11	111
1946-50	60	5	0	8	47	41	14	3	2	36	21	2	1	54	5	0	1	49	9	2	0	7	2	4	47
1951-55	121	4	12	12	93	89	25	2	5	63	40	14	4	109	6	4	2	94	20	4	3	10	3	17	91
1956-60	192	11	5	14	162	148	39	3	3	113	58	19	2	168	20	2	2	148	31	8	5	19	3	26	144
Since 1961	98	8	3	15	72	77	17	2	2	47	39	11	1	90	2	4	2	82	14	1	1	8	5	17	68
$\chi^2$		***				25.72				***				***				***				11.54**			
Tab. $\chi^2$ at .05		(12.59) df 6				(21.02) df 12				(12.59) df 6				(12.59) df 6				(21.02) df 12							
<b>Age</b>																									
Under 30	73	2	5	11	55	52	20	0	1	34	25	12	2	65	6	1	1	59	12	1	1	3	5	17	48
30-39 Years	113	8	5	14	86	89	18	3	3	59	45	7	2	106	6	1	0	92	19	1	1	7	3	19	84
Over 40	423	26	14	41	342	308	85	12	18	236	133	40	14	375	31	10	7	322	73	16	12	48	7	40	328
$\chi^2$		5.68**				***				12.04**				***				***				10.17**			
Tab. $\chi^2$ at .05		(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6							

\*A - Always    \*U - Usually    \*S - Sometimes    \*N - Never  
 \*\*Not significant  
 \*\*\*Not valid

TABLE LI

FREQUENCY DISTRIBUTION OF RESPONSES TO STATEMENT 25, INITIAL INSTRUCTION AREA,  
ACCORDING TO GRADE TAUGHT, CLASSIFICATION OF SCHOOL, EXPERIENCE AND AGE  
OF RESPONDENTS, AMOUNT OF COLLEGE TRAINING,  
AND REGENCY OF COLLEGE TRAINING

Statement: To determine the need for special teaching and reteaching, I arrange systematic and frequent appraisals of children's learning through the use of:													
a. Informal Tests													
b. Teacher Observation													
c. Teacher Analysis													
	Number	A*	U*	S*	N*	A	U	S	N	A	U	S	N
<b>Grade Taught</b>													
Grade 1	208	116	50	30	12	178	24	4	2	179	22	5	2
Grade 2	197	102	62	25	8	148	40	4	5	154	35	4	4
Grade 3	204	95	65	33	11	155	35	5	9	158	36	4	6
$X^2$		5.93**				13.29				8.65**			
Tab. $X^2$ at .05		(12.59) df 6				(12.59) df 6				(12.59) df 6			
<b>Classification of School</b>													
City	291	159	84	30	18	236	44	4	7	239	41	3	8
Town	172	86	52	26	8	133	29	5	5	133	31	4	4
Rural	146	68	41	32	5	112	26	5	3	119	21	4	2
$X^2$		14.01				5.40**				6.64**			
Tab. $X^2$ at .05		(12.59) df 6				(12.59) df 6				(12.59) df 6			
<b>Experience</b>													
Under 5 Years	83	41	28	10	4	65	17	0	1	67	15	1	0
6-10 Years	120	68	30	18	4	98	17	3	2	99	15	3	3
Over 10 Years	406	204	119	62	21	318	65	13	10	325	63	9	9
$X^2$		3.63**				***				***			
Tab. $X^2$ at .05		(12.59) df 6											
<b>College Training</b>													
3 Years or Less	75	36	23	12	4	55	16	2	2	59	13	1	2
4 Years	18	13	3	1	1	16	2	0	0	16	1	0	1
Bachelor's Degree	413	202	120	69	22	321	70	12	10	324	67	11	11
5 Years	13	10	3	0	0	11	2	0	0	11	2	0	0
Master's Degree	73	43	20	7	3	62	8	1	2	64	8	1	0
Beyond Master's	17	9	6	1	1	16	1	0	0	17	0	0	0
$X^2$		***				***				***			
Tab. $X^2$ at .05													
<b>Regency of Training</b>													
Before 1946	138	68	44	18	8	101	28	4	5	102	28	3	5
1946-50	60	29	18	11	2	51	6	2	1	51	7	2	0
1951-55	121	61	32	21	7	94	20	6	1	98	15	5	3
1956-60	192	104	48	33	7	160	25	3	4	162	25	3	2
Since 1961	98	51	34	6	7	75	19	0	4	78	18	0	2
$X^2$		12.23**				***				***			
Tab. $X^2$ at .05		(21.02) df 12											
<b>Age</b>													
Under 30	73	39	23	7	4	57	15	0	1	57	14	1	1
30-39 Years	113	58	34	15	6	93	19	0	1	94	17	1	2
Over 40	423	216	117	68	22	330	66	14	13	339	62	12	10
$X^2$		4.94**				***				***			
Tab. $X^2$ at .05		(12.59) df 6											

\*A - Always \*U - Usually \*S - Sometimes \*N - Never

\*\*Not significant

\*\*\*Not valid

informal tests as a means of determining need for special teaching. City teachers, more than town and rural teachers, indicate more use of this practice.

#### Table LII

A study of the data shown in Table LII reveals that a significant difference exists with respect to only one of the six variables of the study. There is a significant difference at the .05 level of confidence in terms of grade taught by the respondents. First grade teachers, more than second and third grade teachers, accept the idea of a combination of informal reading materials and a basal set of readers in the beginning reading program.

#### Area of Growth Toward Independence

Data relevant to the responses to statements concerning practices in growth toward independence are shown in Tables LIII to LXXX.

#### Table LIII

A study of the data shown in Table LIII reveals no significant difference exists concerning the use of books of various difficulty levels nor of permitting each child to select a book he wants to read and can read.

#### Table LIV

A study of the data shown in Table LIV reveals that a significant difference exists between the grade taught and the use of listening exercises, workbook sheets, and teacher-prepared exercises for associating letters and sounds. First grade teachers, more than second or third grade teachers, indicate the use of these practices.

TABLE LII

FREQUENCY DISTRIBUTION OF RESPONSES TO STATEMENT 26, INITIAL INSTRUCTION AREA,  
 ACCORDING TO GRADE TAUGHT, CLASSIFICATION OF SCHOOL, EXPERIENCE AND  
 AGE OF RESPONDENTS, AMOUNT OF COLLEGE TRAINING,  
 AND RECENCY OF COLLEGE TRAINING

Statement: I combine informal reading materials and a basal set of readers in the beginning reading program.					
	Number	A*	U*	S*	N*
<b>Grade Taught</b>					
Grade 1	208	160	34	10	4
Grade 2	197	119	47	21	10
Grade 3	204	116	51	14	23
$\chi^2$		32.19			
Tab. $\chi^2$ at .05		(12.59) df 6			
<b>Classification of School</b>					
City	291	196	64	16	15
Town	172	108	38	18	8
Rural	146	91	30	11	14
$\chi^2$		10.48**			
Tab. $\chi^2$ at .05		(12.59) df 6			
<b>Experience</b>					
Under 5 Years	83	51	19	6	7
6-10 Years	120	88	24	5	3
Over 10 Years	406	256	89	32	29
$\chi^2$		7.88**			
Tab. $\chi^2$ at .05		(12.59) df 6			
<b>College Training</b>					
3 Years or Less	75	43	17	7	8
4 Years	18	10	6	1	1
Bachelor's Degree	413	267	84	35	27
5 Years	13	7	6	0	0
Master's Degree	73	55	13	2	3
Beyond Master's	17	13	4	0	0
$\chi^2$		***			
Tab. $\chi^2$ at .05					
<b>Recency of Training</b>					
Before 1946	138	86	29	13	10
1946-50	60	50	4	4	2
1951-55	121	73	32	10	6
1956-60	192	126	45	10	11
Since 1961	98	60	22	6	10
$\chi^2$		18.06**			
Tab. $\chi^2$ at .05		(21.02) df 12			
<b>Age</b>					
Under 30	73	48	16	4	5
30-39 Years	113	73	28	8	4
Over 40	423	273	88	33	29
$\chi^2$		4.77**			
Tab. $\chi^2$ at .05		(12.59) df 6			

\*A - Always      \*U - Usually      \*S - Sometimes      \*N - Never  
 \*\*Not Significant  
 \*\*\*Not valid



TABLE LIII

FREQUENCY DISTRIBUTION OF RESPONSES TO STATEMENT 1, GROWTH TOWARD INDEPENDENCE AREA, ACCORDING TO GRADE TAUGHT, CLASSIFICATION OF SCHOOL, EXPERIENCE AND AGE OF RESPONDENTS, AMOUNT OF COLLEGE TRAINING, AND REGENCY OF COLLEGE TRAINING

Statement: In helping children grow toward independence, I use varied techniques such as:

	Number	a. Various Levels of Books				b. Child Chooses Book			
		A*	U*	S*	N*	A	U	S	N
<b>Grade Taught</b>									
Grade 1	208	139	44	13	12	122	55	25	6
Grade 2	197	134	43	11	9	140	42	12	3
Grade 3	204	138	38	22	6	138	44	19	3
$X^2$		5.77**				8.08**			
Tab. $X^2$ at .05		(12.59) df 6				(12.59) df 6			
<b>Classification of School</b>									
City	291	205	58	16	12	198	60	25	8
Town	172	107	35	20	10	106	41	22	3
Rural	146	99	32	10	5	96	40	8	2
$X^2$		7.76**				6.53**			
Tab. $X^2$ at .05		(12.59) df 6				(12.59) df 6			
<b>Experience</b>									
Under 5 Years	83	55	15	6	7	51	19	12	1
6-10 Years	120	83	22	12	3	78	31	10	1
Over 10 Years	406	273	88	26	19	271	91	34	10
$X^2$		***							
Tab. $X^2$ at .05									
<b>College Training</b>									
3 Years or Less	75	45	13	8	8	50	19	5	1
4 Years	18	16	2	0	0	15	3	0	0
Bachelor's Degree	413	273	90	34	16	264	97	41	11
5 Years	13	7	4	2	0	10	2	1	0
Master's Degree	73	57	11	1	4	49	14	10	0
Beyond Master's	17	13	4	0	0	12	5	0	0
$X^2$		***				***			
Tab. $X^2$ at .05									
<b>Recency of Training</b>									
Before 1946	138	87	37	10	4	92	31	11	4
1946-50	60	39	13	4	4	34	20	3	3
1951-55	121	77	24	15	5	89	19	10	3
1956-60	192	132	36	13	11	116	53	21	2
Since 1961	98	76	15	3	4	69	18	11	0
$X^2$		15.25**				***			
Tab. $X^2$ at .05		(21.02) df 12							
<b>Age</b>									
Under 30	73	47	15	5	6	42	19	11	1
30-39 Years	113	76	25	7	5	79	20	10	4
Over 30	423	288	84	34	17	278	102	36	7
$X^2$		7.70**				***			
Tab. $X^2$ at .05		(12.59) df 6							

\*A - Always \*U - Usually \*S - Sometimes \*N - Never

\*\*Not significant

\*\*\*Not valid

TABLE LIV

FREQUENCY DISTRIBUTION OF RESPONSES TO STATEMENT 2, GROWTH TOWARD INDEPENDENCE AREA,  
 ACCORDING TO GRADE TAUGHT, CLASSIFICATION OF SCHOOL, EXPERIENCE AND AGE OF  
 RESPONDENTS, AMOUNT OF COLLEGE TRAINING, AND  
 REGENCY OF COLLEGE TRAINING

Statement: To review the association of letters and sounds that have previously been developed, I use:																	
		a. The Chalkboard				b. Listening Exercises				c. Workbook Sheets				d. Teacher Prepared Exercises			
	Number	A*	U*	S*	N*	A	U	S	N	A	U	S	N	A	U	S	N
<b>Grade Taught</b>																	
Grade 1.	208	171	25	8	4	166	27	12	3	142	23	32	11	139	40	24	5
Grade 2	197	147	32	15	3	125	43	24	5	121	34	32	10	105	45	42	5
Grade 3	204	151	39	13	2	116	53	32	3	94	59	44	7	93	56	48	7
$X^2$		8.97**				29.24				29.95				22.18			
Tab. $X^2$ at .05		(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6			
<b>Classification of School</b>																	
City	291	229	42	15	5	197	60	26	8	178	68	36	9	169	69	44	9
Town	172	134	26	10	2	113	36	21	2	102	23	36	11	99	37	31	5
Rural	146	106	28	9	3	97	27	19	3	77	25	36	8	69	35	39	3
$X^2$		4.16**				3.99**				21.63				11.40**			
Tab. $X^2$ at .05		(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6			
<b>Experience</b>																	
Under 5 Years	83	62	19	2	0	49	28	4	2	49	18	14	2	47	21	14	1
6-10 Years	120	101	12	6	1	91	18	9	2	78	16	22	4	79	24	15	2
Over 10 Years	406	306	63	30	7	267	77	52	10	230	82	73	21	211	96	87	12
$X^2$		***				19.12				6.16**				***			
Tab. $X^2$ at .05						(12.59) df 6				(12.59) df 6							
<b>College Training</b>																	
3 Years or Less	75	52	17	3	3	47	13	12	3	41	16	15	3	33	24	12	6
4 Years	18	18	0	0	0	17	1	0	0	16	0	2	0	11	3	3	1
Bachelor's Degree	413	313	67	27	6	264	91	49	9	230	82	77	24	224	95	84	10
5 Years	13	12	1	0	0	10	3	0	0	9	3	1	0	8	5	0	0
Master's Degree	73	58	9	6	0	57	10	6	0	51	11	10	1	51	10	12	0
Beyond Master's	17	16	1	0	0	12	5	0	0	10	4	3	0	10	3	4	0
$X^2$		***				***				***				***			
Tab. $X^2$ at .05																	
<b>Recency of Training</b>																	
Before 1946	138	104	23	11	0	80	32	21	5	76	28	26	8	61	38	32	7
1946-50	60	44	9	5	2	38	9	12	1	33	13	9	5	28	14	13	5
1951-55	121	88	18	11	4	81	21	16	3	66	24	24	7	69	27	22	3
1956-60	192	154	30	7	1	134	40	16	2	119	36	30	7	120	38	33	1
Since 1961	98	79	16	3	0	74	21	3	0	63	15	18	2	59	24	15	0
$X^2$		***				***				8.31**				***			
Tab. $X^2$ at .05										(21.02) df 12							
<b>Age</b>																	
Under 30	73	55	17	1	0	46	23	4	0	46	14	11	2	43	19	11	0
30-39 Years	113	95	10	7	1	81	21	11	0	68	21	21	3	70	29	12	1
Over 40	423	318	69	29	7	279	79	53	12	242	81	76	24	224	93	91	15
$X^2$		***				***				4.01**				***			
Tab. $X^2$ at .05										(12.59) df 6							

\*A - Always    \*U - Usually    \*S - Sometimes    \*N - Never  
 \*\*Not significant  
 \*\*\*Not valid

A significant difference at the .05 level of confidence exists, in terms of classification of schools, with respect to the use of workbook sheets. City teachers indicate more use of this practice.

Teachers with less teaching experience, more than the experienced teachers, favor the use of listening exercises for association of letters and sounds. This difference is significant at the .05 level of confidence.

#### Table LV

A study of the data shown in Table LV discloses that significant differences exist with respect to only one of the six variables of the study. There is a significant difference at the .05 level of confidence in terms of grade taught by the respondents. First grade teachers, more than second or third grade teachers, recognize the need to provide practice for associating letters and sounds and for applying them in identifying new words as indicated in the sub-items.

#### Table LVI

A study of the data shown in Table LVI indicates that significant differences exist with respect to only one of the six variables of the study. There is a significant difference at the .05 level of confidence in terms of grade taught. First grade teachers, more than second or third grade teachers, recognize the need to provide activities to train children to listen in order to draw conclusions and to note and remember details.

#### Table LVII

A study of the data shown in Table LVII shows that significant differences exist with respect to only one of the six variables of the study.

TABLE LV

FREQUENCY DISTRIBUTION OF RESPONSES TO STATEMENT 3, GROWTH TOWARD INDEPENDENCE AREA,  
ACCORDING TO GRADE TAUGHT, CLASSIFICATION OF SCHOOL, EXPERIENCE AND  
AGE OF RESPONDENTS, AMOUNT OF COLLEGE TRAINING,  
AND REGENCY OF COLLEGE TRAINING

Statement: I plan specific exercises in addition to the basal workbook, to provide practice for pupils:																					
	Number	a. See Letter Differences				b. Hear Sound Differences				c. Associate Letter and Sound				d. Figure Out New Words				e. Use Context			
		A*	U*	S*	N*	A	U	S	N	A	U	E	N	A	U	S	N	A	U	S	N
<b>Grade Taught</b>																					
Grade 1	208	158	30	13	7	168	27	8	5	164	32	6	6	168	28	9	3	145	33	23	7
Grade 2	197	110	53	23	11	137	45	12	3	134	44	13	6	146	38	10	3	122	58	12	5
Grade 3	204	88	62	40	14	100	62	33	9	113	57	27	6	125	52	22	5	107	68	25	4
$X^2$		50.85				55.72				33.26				22.96				22.63			
Tab. $X^2$ at .05		(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6			
<b>Classification of School</b>																					
City	291	180	63	33	15	202	60	21	8	199	65	17	10	215	51	16	9	182	77	22	10
Town	172	92	46	26	8	110	38	19	5	115	36	17	4	120	37	14	1	101	47	22	2
Rural	146	84	36	17	9	93	36	12	5	97	32	12	5	104	30	10	2	91	35	16	4
$X^2$		4.37**				3.68**				4.19**				***				6.10**			
Tab. $X^2$ at .05		(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6			
<b>Experience</b>																					
Under 5 Years	83	49	24	8	2	55	22	5	1	56	21	4	2	59	17	5	2	49	28	6	0
6-10 Years	120	77	28	11	4	87	24	6	3	91	22	6	1	96	18	5	1	79	27	12	2
Over 10 Years	406	230	93	58	25	263	88	43	12	264	90	37	15	284	83	30	9	246	104	43	13
$X^2$		9.54**				***				10.31**				***				***			
Tab. $X^2$ at .05		(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6			
<b>College Training</b>																					
3 Years or Less	75	40	18	12	5	48	16	9	2	48	15	6	6	53	16	4	2	40	19	12	4
4 Years	18	12	4	2	0	13	4	1	0	14	3	0	1	15	3	0	0	13	5	0	0
Bachelor's Degree	413	238	101	51	23	270	94	35	14	277	91	34	11	298	76	30	9	250	109	42	12
5 Years	13	9	3	1	0	9	4	0	0	9	4	0	0	9	3	1	0	8	4	1	0
Master's Degree	73	49	14	7	3	56	9	8	0	53	14	5	1	54	14	5	0	53	16	4	0
Beyond Master's	17	8	5	4	0	9	7	1	0	10	6	1	0	10	6	1	0	10	6	1	0
$X^2$		***				***				***				***				***			
Tab. $X^2$ at .05		(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6			
<b>Regency of Training</b>																					
Before 1946	138	69	38	20	11	82	38	12	6	83	36	12	7	90	35	8	5	73	46	13	6
1946-55	60	38	9	10	3	41	12	5	2	43	9	5	3	47	8	4	1	38	10	9	3
1951-55	121	73	24	15	8	80	22	14	5	84	23	12	2	89	19	11	2	75	28	16	2
1956-60	192	118	45	22	7	133	42	14	3	131	44	13	4	142	35	12	3	127	46	16	3
Since 1961	98	58	29	9	2	69	20	8	1	70	21	5	2	71	21	6	0	61	29	6	2
$X^2$		15.77**				***				12.28**				***				17.71**			
Tab. $X^2$ at .05		(21.02) df 12				(21.02) df 12				(21.02) df 12				(21.02) df 12				(21.02) df 12			
<b>Age</b>																					
Under 30	73	44	19	8	2	52	16	5	0	49	19	5	0	51	17	5	0	36	28	9	0
30-39 Years	113	73	22	12	6	81	18	8	2	81	18	9	5	88	15	9	1	78	23	8	4
Over 40	423	238	104	56	25	271	100	41	11	280	96	33	14	299	86	28	10	259	108	45	11
$X^2$		7.11**				***				***				***				***			
Tab. $X^2$ at .05		(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6			

\*A - Always \*U - Usually \*S - Sometimes \*N - Never  
 \*\*Not significant  
 \*\*\*Not valid

TABLE LVI

FREQUENCY DISTRIBUTION OF RESPONSES TO STATEMENT 4, GROWTH TOWARD INDEPENDENCE AREA,  
ACCORDING TO GRADE TAUGHT, CLASSIFICATION OF SCHOOL, EXPERIENCE AND  
AGE OF RESPONDENTS, AMOUNT OF COLLEGE TRAINING,  
AND REGENCY OF COLLEGE TRAINING

Statement: I read orally simple paragraphs to train pupils:																					
	Number	a. Draw Conclusions				b. Main Idea				c. Remember Details				d. Exact Word Meaning				e. Interpret Pronouns, Adverbs			
		A*	U*	S*	N*	A	U	S	N	A	U	S	N	A	U	S	N	A	U	S	N
<b>Grade Taught</b>																					
Grade 1	208	101	54	43	10	99	52	46	11	97	47	49	15	72	51	56	29	29	37	59	83
Grade 2	197	83	65	43	6	88	61	41	7	67	69	54	9	59	73	51	14	23	30	75	69
Grade 3	204	66	68	59	11	79	62	51	12	60	74	60	10	71	61	59	13	24	45	76	59
$\chi^2$		14.31				5.46**				19.19				12.27**				9.60**			
Tab. $\chi^2$ at .05		(12.59) df 6				(12.59) df 6				(12.59) df 5				(12.59) df 6				(12.59) df 6			
<b>Classification of School</b>																					
City	291	117	86	73	15	124	86	67	14	102	93	77	19	92	88	81	30	34	52	103	102
Town	172	77	52	38	5	81	47	37	7	63	57	44	8	61	50	47	14	23	30	58	61
Rural	146	56	49	34	7	61	42	34	9	59	40	42	5	49	47	37	13	19	30	49	48
$\chi^2$		3.02**				1.97**				2.58**				1.33**				0.93**			
Tab. $\chi^2$ at .05		(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6			
<b>Experience</b>																					
Under 5 Years	83	40	26	14	3	44	23	14	2	34	33	15	1	35	27	21	0	8	14	30	31
6-10 Years	120	50	42	24	4	55	40	19	6	44	43	24	9	41	37	29	13	13	31	39	37
Over 10 Years	406	160	119	106	21	167	112	107	22	146	114	123	23	126	121	117	42	55	67	141	143
$\chi^2$		7.62**				12.15**				***				***				6.56**			
Tab. $\chi^2$ at .05		(12.59) df 6				(12.59) df 6												(12.59) df 6			
<b>College Training</b>																					
3 Years or Less	75	20	24	21	10	25	27	20	3	20	28	20	7	24	19	22	10	11	11	22	31
4 Years	18	10	6	2	0	11	4	3	0	10	4	4	0	7	6	4	1	2	4	3	9
Bachelor's Degree	413	175	126	98	14	180	117	94	22	149	130	112	22	136	126	114	37	48	79	144	142
5 Years	13	6	4	2	1	6	4	2	1	7	3	2	1	3	6	2	2	2	3	6	2
Master's Degree	73	37	19	16	1	41	17	13	2	35	20	17	1	31	22	18	2	13	12	27	21
Beyond Master's	17	2	8	3	1	3	6	7	1	3	5	7	2	1	6	6	4	0	3	7	7
$\chi^2$		***				***				***				***				***			
Tab. $\chi^2$ at .05																					
<b>Regency of Training</b>																					
Before 1946	138	44	44	41	9	48	45	38	9	36	45	46	11	42	36	42	18	17	22	44	55
1946-50	60	25	16	16	3	27	15	14	4	21	19	16	4	24	18	14	4	8	8	20	24
1951-55	121	52	36	29	4	56	33	28	4	52	31	31	7	38	34	37	12	18	24	42	37
1956-60	192	87	37	41	7	89	56	39	8	72	65	47	8	66	66	46	14	24	39	67	62
Since 1961	98	42	54	19	3	46	26	21	5	43	30	23	2	32	31	27	8	9	19	36	34
$\chi^2$		11.84**				7.94**				17.29**				9.95**				6.07**			
Tab. $\chi^2$ at .05		(21.02) df 12				(21.02) df 12				(21.02) df 12				(21.02) df 12				(21.02) df 12			
<b>Age</b>																					
Under 30	73	34	23	15	1	36	18	18	1	32	23	17	1	28	18	25	1	1	12	28	32
30-39 Years	113	47	38	24	4	33	30	25	5	45	34	27	7	41	37	27	8	11	26	44	32
Over 40	423	168	126	107	22	176	127	97	23	147	132	119	27	133	130	113	47	62	76	137	148
$\chi^2$		***				***				***				***				***			
Tab. $\chi^2$ at .05																					

\*A - Always \*U - Usually \*S - Sometimes \*N - Never

\*\*Not significant

\*\*\*Not valid

This difference is significant at the .05 level of confidence in terms of grade taught. First and second grade teachers, more than third grade teachers, recognize the need for practice in reading for the purpose of determining the sequence of events.

#### Table LVIII

A study of the data shown in Table LVIII indicates differences exist in terms of grade taught, classification of schools, recency of training, and age of the teacher with respect to certain sub-items for provision of materials to encourage wide reading on the part of children.

Second and third grade teachers recognize the need for providing children's magazines and newspapers for wide reading more than do the first grade teachers.

A significant difference also exists at the .05 level in terms of classification of schools of the respondents. City teachers, more than town and rural teachers, indicate a use of basal readers from other series.

Teachers with training before 1946 favor the use of literature readers to encourage children to read widely more than do teachers trained since 1946. This difference is significant at the .05 level of confidence.

The difference among teachers, in terms of age, is also significant at the .05 level with teachers over 40 favoring the use of literature readers and basal readers from other series and teachers under 40 tending to reject the use of these materials.

TABLE LVII

FREQUENCY DISTRIBUTION OF RESPONSES TO STATEMENT 5, GROWTH TOWARD INDEPENDENCE AREA,  
ACCORDING TO GRADE TAUGHT, CLASSIFICATION OF SCHOOL, EXPERIENCE AND AGE OF  
RESPONDENTS, AMOUNT OF COLLEGE TRAINING, AND  
RECENCY OF COLLEGE TRAINING

Statement: I supply a wide variety of simple reading material for pupils to practice reading skills needed for various purposes, such as:																		
	Number	a. Main Idea				b. Details				c. Drawing Conclusions				d. Sequence of Events				
		A*	U*	S*	N*	A	U	S	N	A	U	S	N	A	U	S	N	
<b>Grade Taught</b>																		
Grade 1	208	119	54	25	10	79	55	53	21	96	64	34	14	110	65	23	10	
Grade 2	197	98	63	28	8	59	74	49	15	82	60	43	12	105	62	23	7	
Grade 3	204	90	75	36	3	64	72	55	13	71	73	54	6	85	76	40	3	
$X^2$		11.96**				7.69**				11.58**				13.54				
Tab. $X^2$ at .05		(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6				
<b>Classification of School</b>																		
City	291	151	92	42	6	91	111	72	17	118	103	60	10	145	103	35	8	
Town	172	89	50	23	10	58	48	50	16	72	51	37	12	83	53	27	9	
Rural	146	67	50	22	7	53	42	35	16	59	43	34	10	72	47	24	3	
$X^2$		7.70**				12.09**				7.73**				5.06**				
Tab. $X^2$ at .05		(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6				
<b>Experience</b>																		
Under 5 Years	83	49	19	11	4	31	25	21	6	39	24	15	5	49	21	8	3	
6-10 Years	120	62	38	17	3	43	44	24	9	51	40	23	6	65	37	14	4	
Over 10 Years	406	196	135	60	15	128	132	112	34	159	133	93	21	186	145	64	11	
$X^2$		5.27**				4.59**				2.76**				8.74**				
Tab. $X^2$ at .05		(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6				
<b>College Training</b>																		
3 Years or Less	75	34	21	16	5	21	14	31	9	26	16	26	7	28	29	17	1	
4 Years	18	10	6	0	1	8	6	2	2	7	6	3	2	10	6	2	0	
Bachelor's Degree	413	202	134	61	16	133	147	98	35	167	140	82	24	204	134	56	18	
5 Years	13	6	4	3	0	5	5	3	0	5	6	2	0	8	5	0	0	
Master's Degree	73	48	17	8	0	30	20	19	4	37	21	14	1	43	18	11	1	
Beyond Master's	17	7	10	0	0	5	8	4	0	7	8	2	0	7	10	0	0	
$X^2$		***				***				***				***				
Tab. $X^2$ at .05		***				***				***				***				
<b>Recency of Training</b>																		
Before 1946	138	53	58	22	5	30	50	44	14	44	49	36	9	53	56	27	2	
1946-50	60	27	21	10	2	17	21	16	6	20	24	11	5	26	18	11	5	
1951-55	121	65	36	18	2	44	37	33	7	52	36	30	3	62	43	12	4	
1956-60	192	116	46	23	7	72	64	40	16	89	58	34	11	106	56	25	5	
Since 1961	98	46	31	16	5	39	29	24	6	44	30	20	4	53	30	11	4	
$X^2$		20.80**				16.46**				15.25**				20.63**				
Tab. $X^2$ at .05		(21.02) df 12				(21.02) df 12				(21.02) df 12				(21.02) df 12				
<b>Age</b>																		
Under 30	73	42	20	8	3	24	24	19	6	30	25	14	4	41	23	6	3	
30-39 Years	113	55	40	17	1	41	39	28	5	52	35	24	2	61	34	16	2	
Over 40	423	209	132	64	18	137	138	109	39	167	137	92	27	198	145	64	16	
$X^2$		***				6.27**				8.77**				8.13**				
Tab. $X^2$ at .05		***				(12.59) df 6				(12.59) df 6				(12.59) df 6				

\*A - Always    \*U - Usually    \*S - Sometimes    \*N - Never  
 \*\*Not significant  
 \*\*\*Not valid

TABLE LVIII

FREQUENCY DISTRIBUTION OF RESPONSES TO STATEMENT 6, GROWTH TOWARD INDEPENDENCE AREA,  
ACCORDING TO GRADE TAUGHT, CLASSIFICATION OF SCHOOL, EXPERIENCE AND  
AGE OF RESPONDENTS, AMOUNT OF COLLEGE TRAINING,  
AND REGENCY OF COLLEGE TRAINING

Statement: To encourage children to read widely, I provide copies of many different and suitable children's books such as:		a. Library Books				b. Literature Books				c. Basal Readers				d. Content Books				e. Magazines Newspapers			
	Number	A*	U*	S*	N*	A	U	S	N	A	U	S	N	A	U	S	N	A	U	S	N
<b>Grade Taught</b>																					
Grade 1	208	170	21	12	5	82	37	41	48	151	26	23	8	122	40	33	13	82	37	65	24
Grade 2	197	172	23	0	4	84	34	43	36	135	30	25	6	125	40	22	10	108	38	41	10
Grade 3	204	178	20	5	1	93	41	44	26	131	36	28	9	136	38	21	9	116	37	47	4
$\chi^2$		***				6.68**				4.18**				4.24**				24.77			
Tab. $\chi^2$ at .05						(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6			
<b>Classification of School</b>																					
City	291	258	23	8	2	132	48	55	56	217	38	23	13	184	53	37	17	150	58	66	17
Town	172	139	20	9	5	70	39	30	33	104	30	30	7	102	39	22	9	88	28	46	10
Rural	146	123	21	1	1	57	23	44	22	96	24	23	3	97	26	18	5	68	26	41	11
$\chi^3$		***				12.13**				14.61				2.08**				4.56**			
Tab. $\chi^2$ at .05						(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6			
<b>Experience</b>																					
Under 5 Years	83	72	9	2	0	29	19	17	16	54	19	8	0	48	20	11	2	34	19	25	5
6-10 Years	120	105	12	2	1	54	20	28	18	85	18	11	6	74	26	13	7	64	19	30	7
Over 10 Years	406	343	44	11	9	176	73	80	77	278	55	57	15	261	72	50	23	208	74	98	26
$\chi^2$		***				3.83**				8.64**				4.37**				4.63**			
Tab. $\chi^2$ at .05						(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6			
<b>College Training</b>																					
3 Years or Less	75	59	12	1	3	25	7	20	23	48	14	9	4	39	17	11	8	35	19	16	5
4 Years	18	18	0	0	0	9	2	1	6	12	2	2	2	12	2	2	2	10	5	2	1
Bachelor's Degree	413	350	44	14	6	172	79	89	73	276	64	56	16	260	79	55	19	200	67	117	29
5 Years	13	12	1	0	0	6	5	1	1	10	1	1	1	10	2	1	0	11	2	0	0
Master's Degree	73	67	5	1	0	40	13	12	8	57	8	7	1	51	13	6	3	41	17	11	4
Beyond Master's	17	14	2	1	0	7	6	1	3	14	3	0	0	11	5	1	0	9	2	6	0
$\chi^2$		***				***				***				***				***			
Tab. $\chi^2$ at .05																					
<b>Regency of Training</b>																					
Before 1946	138	114	18	2	5	56	24	26	32	90	24	17	6	80	30	20	8	75	22	32	9
1946-50	60	54	3	3	0	30	4	13	13	41	2	13	4	39	3	14	4	24	9	22	5
1951-55	121	102	14	3	2	53	15	32	21	81	16	20	4	77	23	15	6	58	23	33	7
1956-60	192	166	16	7	3	85	38	36	33	133	33	19	7	124	40	16	12	98	40	42	12
Since 1961	98	84	13	1	0	35	31	20	12	72	17	7	2	63	22	16	1	51	18	23	6
$\chi^2$		***				25.33				19.33**				***				8.25**			
Tab. $\chi^2$ at .05						(21.02) df 12				(21.02) df 12								(21.02) df 12			
<b>Age</b>																					
Under 30	73	62	8	3	0	20	18	14	21	49	15	8	1	34	21	14	4	23	14	33	3
30-39 Years	113	99	10	4	0	47	22	31	13	81	13	13	6	76	15	15	7	54	19	28	12
Over 40	423	358	46	10	10	191	72	83	77	286	64	55	17	272	82	48	21	228	79	92	24
$\chi^2$		***				16.80				***				11.92**				22.89			
Tab. $\chi^2$ at .05						(12.59) df 6								(12.59) df 6				(12.59) df 6			

\*A - Always \*U - Usually \*S - Sometimes \*N - Never  
\*\*Not significant  
\*\*\*Not valid



## Table LIX

A study of the data presented in Table LIX shows a significant difference at the .05 level of confidence for three of the six sub-items of the statement of practices relating to the pronunciation of new words. These are: using familiar prefixes, suffixes, and structural analysis. The difference is related only to the grade taught by the respondent. Second and third grade teachers recognize the need to provide these practices while first grade teachers apparently do not recognize such need.

## Table LX

A study of the data shown in Table LX reveals that a significant difference exists between the grade taught by the respondent and the practice of using individual diagnostic reading tests as a means of diagnosing individual reading problems. Third grade teachers, more than first and second grade teachers, indicate the use of this technique.

A significant difference at the .05 level exists in terms of classification of schools of the respondent and the use of informal reading tests, group achievement tests in reading, and individual diagnostic reading tests as means of diagnosing individual differences among children in reading. City and town teachers, more than rural teachers, indicate use of these practices.

Teachers with more training indicate the use of individual diagnostic tests for diagnosing individual problems in reading while teachers with less training seem not to indicate its use. This is significant at the .05 level of confidence.

The more recently trained teachers tend to use an individual diagnostic reading test more than do the less recently trained teachers.

TABLE LIX  
 FREQUENCY DISTRIBUTION OF RESPONSES TO STATEMENT 7, GROWTH TOWARD INDEPENDENCE AREA, ACCORDING  
 TO GRADE TAUGHT, CLASSIFICATION OF SCHOOL, EXPERIENCE AND AGE  
 OF RESPONDENTS, AMOUNT OF COLLEGE TRAINING,  
 AND RECENCY OF COLLEGE TRAINING

Statement: To help students decide on the pronunciation of new words, I use the chalkboard and then follow up with teacher-prepared sheets and workbook sheets to provide practice in:

	Number	a. Sounds with Letters				b. Context				c. Phonetic Analysis				d. Familiar Prefixes				e. Familiar Suffixes				f. Structural Analysis			
		A*	U*	S*	N*	A	U	S	N	A	U	S	N	A	U	S	N	A	U	S	N	A	U	S	N
Grade Taught																									
Grade 1	208	156	30	16	6	141	33	23	11	148	34	17	9	79	33	50	46	103	43	38	24	109	42	35	22
Grade 2	197	139	37	16	4	118	51	19	9	147	35	12	3	100	51	30	16	127	52	13	5	119	48	21	9
Grade 3	204	126	59	19	0	129	52	20	3	138	49	15	2	133	50	19	2	132	51	19	2	125	54	21	4
X <sup>2</sup>		***				10.23**				10.23**				76.30				42.52				18.42			
Tab. X <sup>2</sup> at .05						(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6							
Classification of School																									
City	291	211	62	14	4	195	70	17	9	212	56	15	8	137	72	53	29	171	71	35	14	171	79	32	19
Town	172	113	34	21	4	96	41	26	0	119	32	17	4	92	34	27	19	102	41	18	11	103	31	31	7
Rural	146	97	30	16	3	97	25	19	5	102	30	11	3	83	28	20	15	89	34	17	6	79	34	24	9
X <sup>2</sup>		12.10**				17.36				4.30**				5.65**				1.43**				17.54			
Tab. X <sup>2</sup> at .05		(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6							
Experience																									
Under 5 Years	83	58	18	5	0	50	27	4	0	66	10	6	1	42	21	11	9	47	23	8	5	51	18	12	2
6-10 Years	120	82	26	9	3	79	22	11	8	86	25	6	3	61	24	26	9	68	33	16	3	70	29	13	8
Over 10 Years	406	281	82	36	7	259	87	46	14	281	83	32	10	209	89	63	45	247	90	47	22	232	97	51	26
X <sup>2</sup>		**				***				***				4.90**				4.76**				2.78**			
Tab. X <sup>2</sup> at .05										(12.59) df 6				(12.59) df 6				(12.59) df 6							
College Training																									
3 Years or Less	75	51	15	5	4	40	19	11	5	53	15	4	3	40	4	9	12	46	17	7	5	37	21	8	9
4 Years	18	14	1	1	2	12	3	2	1	14	3	1	0	6	2	7	3	8	5	4	1	9	3	5	1
Bachelor's Degree	413	279	93	36	5	262	98	39	14	294	78	33	8	215	93	64	41	241	101	50	21	241	95	54	23
5 Years	13	10	3	0	0	10	3	0	0	9	2	2	0	6	4	1	2	8	3	1	1	9	2	2	0
Master's Degree	73	55	10	7	1	50	12	8	3	50	16	4	3	35	17	6	5	46	17	7	3	45	19	7	2
Beyond Master's	17	12	4	1	0	14	1	2	0	13	4	0	0	10	4	2	1	13	3	1	0	12	4	1	0
X <sup>2</sup>		***				***				***				***				***							
Tab. X <sup>2</sup> at .05																									
Recency of Training																									
Before 1946	138	92	30	13	3	81	35	16	6	89	33	11	5	68	29	26	15	81	32	19	6	69	34	22	13
1946-50	60	42	10	6	2	43	9	5	3	45	11	4	0	33	12	6	9	36	13	7	4	38	12	5	5
1951-50	121	86	24	10	1	77	24	17	3	85	21	14	1	58	31	23	21	67	35	14	5	67	29	18	7
1956-60	192	134	42	12	4	125	41	18	8	143	34	10	5	99	46	26	9	117	44	20	11	116	50	21	5
Since 1961	98	67	20	10	0	62	27	6	3	71	19	6	2	54	16	19	0	61	22	11	4	63	19	11	5
X <sup>2</sup>		***				10.28**				***				***				3.80**				16.00**			
Tab. X <sup>2</sup> at .05						(21.02) df 12								(21.02) df 12				(21.02) df 12							
Age																									
Under 30	73	55	13	5	0	44	21	6	2	59	10	3	1	34	17	13	9	38	23	10	2	44	15	11	3
30-39 Years	133	77	26	9	1	74	27	6	6	80	25	5	1	53	26	20	14	64	26	15	8	68	30	11	4
Over 40	423	288	87	39	9	269	88	50	16	293	83	37	12	225	91	66	41	259	97	46	21	240	99	55	29
X <sup>2</sup>		***				7.14**				***				6.90**				5.30**				8.00**			
Tab. X <sup>2</sup> at .05						(12.59) df 6								(12.59) df 6				(12.59) df 6							

\*A - Always    \*U - Usually    \*S - Sometimes    \*N - Never  
 \*\*Not significant  
 \*\*\*Not valid

TABLE LX  
 FREQUENCY DISTRIBUTION OF RESPONSES TO STATEMENT 8, GROWTH TOWARD INDEPENDENCE AREA,  
 ACCORDING TO GRADE TAUGHT, CLASSIFICATION OF SCHOOL, EXPERIENCE AND  
 AGE OF RESPONDENTS, AMOUNT OF COLLEGE TRAINING,  
 AND REGENCY OF COLLEGE TRAINING

Statement: In assessing pupil progress and in diagnosing individual difficulties, I use:																					
	Number	a. Teacher-Made Tests				b. Standardized Tests				c. Achievement Tests				d. Diagnostic Reading Tests				e. Teacher Observation			
		A*	U*	S*	N*	A	U	S	N	A	U	S	N	A	U	S	N	A	U	S	N
<b>Grade Taught</b>																					
Grade 1	208	108	46	37	17	58	30	79	41	101	37	41	29	52	26	79	51	187	13	5	3
Grade 2	197	90	44	48	15	53	41	58	45	96	21	49	31	53	37	70	37	168	21	5	3
Grade 3	204	90	55	45	14	61	37	75	31	90	44	43	27	49	53	76	26	165	26	8	5
$\chi^2$		4.96**				8.17**				9.84**				16.75				8.35**			
Tab. $\chi^2$ at .05		(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6			
<b>Classification of School</b>																					
City	291	142	69	54	26	81	55	111	44	129	52	68	42	73	66	110	42	255	27	4	5
Town	172	91	39	29	13	49	30	44	49	78	31	32	31	49	23	57	43	141	18	9	4
Rural	146	55	37	47	7	42	23	37	24	80	19	33	14	32	27	58	29	124	15	5	2
$\chi^2$		15.71				17.21				7.90**				14.71				8.85**			
Tab. $\chi^2$ at .05		(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6			
<b>Experience</b>																					
Under 5 Years	83	44	23	12	4	23	16	26	18	31	13	25	13	20	23	26	14	70	11	1	1
6-10 Years	120	65	24	25	6	35	28	40	17	57	20	29	14	34	18	47	21	111	6	2	1
Over 10 Years	406	179	98	93	36	114	64	146	82	199	69	79	61	100	75	152	79	339	43	14	10
$\chi^2$		10.68**				5.77**				6.88**				6.69**				***			
Tab. $\chi^2$ at .05		(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6			
<b>College Training</b>																					
3 Years or Less	75	28	16	24	7	21	8	27	19	37	9	15	14	13	7	31	24	55	12	5	3
4 Years	18	9	2	4	3	4	3	7	3	10	2	1	5	4	2	7	5	17	0	0	1
Bachelor's Degree	413	198	100	83	32	116	74	142	81	181	75	97	60	106	87	150	70	354	42	10	7
5 Years	13	7	5	1	0	6	1	4	2	7	3	3	0	5	4	2	2	11	2	0	0
Master's Degree	73	38	17	14	4	22	15	25	11	45	8	12	8	23	11	29	10	68	3	2	0
Beyond Master's	17	8	5	4	0	3	7	7	0	7	5	5	0	3	5	6	3	15	1	1	0
$\chi^2$		***				***				***				26.43				***			
Tab. $\chi^2$ at .05		(12.59) df 6				(12.59) df 6				(12.59) df 6				(24.99) df 15				(12.59) df 6			
<b>Regency of Training</b>																					
Before 1946	138	56	39	31	12	36	23	47	32	68	19	24	27	24	29	57	28	106	22	4	6
1946-50	60	27	13	12	8	17	6	18	19	26	11	11	12	18	11	13	18	52	6	1	1
1951-55	121	61	24	28	8	30	26	50	15	56	26	26	13	38	19	40	24	104	9	6	2
1956-60	192	92	43	47	10	65	34	61	32	90	30	49	23	53	32	81	26	173	14	5	0
Since 1961	98	52	26	12	8	24	19	36	19	47	16	23	12	21	25	34	18	85	9	2	2
$\chi^2$		14.62**				19.03**				12.66**				24.22				***			
Tab. $\chi^2$ at .05		(21.02) df 12				(21.02) df 12				(21.02) df 12				(21.02) df 12				(21.02) df 12			
<b>Age</b>																					
Under 30	73	42	17	11	3	17	18	24	14	25	14	25	9	13	17	30	13	63	9	1	0
30-39 Years	113	64	21	20	8	33	22	33	25	48	20	28	17	36	26	33	18	103	8	0	2
Over 40	423	182	107	98	36	121	68	155	79	213	68	80	62	105	73	161	84	353	43	18	9
$\chi^2$		16.44				7.61**				13.28				11.86**				***			
Tab. $\chi^2$ at .05		(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6			

\*A - Always \*U - Usually \*S - Sometimes \*N - Never  
 \*\*Not significant  
 \*\*\*Not valid

Teachers under 40, more than teachers over 40 years of age, indicate the use of teacher-made group tests, standardized reading tests, and individual diagnostic reading tests for diagnosing individual reading problems. These differences are significant at the .05 level of confidence.

Table LXI

An analysis of the data in Table LXI discloses a significant difference among teachers of grades one, two, and three with respect to setting up purposes for reading. The difference is significant at the .05 level of confidence. First grade teachers indicate regular use of the teacher to identify purposes for reading a selection. Second and third grade teachers tend to use the teacher less for this purpose.

Table LXII

A study of the data shown in Table LXII reveals no significant difference exists concerning discussion following a reading lesson for allowing children to make comments, raise questions, clarify ideas, organize ideas, and answer questions posed preceding the reading of the story.

Table LXIII

A study of the data presented in Table LXIII shows a significant difference at the .05 level of confidence in terms of grade taught with second grade teachers, in general, recognizing the need for the unit or problem method of teaching in the content areas as a means of providing a variety of materials for meeting individual differences among students. First and third grade teachers seem not as aware of this need.

TABLE LXI

FREQUENCY DISTRIBUTION OF RESPONSES TO STATEMENT 9, GROWTH TOWARD INDEPENDENCE AREA, ACCORDING TO GRADE TAUGHT, CLASSIFICATION OF SCHOOL, EXPERIENCE AND AGE OF RESPONDENTS, AMOUNT OF COLLEGE TRAINING, AND REGENCY OF COLLEGE TRAINING

Statement: Before the reading lesson is begun, a purpose or purposes, in the form of one or more questions for the reading of a selection, are set:													
a. Teacher													
b. Pupils													
c. Teacher and Pupils													
	Number	A*	U*	S*	N*	A	U	S	N	A	U	S	N
<b>Grade Taught</b>													
Grade 1	208	109	48	17	34	0	6	25	177	22	13	19	154
Grade 2	197	98	49	25	25	1	7	39	150	20	21	23	133
Grade 3	204	94	56	39	15	3	13	76	112	13	25	58	108
$X^2$		16.56				***				42.81			
Tab. $X^2$ at .05		(12.59) df 6								(12.59) df 6			
<b>Classification of School</b>													
City	291	144	74	41	32	3	18	82	188	22	33	49	187
Town	172	85	41	21	25	1	6	35	130	19	14	33	106
Rural	146	72	38	17	19	0	2	23	121	14	12	19	101
$X^2$		1.85**				***				5.93**			
Tab. $X^2$ at .05		(12.59) df 6								(12.59) df 6			
<b>Experience</b>													
Under 5 Years	83	44	17	8	14	1	5	13	64	12	8	7	56
6-10 Years	120	65	29	13	13	0	4	28	88	8	9	20	83
Over 10 Years	406	192	107	60	47	3	17	99	287	35	40	75	256
$X^2$		5.19**				***				10.26**			
Tab. $X^2$ at .05		(12.59) df 6								(12.59) df 6			
<b>College Training</b>													
3 Years or Less	75	43	17	8	7	1	1	11	62	6	3	10	56
4 Years	18	9	5	1	3	0	0	3	15	3	0	3	12
Bachelor's Degree	413	208	107	51	47	2	23	94	294	33	42	70	268
5 Years	13	6	2	4	1	0	0	5	8	1	2	3	7
Master's Degree	73	26	20	11	16	1	2	19	51	12	9	12	40
Beyond Master's	17	9	2	5	1	0	0	8	9	0	3	3	11
$X^2$		***				***				***			
Tab. $X^2$ at .05													
<b>Recency of Training</b>													
Before 1946	138	72	39	17	10	1	3	29	105	10	7	25	96
1946-50	60	33	15	5	7	0	5	10	45	6	7	7	40
1951-55	121	61	27	20	13	0	6	28	87	7	13	20	81
1956-60	192	88	52	24	28	2	9	47	134	19	22	32	119
Since 1961	98	47	20	15	16	1	3	27	67	13	10	17	58
$X^2$		10.24**				**				10.69**			
Tab. $X^2$ at .05		(21.02) df 12								(21.02) df 12			
<b>Age</b>													
Under 30	73	35	17	9	12	0	3	16	54	9	9	9	46
30-39 Years	113	63	24	17	9	1	6	31	75	7	12	15	79
Over 40	423	203	111	55	54	3	17	94	309	39	38	77	269
$X^2$		7.99**				***				5.76**			
Tab. $X^2$ at .05		(12.59) df 6								(12.59) df 6			

\*A - Always \*U - Usually \*S - Sometimes \*N - Never

\*\*Not significant

\*\*\*Not valid

TABLE LXII  
 FREQUENCY DISTRIBUTION OF RESPONSES TO STATEMENT 10, GROWTH TOWARD INDEPENDENCE AREA,  
 ACCORDING TO GRADE TAUGHT, CLASSIFICATION OF SCHOOL, EXPERIENCE AND  
 AGE OF RESPONDENTS, AMOUNT OF COLLEGE TRAINING,  
 AND REGENCY OF COLLEGE TRAINING

Statement: I provide for informal class group discussion following the reading of a selection to give pupils opportunity:																						
	Number	a. Make Comments				b. Raise Questions				c. Clarify Ideas				d. Organize Ideas				e. Answer Questions				
		A*	U*	S*	N*	A	U	S	N	A	U	S	N	A	U	S	N	A	U	S	N	
Grade Taught																						
Grade 1	208	121	62	20	5	86	70	43	9	119	56	24	9	113	66	20	9	131	50	15	12	
Grade 2	197	108	66	22	1	82	65	45	5	105	61	27	4	99	71	24	3	129	42	21	5	
Grade 3	204	112	69	20	3	94	73	31	6	115	65	18	6	112	70	17	5	131	59	10	4	
$X^2$		***				5.02**				3.91**				4.76**				12.25**				
Tab. $X^2$ at .05						(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6				
Classification of School																						
City	291	162	93	32	4	135	90	59	7	168	85	29	9	164	85	36	6	192	65	24	10	
Town	172	99	53	17	3	68	63	36	5	93	53	19	7	85	68	13	6	114	42	12	4	
Rural	146	80	51	14	1	59	55	24	8	78	44	19	5	75	54	13	4	85	44	10	7	
$X^2$		***				6.46**				2.77**				7.92**				4.99**				
Tab. $X^2$ at .05						(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6				
Experience																						
Under 5 Years	83	51	24	8	0	47	27	9	0	57	22	2	0	54	26	3	0	59	16	7	1	
6-10 Years	120	67	42	11	0	55	41	23	1	69	35	14	2	65	42	10	3	79	31	8	2	
Over 10 Years	406	223	131	44	8	160	140	87	19	213	125	52	16	205	139	49	13	253	104	31	18	
$X^2$		***				***				***				***				***				
Tab. $X^2$ at .05																						
College Training																						
3 Years or Less	75	39	26	8	2	23	29	17	6	29	30	12	4	33	30	9	3	41	21	9	4	
4 Years	18	9	8	0	1	8	8	2	0	8	6	2	2	9	8	0	1	12	5	0	1	
Bachelor's Degree	413	230	136	42	5	180	143	77	13	232	124	44	13	215	145	42	11	258	111	30	14	
5 Years	13	7	6	0	0	5	6	2	0	7	5	1	0	6	6	1	0	9	3	1	0	
Master's Degree	73	46	16	11	0	36	18	18	1	51	13	8	1	51	13	8	1	58	7	6	2	
Beyond Master's	17	10	5	2	0	10	4	3	0	12	4	1	0	10	5	2	0	13	4	0	0	
$X^2$		***				***				***				***				***				
Tab. $X^2$ at .05																						
Regency of Training																						
Before 1946	138	76	44	15	3	48	54	29	7	64	51	17	6	65	57	17	5	82	41	10	5	
1946-50	60	37	16	5	2	28	14	14	4	36	14	8	2	33	17	8	2	43	11	2	4	
1951-55	121	71	37	13	0	60	35	23	3	73	30	13	5	65	40	14	2	77	30	10	4	
1956-60	192	100	67	24	1	79	68	41	4	103	60	25	4	103	62	23	4	119	48	20	5	
Since 1961	98	57	33	6	2	47	37	12	2	63	27	5	3	58	31	6	3	70	21	4	3	
$X^2$		***				17.49**				14.81**				9.35**				12.07**				
Tab. $X^2$ at .05						(21.02) df 12				(21.02) df 12				(21.02) df 12				(21.02) df 12				
Age																						
Under 30	73	46	20	7	0	39	23	11	0	48	18	7	0	50	20	3	0	53	14	6	0	
30-39 Years	113	66	36	10	1	56	35	19	3	72	28	11	2	61	39	12	1	72	30	8	3	
Over 40	423	228	141	47	7	167	150	89	17	218	136	51	18	213	147	48	15	265	107	33	18	
$X^2$		***				***				***				***				***				
Tab. $X^2$ at .05																						

\*A - Always \*U - Usually \*S - Sometimes \*N - Never  
 \*\*Not significant  
 \*\*\*Not valid

TABLE LXIII

FREQUENCY DISTRIBUTION OF RESPONSES TO STATEMENT 11, GROWTH TOWARD INDEPENDENCE AREA, ACCORDING TO GRADE TAUGHT, CLASSIFICATION OF SCHOOL, EXPERIENCE AND AGE OF RESPONDENTS, AMOUNT OF COLLEGE TRAINING, AND RECENCY OF COLLEGE TRAINING

Statement: I use the unit or problem method of teaching in the content area to provide for:													
	Number	a. Wide Reading				b. Practicing Reading				c. Individual Differences			
		A*	U*	S*	N*	A	U	S	N	A	U	S	N
<b>Grade Taught</b>													
Grade 1	208	92	58	37	21	92	54	43	19	118	43	28	19
Grade 2	197	92	44	44	17	78	65	41	13	127	42	19	9
Grade 3	204	90	67	39	8	86	74	37	7	111	64	24	5
$\chi^2$		11.37**				8.75**				17.50			
Tab. $\chi^2$ at .05		(12.59) df 6				(12.59) df 6				(12.59) df 6			
<b>Classification of School</b>													
City	291	135	77	57	22	135	82	52	22	168	70	34	19
Town	172	79	49	33	11	71	62	32	7	105	43	18	6
Rural	146	60	43	30	13	50	49	35	12	83	36	19	8
$\chi^2$		2.04**				11.45**				3.28**			
Tab. $\chi^2$ at .05		(12.59) df 6				(12.59) df 6				(12.59) df 6			
<b>Experience</b>													
Under 5 Years	83	41	24	15	3	37	28	15	3	51	22	7	3
6-10 Years	120	55	33	25	7	52	39	23	6	73	26	18	3
Over 10 Years	406	178	112	80	36	167	126	81	32	232	100	47	27
$\chi^2$		4.11**				3.44**				6.22**			
Tab. $\chi^2$ at .05		(12.59) df 6				(12.59) df 6				(12.59) df 6			
<b>College Training</b>													
3 Years or Less	75	37	16	16	6	30	22	17	6	43	13	13	6
4 Years	18	9	5	0	4	9	6	0	3	13	3	0	2
Bachelor's Degree	413	174	122	87	30	164	138	85	26	230	114	50	19
5 Years	13	7	4	2	0	6	6	1	0	10	2	1	0
Master's Degree	73	41	15	11	6	38	17	12	6	50	13	4	6
Beyond Master's	17	6	7	4	0	9	4	4	0	10	3	4	0
$\chi^2$		***				***				***			
Tab. $\chi^2$ at .05													
<b>Recency of Training</b>													
Before 1946	138	63	38	26	11	59	44	26	19	74	34	20	10
1946-50	60	25	14	13	8	28	12	14	6	38	9	11	2
1951-55	121	54	36	24	7	42	43	27	9	71	35	10	5
1956-60	192	86	54	39	13	82	64	34	12	112	46	22	12
Since 1961	98	46	27	18	7	45	30	18	5	61	25	8	4
$\chi^2$		4.46**				8.40**				12.47**			
Tab. $\chi^2$ at .05		(21.02) df 12				(21.02) df 12				(21.02) df 12			
<b>Age</b>													
Under 30	73	35	19	15	4	33	20	16	4	40	19	11	3
30-39 Years	113	44	43	23	3	47	42	21	3	74	25	12	2
Over 40	423	194	107	83	39	175	131	83	34	241	105	53	28
$\chi^2$		13.48				7.93**				8.04**			
Tab. $\chi^2$ at .05		(12.59) df 6				(12.59) df 6				(12.59) df 6			

\*A - Always    \*U - Usually    \*S - Sometimes    \*N - Never

\*\*Not significant

\*\*\*Not valid

A significant difference exists, in terms of age of the respondents, in relation to the practice of providing for wide and effective reading in the content areas beyond a single textbook. Teachers under 40 years of age indicate more use of this practice.

Table LXIV

A study of the data summarized in Table LXIV reveals a significant difference among teachers of grades one, two, and three with respect to the provision for oral reading practice to convey information, to practice good phrasing, to practice the use of punctuation marks, to use good expression, to do fluent reading, to read to the teacher, to do choral reading, and to read to prove or disprove a statement. First grade teachers make more use of these practices than do second and third grade teachers. The difference with respect to these sub-items is significant at the .05 level of confidence.

A significant difference among respondents, in terms of teaching experience, exists at the .05 level, only with respect to use of oral reading to prove or disprove a statement. The more experienced teachers indicate more use of this practice than do the less experienced teachers.

The data also reveal that teachers trained since 1946 make greater use of oral reading to prove or disprove a statement than do teachers trained prior to that period. The difference here is significant at the .05 level of confidence.

A significant difference exists among the respondents in terms of age. The difference is significant at the .05 level with respect to the use of oral reading to prove or disprove a statement. In general, teachers over 40 report more use of this practice.



TABLE LXIV

FREQUENCY DISTRIBUTION OF RESPONSES TO STATEMENT 12, GROWTH TOWARD INDEPENDENCE AREA, ACCORDING TO GRADE TAUGHT, CLASSIFICATION OF SCHOOL, EXPERIENCE AND AGE TO RESPONDENTS, AMOUNT OF COLLEGE TRAINING, AND RECENCY OF COLLEGE TRAINING

Statement: I provide many situations for children to do worthwhile purposeful oral reading such as:		a. Convey Information		b. Convey Pleasure		c. Good Phrasing		d. Use of Punctuation		e. Good Expression		f. Fluent Reading		g. Read to Teacher		h. Choral Reading		i. Prove or Disprove a Statement			
Number	A*	U*	S*	N*	A	U	S	N	A	U	S	N	A	U	S	N	A	U	S	N	
<b>Grade Taught</b>																					
Grade 1	208	126	39	27	16	114	56	30	8	133	43	20	12	133	34	29	12	154	30	13	11
Grade 2	197	110	52	28	7	104	59	31	1	116	52	22	7	127	52	13	5	136	46	10	5
Grade 3	204	107	65	28	4	87	64	50	3	97	76	27	4	112	63	24	5	121	53	27	3
$\chi^2$		15.46				***			21.37				19.50					18.48			
Tab. $\chi^2$ at .05		(12.59)	df 6						(12.59)	df 6			(12.59)	df 6				(12.59)	df 6		
<b>Classification of School</b>																					
City	291	164	81	32	14	148	82	56	5	162	80	35	14	173	71	33	14	201	64	17	9
Town	172	105	35	28	4	89	54	27	2	101	52	17	2	106	46	17	3	113	40	12	7
Rural	146	74	40	23	9	68	43	30	5	83	40	16	7	93	32	16	5	97	31	12	6
$\chi^2$		10.38**				4.68**			5.44**				4.29**					3.10**			
Tab. $\chi^2$ at .05		(12.59)	df 6			(12.59)	df 6		(12.59)	df 6			(12.59)	df 6				(12.59)	df 6		
<b>Experience</b>																					
Under 5 Years	83	55	17	9	2	48	21	13	1	46	24	10	3	54	22	6	1	63	14	5	1
6-10 Years	120	74	27	16	3	65	33	22	0	69	37	11	3	73	32	12	3	85	28	3	4
Over 10 Years	406	214	112	59	21	192	125	78	11	231	110	48	17	245	95	48	18	263	93	33	17
$\chi^2$		8.76**				***			2.04**				***					***			
Tab. $\chi^2$ at .05		(12.59)	df 6						(12.59)	df 6								9.88**			
<b>College Training</b>																					
3 Years or Less	75	34	25	11	5	28	26	16	5	45	18	6	6	48	16	7	4	53	16	3	3
4 Years	18	14	4	0	0	13	4	1	0	14	2	1	1	12	4	0	2	13	4	0	1
Bachelor's Degree	413	233	104	59	17	206	125	75	7	225	126	48	14	245	112	41	14	275	96	27	15
5 Years	13	9	3	1	0	8	4	1	0	7	4	2	0	9	1	3	0	9	2	2	0
Master's Degree	73	44	16	10	3	41	17	15	0	46	17	8	2	49	12	10	2	51	13	6	3
Beyond Master's	17	9	4	4	0	9	3	5	0	9	4	4	0	9	4	4	0	10	4	3	0
$\chi^2$		***				***			***				***					***			
Tab. $\chi^2$ at .05																					
<b>Recency of Training</b>																					
Before 1946	138	65	49	17	7	58	47	28	5	77	36	18	5	83	30	18	7	90	33	11	4
1946-50	60	36	12	9	3	39	13	8	0	39	16	3	2	38	17	3	2	42	13	1	4
1951-55	121	71	25	20	5	63	36	20	2	68	34	16	3	73	27	17	4	80	25	11	5
1956-60	192	107	49	29	7	90	59	41	2	106	58	21	7	113	52	20	7	130	43	12	7
Since 1961	98	64	21	10	3	55	24	17	2	56	27	12	3	65	22	9	2	69	21	6	2
$\chi^2$		14.96**				***			6.49**				7.59**					***			
Tab. $\chi^2$ at .05		(21.02)	df 12						(21.02)	df 12			(21.02)	df 12				***			
<b>Age</b>																					
Under 30	73	45	15	11	2	38	19	15	1	41	23	7	2	46	19	6	2	55	14	3	1
30-39 Years	113	68	26	18	1	63	32	18	0	66	34	11	2	75	23	10	1	80	25	7	1
Over 40	423	230	114	56	23	203	128	81	11	238	114	52	19	250	107	47	19	275	96	32	20
$\chi^2$		***				***			5.54**				***					***			
Tab. $\chi^2$ at .05									(12.59)	df 6								10.20**			

\*A - Always \*U - Usually \*S - Sometimes \*N - Never  
 \*\*Not significant  
 \*\*\*Not valid

## Table LXV

A study of the data shown in Table LXV indicates that a significant difference exists at the .05 level of confidence in terms of grade taught. First grade teachers, in general, provide opportunities for oral reading using experience stories, literature readers, and interesting sentences or paragraphs from content area materials. Second and third grade teachers make less use of these practices.

A significant difference exists at the .05 level with city and town teachers favoring use of experience stories for oral reading while rural teachers attach less importance to this practice.

Teachers under 40 provide oral reading exercises using experience stories and simple trade or library books whereas teachers over 40 do not make regular use of these materials. The difference is significant at the .05 level of confidence.

## Table LXVI

A study of the data shown in Table LXVI discloses that significant differences exist with respect to only one of the six variables of the study. There is a significant difference at the .05 level of confidence in terms of grade taught by the respondents. First grade teachers, more than second or third grade teachers, recognize the need to continue instruction and practice in phonetic analysis for all pupils.

## Table LXVII

A study of the data shown in Table LXVII indicates significant differences exist with respect to only one of the six variables of the study. First and second grade teachers, more than third grade teachers, read content material to children if the children are unable to read it. This difference is significant at the .05 level of confidence.

TABLE LXV

FREQUENCY DISTRIBUTION OF RESPONSES TO STATEMENT 13, GROWTH TOWARD INDEPENDENCE AREA,  
 ACCORDING TO GRADE TAUGHT, CLASSIFICATION OF SCHOOL, EXPERIENCE AND AGE OF  
 RESPONDENTS, AMOUNT OF COLLEGE TRAINING, AND  
 REGENCY OF COLLEGE TRAINING

Statement; For oral reading, I provide materials such as:																	
	Number	a. Experience Stories				b. Literature Readers				c. Trade or Library Books				d. Content Area Materials			
		A*	U*	S*	N*	A	U	S	N	A	U	S	N	A	U	S	N
<b>Grade Taught</b>																	
Grade 1	208	122	40	32	14	68	35	57	48	122	44	30	12	99	52	43	14
Grade 2	197	72	52	50	23	59	52	55	31	103	44	35	15	72	62	44	19
Grade 3	204	68	48	69	19	53	61	62	28	96	53	46	9	79	56	61	8
$\chi^2$		37.34				15.40				9.27**				13.90			
Tab. $\chi^2$ at .05		(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6			
<b>Classification of School</b>																	
City	291	137	56	69	29	87	68	85	51	165	58	54	14	129	79	68	15
Town	172	74	49	34	15	55	44	43	30	90	48	23	11	70	49	40	13
Rural	146	51	35	48	12	38	36	46	26	66	35	34	11	51	42	40	13
$\chi^2$		13.38				3.15**				11.18**				5.45**			
Tab. $\chi^2$ at .05		(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6			
<b>Experience</b>																	
Under 5 Years	83	48	17	12	6	25	24	22	12	44	22	11	6	34	20	24	5
6-10 Years	120	53	29	28	10	40	27	31	22	72	23	19	6	56	35	23	6
Over 10 Years	406	161	94	111	40	115	97	121	73	205	96	81	24	160	115	101	30
$\chi^2$		11.84**				3.19**				6.26**				4.38**			
Tab. $\chi^2$ at .05		(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6			
<b>College Training</b>																	
3 Years or Less	75	30	10	27	8	11	14	25	25	33	16	19	7	27	21	17	10
4 Years	18	10	4	3	1	6	5	2	5	14	2	1	1	8	5	3	2
Bachelor's Degree	413	170	104	101	38	127	98	125	63	212	103	75	23	167	121	100	25
5 Years	13	7	5	1	0	3	6	3	1	8	4	1	0	6	4	3	0
Master's Degree	73	38	16	11	8	27	20	14	12	46	13	9	5	36	15	18	4
Beyond Master's	17	7	1	8	1	6	5	5	1	8	3	6	0	6	4	7	0
$\chi^2$		***				***				***				***			
Tab. $\chi^2$ at .05		***				***				***				***			
<b>Regency of Training</b>																	
Before 1946	138	53	25	43	17	36	27	44	31	59	32	39	8	55	39	33	11
1946-50	60	23	13	18	6	20	10	16	14	33	11	11	5	21	14	17	8
1951-55	121	49	31	29	12	38	28	35	20	74	22	20	5	57	31	27	6
1956-60	192	88	49	41	14	57	55	52	28	100	48	31	13	71	65	43	13
Since 1961	98	49	22	20	7	29	28	27	14	55	28	10	5	46	21	28	3
$\chi^2$		12.62**				11.57**				20.05**				15.78**			
Tab. $\chi^2$ at .05		(21.02) df 12				(21.02) df 12				(21.02) df 12				(21.02) df 12			
<b>Age</b>																	
Under 30	73	42	15	12	4	19	20	20	14	40	16	12	5	30	22	18	3
30-39 Years	113	56	26	24	7	33	29	33	18	71	25	14	3	49	31	28	5
Over 40	423	164	99	114	46	128	99	120	76	210	100	85	28	121	116	103	33
$\chi^2$		18.77				4.38**				14.98				5.38**			
Tab. $\chi^2$ at .05		(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6			

\*A - Always    \*U - Usually    \*S - Sometimes    \*N - Never  
 \*\*Not significant  
 \*\*\*Not valid

TABLE LXVI

FREQUENCY DISTRIBUTION OF RESPONSES TO STATEMENT 14, GROWTH TOWARD INDEPENDENCE AREA,  
 ACCORDING TO GRADE TAUGHT, CLASSIFICATION OF SCHOOL, EXPERIENCE AND  
 AGE OF RESPONDENTS, AMOUNT OF COLLEGE TRAINING,  
 AND REGENCY OF COLLEGE TRAINING

Statement: I continue instruction and practice in phonic analysis:									
	Number	a. All Pupils				b. Some Pupils			
		A*	U*	S*	N*	A	U	S	N
<b>Grade Taught</b>									
Grade 1	208	180	20	4	4	3	3	17	185
Grade 2	197	151	39	4	3	0	6	30	161
Grade 3	204	156	32	13	3	4	10	32	158
$X^2$		16.60							***
Tab. $X^2$ at .05		(12.59)	df 6						
<b>Classification of School</b>									
City	291	235	42	9	5	2	10	43	236
Town	172	129	30	8	5	5	4	30	133
Rural	146	123	19	4	0	0	5	6	135
$X^2$			***						***
Tab. $X^2$ at .05									
<b>Experience</b>									
Under 5 Years	83	68	11	3	1	1	2	11	69
6-10 Years	120	106	12	2	0	0	1	10	109
Over 10 Years	406	313	68	16	9	6	16	58	326
$X^2$			***						***
Tab. $X^2$ at .05									
<b>College Training</b>									
3 Years or Less	75	62	9	4	0	1	2	5	67
4 Years	18	17	1	0	0	0	0	0	18
Bachelor's Degree	413	330	61	16	6	5	13	58	337
5 Years	13	11	2	0	0	0	0	2	11
Master's Degree	73	56	13	2	2	0	3	12	58
Beyond Master's	17	11	4	0	2	1	1	2	13
$X^2$			***						***
Tab. $X^2$ at .05									
<b>Regency of Training</b>									
Before 1946	138	113	23	1	1	1	2	16	119
1946-50	60	48	7	5	0	0	4	6	50
1951-55	121	98	16	6	1	1	2	17	101
1956-60	192	153	29	4	6	4	6	25	157
Since 1961	98	75	16	5	2	1	5	15	77
$X^2$			***						***
Tab. $X^2$ at .05									
<b>Age</b>									
Under 30	73	64	6	2	1	1	1	7	64
30-39 Years	113	92	15	5	1	0	4	15	94
Over 40	423	330	70	15	8	6	14	58	345
$X^2$			***						***
Tab. $X^2$ at .05									

\*A - Always    \*U - Usually    \*S - Sometimes    \*N - Never  
 \*\*Not Significant  
 \*\*\*Not valid

TABLE LXVII

FREQUENCY DISTRIBUTION OF RESPONSES TO STATEMENT 15, GROWTH TOWARD INDEPENDENCE AREA,  
 ACCORDING TO GRADE TAUGHT, CLASSIFICATION OF SCHOOL, EXPERIENCE AND  
 AGE OF RESPONDENTS, AMOUNT OF COLLEGE TRAINING,  
 AND REGENCY OF COLLEGE TRAINING

Statement: I read content material to my children if they are unable to read it.					
	Number	A*	U*	S*	N*
<b>Grade Taught</b>					
Grade 1	208	85	44	65	14
Grade 2	197	78	48	65	6
Grade 3	204	67	52	62	23
$X^2$		12.78			
Tab. $X^2$ at .05		(12.59) df 6			
<b>Classification of School</b>					
City	291	120	72	81	18
Town	172	64	40	55	13
Rural	146	46	32	56	12
$X^2$		7.98**			
Tab. $X^2$ at .05		(12.59) df 6			
<b>Experience</b>					
Under 5 Years	83	31	19	27	4
6-10 Years	120	54	27	29	10
Over 10 Years	406	145	98	133	29
$X^2$		5.68**			
Tab. $X^2$ at .05		(12.59) df 6			
<b>College Training</b>					
3 Years or Less	75	34	16	20	5
4 Years	18	10	1	6	1
Bachelor's Degree	413	143	101	135	34
5 Years	13	2	6	4	1
Master's Degree	73	36	14	21	2
Beyond Master's	17	5	6	6	0
$X^2$		***			
Tab. $X^2$ at .05					
<b>Regency of Training</b>					
Before 1946	138	55	37	37	9
1946-50	60	27	11	14	8
1951-55	121	43	29	40	9
1956-60	192	66	46	68	12
Since 1961	98	39	21	33	5
$X^2$		11.04**			
Tab. $X^2$ at .05		(21.02) df 12			
<b>Age</b>					
Under 30	73	32	13	27	1
30-39 Years	113	39	31	33	10
Over 40	423	158	100	133	32
$X^2$		***			
Tab. $X^2$ at .05					

\*A - Always      \*U - Usually      \*S - Sometimes      \*N - Never  
 \*\*Not significant  
 \*\*\*Not valid

## Table LXVIII

A study of the data shown in Table LXVIII reveals a significant difference at the .05 level of confidence in terms of grade taught. First and second grade teachers tend to accept the idea of having children read content material aloud after it has been read to them. Third grade teachers seem not to favor this idea.

## Table LXIX

A study of the data shown in Table LXIX reveals that no significant difference exists concerning the encouragement of children to use the context and to do only the amount of word analysis that they need to identify a word that is new to them in its printed form.

## Table LXX

A study of the data recorded in Table LXX reveals significant differences at the .05 level of confidence among respondents in terms of grade taught with first and second grade teachers, in general, indicating the use of equal amounts of oral and silent reading, or more oral than silent reading, and third grade teachers indicating use of silent reading more than oral reading.

A significant difference exists at the .05 level of confidence with town and rural teachers, more than city teachers, indicating the use of equal amounts of oral and silent reading and the use of oral reading more than silent reading.

The difference among teachers, in terms of age, is also significant at the .05 level of confidence with teachers over 40 rejecting the idea of equal amounts of oral and silent reading and teachers under 40 tending to favor the use of equal amounts of oral and silent reading,

TABLE LXVIII

FREQUENCY DISTRIBUTION OF RESPONSES TO STATEMENT 16, GROWTH TOWARD INDEPENDENCE AREA,  
 ACCORDING TO GRADE TAUGHT, CLASSIFICATION OF SCHOOL, EXPERIENCE AND  
 AGE OF RESPONDENTS, AMOUNT OF COLLEGE TRAINING,  
 AND REGENCY OF COLLEGE TRAINING

Statement: I have children read content material aloud after I have read it to them.					
	Number	A*	U*	S*	N*
<b>Grade Taught</b>					
Grade 1	208	36	62	93	17
Grade 2	197	37	53	91	16
Grade 3	204	23	46	96	39
$X^2$		20.07			
Tab. $X^2$ at .05		(12.59) df 6			
<b>Classification of School</b>					
City	291	48	71	137	35
Town	172	28	52	74	18
Rural	146	20	38	69	19
$X^2$		3.07**			
Tab. $X^2$ at .05		(12.59) df 6			
<b>Experience</b>					
Under 5 Years	83	12	19	45	7
6-10 Years	120	24	34	49	13
Over 10 Years	406	60	108	186	52
$X^2$		5.10**			
Tab. $X^2$ at .05		(12.59) df 6			
<b>College Training</b>					
3 Years or Less	75	16	18	35	6
4 Years	18	4	5	8	1
Bachelor's Degree	413	63	114	184	52
5 Years	13	0	5	6	2
Master's Degree	73	13	14	38	8
Beyond Master's	17	0	5	9	3
$X^2$		***			
Tab. $X^2$ at .05					
<b>Regency of Training</b>					
Before 1946	138	24	36	67	11
1946-50	60	7	20	25	8
1951-55	121	18	35	53	15
1956-60	192	33	42	89	28
Since 1961	98	14	28	46	10
$X^2$		8.27**			
Tab. $X^2$ at .05		(21.02) df 12			
<b>Age</b>					
Under 30	73	13	23	32	5
30-39 Years	113	15	38	46	14
Over 40	423	68	100	202	53
$X^2$		9.44**			
Tab. $X^2$ at .05		(12.59) df 6			

\*A - Always    \*U - Usually    \*S - Sometimes    \*N - Never  
 \*\*Not significant  
 \*\*\*Not valid

TABLE LXIX

FREQUENCY DISTRIBUTION OF RESPONSES TO STATEMENT 17, GROWTH TOWARD INDEPENDENCE AREA,  
ACCORDING TO GRADE TAUGHT, CLASSIFICATION OF SCHOOL, EXPERIENCE AND  
AGE OF RESPONDENTS, AMOUNT OF COLLEGE TRAINING,  
AND RECENCY OF COLLEGE TRAINING

Statement: I encourage pupils to pay particular attention to the context and to do only that amount of word analysis that they need to do in order to identify a word that is new to them in its printed form.

	Number	A*	U*	S*	N*
<b>Grade Taught</b>					
Grade 1	208	92	61	26	29
Grade 2	197	90	68	15	24
Grade 3	204	94	73	24	13
$X^2$		10.08**			
Tab. $X^2$ at .05		(12.59) df 6			
<b>Classification of School</b>					
City	291	139	93	32	27
Town	172	70	62	22	18
Rural	146	67	47	11	21
$X^2$		4.93**			
Tab. $X^2$ at .05		(12.59) df 6			
<b>Experience</b>					
Under 5 Years	83	28	31	11	13
6-10 Years	120	51	39	15	15
Over 10 Years	406	197	132	39	38
$X^2$		7.82**			
Tab. $X^2$ at .05		(12.59) df 6			
<b>College Training</b>					
3 Years or Less	75	35	21	7	12
4 Years	18	6	10	0	2
Bachelor's Degree	413	182	140	47	44
5 Years	13	4	8	1	0
Master's Degree	73	90	19	7	7
Beyond Master's	17	9	4	3	1
$X^2$		***			
Tab. $X^2$ at .05					
<b>Recency of Training</b>					
Before 1946	138	63	44	16	15
1946-50	60	28	22	5	5
1951-55	121	57	40	8	16
1956-60	192	87	67	20	18
Since 1961	98	41	29	16	12
$X^2$		7.04**			
Tab. $X^2$ at .05		(21.02) df 12			
<b>Age</b>					
Under 30	73	28	23	15	7
30-39 Years	113	47	37	12	17
Over 40	423	200	142	39	42
$X^2$		12.27**			
Tab. $X^2$ at .05		(12.59) df 6			

\*A - Always    \*U - Usually    \*S - Sometimes    \*N - Never

\*\*Not significant

\*\*\*Not valid



TABLE LXX

FREQUENCY DISTRIBUTION OF RESPONSES TO STATEMENT 18, GROWTH TOWARD INDEPENDENCE AREA, ACCORDING TO GRADE TAUGHT, CLASSIFICATION OF SCHOOL, EXPERIENCE AND AGE OF RESPONDENTS, AMOUNT OF COLLEGE TRAINING, AND REGENCY OF COLLEGE TRAINING

Statement: I plan my program in reading to include:													
	Number	a. Equal Amounts				b. More Oral				c. More Silent			
		A*	U*	S*	N*	A	U	S	N	A	U	S	N
<b>Grade Taught</b>													
Grade 1	208	70	31	9	98	60	16	15	117	23	3	3	179
Grade 2	197	64	41	25	67	22	23	21	131	35	14	12	136
Grade 3	204	50	40	55	59	12	27	41	124	38	37	16	113
$\chi^2$		52.23				57.91				60.58			
Tab. $\chi^2$ at .05		(12.59) df 6				(12.59) df 6				(12.59) df 6			
<b>Classification of School</b>													
City	291	80	65	56	90	34	33	48	176	45	29	20	197
Town	172	56	28	28	60	27	23	20	102	22	14	8	128
Rural	146	48	19	5	74	33	10	9	94	29	11	3	103
$\chi^2$		30.26				17.16				6.30**			
Tab. $\chi^2$ at .05		(12.59) df 6				(12.59) df 6				(12.59) df 6			
<b>Experience</b>													
Under 5 Years	83	27	22	12	22	5	8	13	57	11	6	5	61
6-10 Years	120	36	18	21	45	16	15	18	71	19	12	3	86
Over 10 Years	406	121	72	56	157	73	43	46	244	66	36	23	281
$\chi^2$		7.72**				9.33**				2.92**			
Tab. $\chi^2$ at .05		(12.59) df 6				(12.59) df 6				(12.59) df 6			
<b>College Training</b>													
3 Years or Less	75	19	13	7	36	18	7	7	43	13	7	2	53
4 Years	18	4	2	0	12	2	2	0	14	7	1	0	10
Bachelor's Degree	413	137	78	64	134	58	49	55	251	53	36	20	304
5 Years	13	2	0	4	7	2	2	2	7	3	2	1	7
Master's Degree	73	20	12	9	32	13	3	9	48	18	4	5	46
Beyond Master's	17	2	7	5	3	1	3	4	9	2	4	3	8
$\chi^2$		***				***				***			
Tab. $\chi^2$ at .05		(12.59) df 6				(12.59) df 6				(12.59) df 6			
<b>Regency of Training</b>													
Before 1946	138	43	24	11	60	25	13	9	91	25	13	5	95
1946-50	60	11	10	12	27	14	6	10	30	12	3	2	43
1951-55	121	45	17	22	37	22	13	15	71	12	9	4	96
1956-60	192	56	41	26	69	23	25	28	116	32	18	13	129
Since 1961	98	29	20	18	31	10	9	15	64	15	11	7	65
$\chi^2$		19.16**				16.27**				11.19**			
Tab. $\chi^2$ at .05		(21.02) df 12				(21.02) df 12				(21.02) df 12			
<b>Age</b>													
Under 30	73	28	20	6	19	8	9	7	49	7	3	4	59
30-39 Years	113	35	22	25	31	11	10	23	69	18	9	10	76
Over 40	423	120	70	59	174	75	47	48	253	71	42	18	292
$\chi^2$		20.33				10.86**				7.55**			
Tab. $\chi^2$ at .05		(12.59) df 6				(12.59) df 6				(12.59) df 6			

\*A - Always    \*U - Usually    \*S - Sometimes    \*N - Never  
 \*\*Not significant  
 \*\*\*Not valid

## Table LXXI

A study of the data presented in Table LXXI shows a significant difference at the .05 level of confidence in terms of grade taught by the respondent with first grade teachers, in general, recognizing the need for providing activities to give instruction in both critical listening and critical reading, and to help pupils learn to recognize figurative language. Second and third grade teachers seem not as aware of this need. First grade and third grade teachers, more than second grade teachers, are aware of the importance of activities to help pupils learn to interpret figures of speech.

A significant difference exists, in terms of classification of schools, in relation to providing activities to recognize figurative language and figures of speech with town and rural teachers recognizing the value of these activities. City teachers indicate less use of these practices.

## Table LXXII

A study of the data in Table LXXII reveals that a significant difference exists with respect to only one of the six variables of the study. There is a significant difference at the .05 level of confidence in terms of grade taught by respondents. Third grade teachers, more than first and second grade teachers, recognize the need to provide exercises to teach use of the glossary or dictionary as indicated in the listed sub-items.

## Table LXXIII

A study of the data shown in Table LXXIII reveals that significant differences exist among the respondents with respect to two of the six

TABLE LXXI

FREQUENCY DISTRIBUTION OF RESPONSES TO STATEMENT 19, GROWTH TOWARD INDEPENDENCE AREA, ACCORDING TO GRADE TAUGHT, CLASSIFICATION OF SCHOOL, EXPERIENCE AND AGE OF RESPONDENTS, AMOUNT OF COLLEGE TRAINING, AND RECENCY OF COLLEGE TRAINING

Statement: I use workbooks, teacher-prepared exercises, and regular textbook material:													
	Number	a. Give Instruction				b. Recognize Figurative Language				c. Interpret Figure of Speech			
		A*	U*	S*	N*	A	U	S	N	A	U	S	N
<b>Grade Taught</b>													
Grade 1	208	165	28	8	7	98	40	39	31	76	38	50	44
Grade 2	197	129	49	16	3	67	58	42	30	53	50	52	42
Grade 3	204	137	50	14	3	85	57	50	12	72	54	59	19
$\chi^2$		16.99				20.29				18.95			
Tab. $\chi^2$ at .05		(12.59) df 6				(12.59) df 6				(12.59) df 6			
<b>Classification of School</b>													
City	291	207	61	15	8	115	73	60	43	93	66	69	63
Town	172	121	32	15	4	74	40	49	9	60	31	63	18
Rural	146	103	34	8	1	61	42	22	21	48	45	29	24
$\chi^2$		***				15.67				22.37			
Tab. $\chi^2$ at .05						(12.59) df 6				(12.59) df 6			
<b>Experience</b>													
Under 5 Years	83	62	16	5	0	37	20	21	5	33	20	23	7
6-10 Years	120	87	21	9	3	57	23	25	15	43	24	27	26
Over 10 Years	406	202	90	24	10	156	112	85	53	125	98	111	72
$\chi^2$		***				8.00**				8.85**			
Tab. $\chi^2$ at .05						(12.59) df 6				(12.59) df 6			
<b>College Training</b>													
3 Years or Less	75	53	19	2	1	32	17	11	15	23	17	20	15
4 Years	18	16	2	0	0	12	6	1	0	9	8	0	1
Bachelor's Degree	413	285	89	31	8	158	113	95	46	133	95	115	70
5 Years	13	8	5	0	0	6	3	3	1	6	2	3	2
Master's Degree	73	57	9	3	4	35	13	17	7	24	18	19	12
Beyond Master's	17	12	3	2	0	7	3	4	4	6	2	4	5
$\chi^2$		***				***				***			
Tab. $\chi^2$ at .05													
<b>Recency of Training</b>													
Before 1946	138	94	32	11	1	53	35	35	15	44	31	39	24
1946-50	60	44	9	2	5	23	15	10	12	16	16	14	14
1951-55	121	85	24	10	2	49	33	24	15	42	26	31	22
1956-60	192	132	45	11	4	79	56	36	21	64	46	50	32
Since 1961	98	76	17	4	1	46	16	26	10	35	23	27	13
$\chi^2$		***				12.37**				4.36**			
Tab. $\chi^2$ at .05						(21.02) df 12				(21.02) df 12			
<b>Age</b>													
Under 30	73	57	12	3	1	29	16	20	8	24	15	24	10
30-39 Years	113	84	19	7	3	48	29	27	9	38	30	27	18
Over 40	423	289	96	29	9	173	110	84	56	139	97	110	77
$\chi^2$		***				7.87**				6.38**			
Tab. $\chi^2$ at .05						(12.59) df 6				(12.59) df 6			

\*A - Always      \*U - Usually      \*S - Sometimes      \*N - Never

\*\*Not significant

\*\*\*Not valid

TABLE LXII

FREQUENCY DISTRIBUTION OF RESPONSES TO STATEMENT 20, GROWTH TOWARD INDEPENDENCE AREA, ACCORDING TO GRADE TAUGHT, CLASSIFICATION OF SCHOOL, EXPERIENCE AND AGE OF RESPONDENTS, AMOUNT OF COLLEGE TRAINING, AND REGENCY OF COLLEGE TRAINING

Statement: In preparing pupils to use a glossary or dictionary, I use workbook and teacher prepared exercises to teach:																									
		a. Order of Alphabet				b. Alphabetical Arrangement				c. Alphabetical List				d. Accent and Diacritical Marks				e. Key to Pronunciation				f. Syllabic Division of Words			
Number		A*	U*	S*	N*	A	U	S	N	A	U	S	N	A	U	S	N	A	U	S	N	A	U	S	N
Grade Taught																									
Grade 1	208	104	30	27	24	51	28	44	85	47	34	66	61	25	13	33	137	31	20	34	123	48	22	48	90
Grade 2	197	116	51	16	14	87	59	37	14	81	59	34	23	30	34	59	74	42	41	37	77	80	58	31	28
Grade 3	204	152	33	12	7	152	37	10	5	125	43	29	7	88	53	42	21	85	49	48	22	136	45	13	10
$X^2$		62.71				196.06				111.03				168.37				113.29				161.19			
Tab, $X^2$ at .05		(12,59) df 6				(12,59) df 6				(12,59) df 6				(12,59) df 6				(12,59) df 6				(12,59) df 6			
Classification of School																									
City	291	182	60	20	29	143	59	44	45	123	70	58	40	65	47	61	116	76	51	59	105	123	61	48	59
Town	172	99	29	22	22	81	36	23	32	66	34	40	32	41	31	38	62	44	32	36	60	76	30	28	38
Rural	146	91	25	13	17	66	29	24	27	67	32	31	19	37	22	33	54	38	27	24	57	65	34	16	31
$X^2$		6.55**				2.52**				4.37**				1.61**				0.76**				2.64**			
Tab, $X^2$ at .05		(12,59) df 6				(12,59) df 6				(12,59) df 6				(12,59) df 6				(12,59) df 6				(12,59) df 6			
Experience																									
Under 5 Years	83	53	13	8	9	40	19	10	14	32	22	16	13	16	12	15	40	21	12	16	34	34	15	16	18
6-10 Years	120	78	21	7	14	62	22	17	19	54	25	23	18	37	19	19	45	29	20	27	44	54	20	16	30
Over 10 Years	406	241	80	40	45	188	83	64	71	167	89	90	60	90	69	100	147	108	78	76	144	176	90	60	80
$X^2$		3.25**				2.51**				1.91**				11.22**				3.11**				3.82**			
Tab, $X^2$ at .05		(12,59) df 6				(12,59) df 6				(12,59) df 6				(12,59) df 6				(12,59) df 6				(12,59) df 6			
College Training																									
3 Years or Less	75	48	12	5	10	39	8	11	17	35	11	15	14	22	7	15	31	25	12	9	29	38	12	9	16
4 Years	18	12	4	1	1	8	5	2	3	8	1	5	4	1	2	3	12	2	5	1	10	7	1	2	8
Bachelor's Degree	413	245	80	38	50	195	87	66	65	160	101	89	63	98	76	90	149	111	73	86	143	181	89	61	82
5 Years	13	6	6	0	1	3	6	3	1	4	5	4	0	3	2	3	5	2	3	2	6	4	3	3	3
Master's Degree	73	49	10	10	4	36	14	8	15	38	12	15	8	13	11	18	31	16	13	4	30	25	17	15	16
Beyond Master's	17	12	2	1	2	9	4	1	3	8	6	1	2	6	2	5	4	2	4	7	4	9	3	2	3
$X^2$		***				***				***				***				***				***			
Tab, $X^2$ at .05		***				***				***				***				***				***			
Regency of Training																									
Before 1946	138	89	27	9	13	72	26	14	26	62	32	21	23	36	24	27	51	35	34	21	48	67	31	13	27
1946-50	60	39	9	1	11	33	6	9	12	29	6	13	12	11	8	14	27	19	4	13	24	29	8	7	16
1951-55	121	62	23	17	19	46	28	23	24	38	30	29	24	31	16	27	47	37	17	18	49	48	25	15	33
1956-60	192	116	40	19	17	90	43	30	29	81	46	45	20	41	37	50	64	46	34	49	63	81	45	35	31
Since 1961	98	66	15	9	8	49	21	15	13	43	22	21	12	24	15	16	43	21	21	18	38	39	16	22	21
$X^2$		***				14.02**				18.69**				10.92**				20.04**				19.10**			
Tab, $X^2$ at .05		***				(21,02) df 12				(21,02) df 12				(21,02) df 12				(21,02) df 12				(21,02) df 12			
Age																									
Under 30	73	52	10	5	6	35	14	12	12	29	16	18	10	17	10	9	37	14	8	18	33	27	14	14	18
30-39 Years	133	66	22	11	14	55	23	18	17	42	32	20	19	25	19	26	43	26	21	24	42	51	20	18	24
Over 40	423	254	81	40	48	200	87	62	74	182	88	91	62	101	71	100	151	118	81	77	147	186	90	61	86
$X^2$		8.27**				5.41**				9.13**				9.56**				11.83**				6.75**			
Tab, $X^2$ at .05		(12,59) df 6				(12,59) df 6				(12,59) df 6				(12,59) df 6				(12,59) df 6				(12,59) df 6			

\*A - Always \*U - Usually \*S - Sometimes \*N - Never  
 \*\*Not significant  
 \*\*\*Not valid

variables of the study. There is a significant difference at the .05 level of confidence, in terms of the grade taught, to one of the four sub-items of the statement of practices. Second and third grade teachers, in general, favor specific exercises for children to learn to interpret figures of speech in order to cope with meaning difficulties. First grade teachers seem less aware of this need.

A significant difference exists at the .05 level, in terms of age of respondents, in response to one sub-item of the statement of practices. Teachers under 40, more than teachers over 40 years of age, favor the use of specific listening, reading, and discussion exercises for teaching the skill of choosing the meaning of a word that makes good sense in the context.

#### Table LXXIV

A study of the data shown in Table LXXIV discloses that significant differences exist with respect to only one of the six variables of the study. There is a significant difference at the .05 level of confidence, in terms of grade taught by the respondents, with respect to only two of the five sub-items of the statement of practice. First grade teachers, more than second or third grade teachers, recognize the need to provide opportunities, in response to teacher questions or directions, for children to read exact words, phrases, or sentences from the books and to recall the author's exact words, phrases, or sentences in a story.

#### Table LXXV

A study of the data shown in Table LXXV reveals no significant difference exists concerning practice in distinguishing, in both listening and reading, between expressions used informatively and expressions used emotively.

TABLE LXIII

FREQUENCY DISTRIBUTION OF RESPONSES TO STATEMENT 21, GROWTH TOWARD INDEPENDENCE AREA, ACCORDING TO GRADE TAUGHT, CLASSIFICATION OF SCHOOL, EXPERIENCE AND AGE OF RESPONDENTS, AMOUNT OF COLLEGE TRAINING, AND REGENCY OF COLLEGE TRAINING

Statement: I plan specific listening, reading, and discussion exercises for teaching skills in coping with meaning difficulties such as:																	
	Number	a. Word Meaning Using Context				b. Good Meaning				c. Figure of Speech				d. Use of Punctuation Marks			
		A*	U*	S*	N*	A	U	S	N	A	U	S	N	A	U	S	N
<b>Grade Taught</b>																	
Grade 1	208	119	52	27	10	114	46	36	12	47	45	65	51	113	46	27	22
Grade 2	197	110	56	17	14	106	52	26	13	55	53	50	39	107	41	36	13
Grade 3	204	106	70	23	5	104	68	27	5	64	66	60	14	102	58	31	13
$X^2$		10.00**				10.66**				28.68				8.07**			
Tab. $X^2$ at .05		(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6			
<b>Classification of School</b>																	
City	291	160	85	28	18	158	77	39	17	79	77	78	57	149	71	46	25
Town	172	90	55	24	3	88	49	29	5	53	45	48	24	95	38	29	10
Rural	146	85	38	15	8	78	40	20	8	34	42	47	23	78	36	19	13
$X^2$		7.85**				3.45**				5.75**				2.11**			
Tab. $X^2$ at .05		(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6			
<b>Experience</b>																	
Under 5 Years	83	49	20	9	5	45	21	14	3	23	25	22	13	44	18	15	6
6-10 Years	120	65	40	8	7	63	30	20	7	35	33	29	23	60	26	24	10
Over 10 Years	406	221	118	50	17	216	115	55	20	108	106	124	68	218	101	55	32
$X^2$		5.66**				1.61**				2.89**				4.15**			
Tab. $X^2$ at .05		(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6			
<b>College Training</b>																	
3 Years or Less	75	41	19	12	3	39	21	9	6	22	13	24	16	37	16	15	7
4 Years	18	10	7	1	0	9	7	2	0	4	8	5	1	13	5	0	0
Bachelor's Degree	413	224	122	43	24	214	118	60	21	113	113	116	71	210	104	62	37
5 Years	13	7	4	2	0	7	3	3	0	4	3	4	2	8	3	2	0
Master's Degree	73	44	19	8	2	45	14	11	3	118	21	21	13	45	12	11	5
Beyond Master's	17	9	7	1	0	10	3	4	0	5	6	5	1	9	5	3	0
$X^2$		***				***				***				***			
Tab. $X^2$ at .05		***				***				***				***			
<b>Regency of Training</b>																	
Before 1946	138	73	42	17	6	64	45	20	9	37	33	42	26	64	40	19	15
1946-50	60	35	13	7	5	35	15	5	5	16	14	16	14	32	13	9	6
1951-55	121	68	36	15	2	68	34	17	2	34	55	40	12	69	25	20	7
1956-60	192	108	53	21	10	105	45	31	11	56	50	48	38	103	41	32	16
Since 1961	98	51	34	7	6	52	27	16	3	23	32	29	14	54	26	14	4
$X^2$		9.21**				12.33**				11.24**				9.26**			
Tab. $X^2$ at .05		(21.02) df 12				(21.02) df 12				(21.02) df 12				(21.02) df 12			
<b>Age</b>																	
Under 30	73	43	21	6	3	40	14	17	2	17	21	23	12	35	16	18	4
30-39 Years	113	62	36	11	4	61	39	9	4	29	38	34	12	59	22	23	9
Over 40	423	229	121	51	22	223	112	64	2	120	104	119	80	228	106	54	35
$X^2$		4.09**				17.90				10.15**				11.89**			
Tab. $X^2$ at .05		(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6			

\*A - Always \*U - Usually \*S - Sometimes \*N - Never

\*\*Not significant

\*\*\*Not valid

TABLE LXXIV

FREQUENCY DISTRIBUTION OF RESPONSES TO STATEMENT 22, GROWTH TOWARD INDEPENDENCE AREA,  
ACCORDING TO GRADE TAUGHT, CLASSIFICATION OF SCHOOL, EXPERIENCE AND  
AGE OF RESPONDENTS, AMOUNT OF COLLEGE TRAINING,  
AND REGENCY OF COLLEGE TRAINING

Statement: In a directed reading lesson, in response to teacher questions or directions, the child:																					
	Number	a. Reads Exact Words				b. Expresses Own Thought				c. Reads Between Lines				d. Raises Questions				e. Recalls Author's Exact Words			
		A*	U*	S*	N*	A	U	S	N	A	U	S	N	A	U	S	N	A	U	S	N
<b>Grade Taught</b>																					
Grade 1	208	63	37	92	16	96	66	45	1	40	47	82	39	61	57	74	16	36	30	109	33
Grade 2	197	52	56	76	13	86	73	32	6	34	52	80	31	51	67	59	20	23	32	108	34
Grade 3	204	47	69	78	10	61	93	45	5	42	62	80	20	50	83	61	10	16	49	109	30
$X^2$		14.78				***				8.77**				11.34**				13.94			
Tab. $X^2$ at .05		(12.59) df 6								(12.59) df 6				(12.59) df 6				(12.59) df 6			
<b>Classification of School</b>																					
City	291	83	82	109	16	122	110	50	9	51	87	105	48	76	101	90	24	33	66	144	48
Town	172	47	46	68	11	66	73	33	0	35	41	75	21	51	53	55	13	24	24	100	24
Rural	146	32	34	69	11	55	49	39	3	30	33	62	21	35	53	49	9	18	21	82	25
$X^2$		6.67**				***				6.74**				2.89**				8.37**			
Tab. $X^2$ at .05		(12.59) df 6								(12.59) df 6				(12.59) df 6				(12.59) df 6			
<b>Experience</b>																					
Under 5 Years	83	21	22	34	6	37	37	9	0	17	18	39	9	30	26	22	5	13	14	49	7
6-10 Years	120	36	27	46	11	49	47	20	4	24	33	40	23	35	38	39	8	21	23	58	18
Over 10 Years	406	105	113	166	22	157	148	93	8	75	110	163	58	97	143	133	33	41	74	219	72
$X^2$		3.58**				***				6.49**				6.70**				9.91**			
Tab. $X^2$ at .05		(12.59) df 6								(12.59) df 6				(12.59) df 6				(12.59) df 6			
<b>College Training</b>																					
3 Years or Less	75	13	17	36	9	32	22	19	2	16	14	26	19	21	18	27	9	5	11	48	11
4 Years	18	4	7	7	0	7	9	2	0	1	7	9	1	3	10	5	0	1	3	14	0
Bachelor's Degree	413	120	108	158	27	167	162	74	10	78	109	165	61	108	145	127	33	55	75	210	73
5 Years	13	3	3	6	1	4	6	3	0	2	3	7	1	1	8	4	0	0	6	6	1
Master's Degree	73	18	21	32	2	26	28	19	0	16	22	28	7	26	18	26	3	13	13	37	10
Beyond Master's	17	4	6	7	0	7	5	5	0	3	6	7	1	3	8	6	0	1	3	11	2
$X^2$		***				***				***				***				***			
Tab. $X^2$ at .05																					
<b>Regency of Training</b>																					
Before 1946	138	34	38	55	11	55	43	30	5	25	32	57	24	26	47	52	13	10	25	73	30
1946-50	60	18	18	21	3	24	23	12	1	12	12	28	8	16	21	19	4	8	12	32	8
1951-55	121	32	30	48	11	56	40	22	3	22	37	44	18	41	37	34	9	16	20	60	25
1956-60	192	53	48	81	10	67	85	37	3	36	51	76	29	54	63	61	14	27	35	107	23
Since 1961	98	25	28	41	4	41	36	21	0	21	29	37	11	25	39	28	6	14	19	54	11
$X^2$		5.40**				***				6.55**				10.81**				13.06**			
Tab. $X^2$ at .05		(21.02) df 12								(21.02) df 12				(21.02) df 12				(21.02) df 12			
<b>Age</b>																					
Under 30	73	17	18	34	4	33	33	7	0	12	14	40	7	24	26	20	3	7	11	46	9
30-39 Years	113	32	28	46	7	46	45	21	1	24	33	38	18	30	40	37	6	19	22	55	17
Over 40	423	113	116	165	29	163	154	95	11	80	114	163	66	108	141	137	37	49	78	225	71
$X^2$		4.23**				***				10.94**				6.81**				11.42**			
Tab. $X^2$ at .05		(12.59) df 6								(12.59) df 6				(12.59) df 6				(12.59) df 6			

\*A - Always \*U - Usually \*S - Sometimes \*N - Never  
 \*\*Not significant  
 \*\*\*Not valid

TABLE LXXV

FREQUENCY DISTRIBUTION OF RESPONSES TO STATEMENT 23, GROWTH TOWARD INDEPENDENCE AREA,  
 ACCORDING TO GRADE TAUGHT, CLASSIFICATION OF SCHOOL, EXPERIENCE AND  
 AGE OF RESPONDENTS, AMOUNT OF COLLEGE TRAINING,  
 AND REGENCY OF COLLEGE TRAINING

Statement: I provide practice in distinguishing in both listening and reading between  
 expressions used informatively and expressions used emotively.

	Number	A*	U*	S*	N*
<b>Grade Taught</b>					
Grade 1	208	52	66	62	28
Grade 2	197	47	58	60	32
Grade 3	204	34	78	68	24
$\chi^2$		8.30**			
Tab. $\chi^2$ at .05		(12.59) df 6			
<b>Classification of School</b>					
City	291	69	95	88	39
Town	172	34	57	59	22
Rural	146	30	50	43	23
$\chi^2$		3.30**			
Tab. $\chi^2$ at .05		(12.59) df 6			
<b>Experience</b>					
Under 5 Years	83	17	27	29	10
6-10 Years	120	35	39	31	15
Over 10 Years	406	81	136	130	59
$\chi^2$		6.24**			
Tab. $\chi^2$ at .05		(12.59) df 6			
<b>College Training</b>					
3 Years or Less	75	17	23	21	14
4 Years	18	2	10	4	2
Bachelor's Degree	413	86	142	127	58
5 Years	13	1	5	5	2
Master's Degree	73	21	19	25	8
Beyond Master's	17	6	3	8	0
$\chi^2$		***			
Tab. $\chi^2$ at .05					
<b>Regency of Training</b>					
Before 1946	138	30	46	36	26
1946-60	60	8	20	23	9
1951-55	121	27	43	36	15
1956-60	192	45	59	60	28
Since 1961	98	23	34	35	6
$\chi^2$		14.25**			
Tab. $\chi^2$ at .05		(21.02) df 12			
<b>Age</b>					
Under 30	73	15	25	25	8
30-39 Years	113	27	44	31	11
Over 40	423	91	132	135	65
$\chi^2$		7.97**			
Tab. $\chi^2$ at .05		(12.59) df 6			

\*A - Always    \*U - Usually    \*S - Sometimes    \*N - Never  
 \*\*Not significant  
 \*\*\*Not valid



## Table LXXVI

A study of the data recorded in Table LXXVI reveals a significant difference at the .05 level of confidence among the respondents, in terms of age, in responses to five of the eight sub-items of the statement of practices. First grade teachers, more than second and third grade teachers, are more aware of the importance of reading for the purposes of noting details, verifying a given statement, reading a specific number of pages, making inferences or drawing conclusions, and getting the general idea of what the content is about.

A significant difference exists at the .05 level of confidence relative to the use of the purpose "to obtain directions for doing something." This difference is in terms of recency of training. Teachers trained before 1946 recognize a need for this practice more than do teachers trained since 1946.

A difference among teachers, in terms of the age of the respondents, is significant at the .05 level of confidence with respect to the purposes of reading to note details and reading to discover sequence of events. Teachers under 40, more than teachers over 40, favor the use of these practices.

## Table LXXVII

A study of the data summarized in Table LXXVII reveals a significant difference among the teachers of grades one, two, and three with respect to three of the five listed purposes for re-reading a story. These responses are: including a chance for each child to read orally, having pupils read in turns until the story is re-read, and appraising reading skills. First grade teachers make more use of these practices than do second and third grade teachers. The difference with respect to these



TABLE LIXVII

FREQUENCY DISTRIBUTION OF RESPONSES TO STATEMENT 25, GROWTH TOWARD INDEPENDENCE AREA,  
ACCORDING TO GRADE TAUGHT, CLASSIFICATION OF SCHOOL, EXPERIENCE AND  
AGE OF RESPONDENTS, AMOUNT OF COLLEGE TRAINING,  
AND REGENCY OF COLLEGE TRAINING

Statement: Following group discussion of reading selections, group planning is made for purposeful rereading of story:																						
	Number	a. New Purposes				b. Individual Oral Reading				c. Read In Turn				d. Clear Up Points				e. Appraise Reading Skills				
		A*	U*	S*	N*	A	U	S	N	A	U	S	N	A	U	S	N	A	U	S	N	
<b>Grade Taught</b>																						
Grade 1	208	67	70	52	19	54	41	68	45	42	48	79	39	82	66	46	14	94	65	38	11	
Grade 2	197	69	68	44	16	41	46	57	53	28	54	74	41	86	67	36	8	76	59	51	11	
Grade 3	204	75	75	50	4	23	35	78	68	20	43	75	66	85	70	46	3	71	71	60	2	
$X^2$		10.89**				21.54				18.55				8.68**				15.99				
Tab. $X^2$ at .05		(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6				
<b>Classification of School</b>																						
City	291	109	105	58	19	53	60	94	84	43	69	103	76	117	101	60	13	106	95	76	14	
Town	172	60	59	41	12	32	33	61	46	25	43	67	37	80	52	35	5	74	50	42	6	
Rural	146	42	49	47	8	33	29	48	36	22	33	58	33	56	50	33	7	61	50	31	4	
$X^2$		8.39**				2.09**				2.28**				3.84**				3.75**				
Tab. $X^2$ at .05		(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6				
<b>Experience</b>																						
Under 5 Years	83	26	33	19	5	18	25	21	18	15	31	25	12	37	29	13	4	40	29	10	4	
6-10 Years	120	42	44	25	9	23	27	46	24	19	35	37	29	52	38	26	4	51	40	25	4	
Over 10 Years	406	143	136	102	25	77	70	136	124	56	79	166	105	164	136	89	17	150	126	114	16	
$X^2$		2.48**				13.87				20.78				2.22**				11.24**				
Tab. $X^2$ at .05		(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6				
<b>College Training</b>																						
3 Years or Less	75	24	17	26	8	11	19	23	22	12	18	29	16	28	23	19	5	29	22	23	1	
4 Years	18	8	8	1	1	5	5	4	4	5	5	7	1	12	5	0	1	14	2	1	1	
Bachelor's Degree	413	136	151	101	25	80	79	140	114	61	108	150	94	174	143	82	14	163	137	96	17	
5 Years	13	3	6	3	1	3	2	6	2	1	1	6	5	4	5	3	1	2	8	2	1	
Master's Degree	73	32	24	14	3	16	11	25	21	9	11	26	27	30	20	19	4	29	17	23	4	
Beyond Master's	17	8	7	2	0	3	6	5	3	2	2	10	3	5	7	4	1	4	9	4	0	
$X^2$		***				9.53**				***				***				***				
Tab. $X^2$ at .05		(12.59) df 6				(24.99) df 15				(12.59) df 6				(12.59) df 6				(12.59) df 6				
<b>Regency of Training</b>																						
Before 1946	138	51	42	32	13	26	27	43	42	21	36	43	38	59	41	30	8	56	39	38	5	
1946-50	60	24	20	12	4	14	8	22	16	15	14	22	9	33	16	11	0	33	14	12	1	
1951-55	121	38	50	23	10	25	27	43	26	12	36	42	31	51	37	27	6	45	45	26	5	
1956-60	192	65	67	52	8	32	39	63	58	25	34	85	48	71	76	38	7	70	65	50	7	
Since 1961	98	33	34	27	4	21	21	32	24	17	25	36	20	39	33	22	4	37	32	23	6	
$X^2$		11.58**				6.85**				20.27**				***				***				
Tab. $X^2$ at .05		(21.02) df 12				(21.02) df 12				(21.02) df 12				(12.59) df 6				(12.59) df 6				
<b>Age</b>																						
Under 30	73	19	30	21	3	16	25	19	13	13	23	28	9	31	26	15	1	32	26	13	2	
30-39 Years	113	40	43	21	9	17	24	37	35	19	26	36	32	48	39	23	3	45	42	21	5	
Over 40	423	152	140	103	28	85	73	147	120	58	95	164	106	173	138	91	21	163	127	115	18	
$X^2$		9.30**				17.27				12.36**				***				9.01**				
Tab. $X^2$ at .05		(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6				

\*A - Always \*U - Usually \*S - Sometimes \*N - Never  
 \*\*Not significant  
 \*\*\*Not valid

sub-items is significant at the .05 level of confidence.

The data also reveal that teachers with less experience, more than teachers with more experience, make greater use of the practices of providing a chance for each child to read orally and of having pupils read in turn until the story is re-read. The difference here is significant at the .05 level of confidence.

A significant difference exists among teachers in terms of age. The difference is significant at the .05 level with respect to providing a chance for each child to read part of the story orally. In general, the younger teachers report more use of this practice.

#### Table LXXVIII

A study of data shown in Table LXXVIII reveals that a significant difference exists at the .05 level of confidence, according to the grade variable, with respect to activities planned for children to read for pleasure and to develop an appreciation of the ability to read. First grade teachers, in general, more than second and third grade teachers, recognize the need to provide opportunities for the telling of stories, analysis of stories, dramatization, choral reading, and the discussion of stories.

A significant difference at the .05 level of confidence exists, in terms of location of school, with respect to use of analysis of stories and the use of choral reading to help children learn to read for pleasure and to develop an appreciation of the ability to read. Town and rural teachers indicate more use of these practices than do city teachers.

The difference among respondents relative to the practice of story analysis for developing an appreciation for reading and for pleasure in

TABLE LXXVIII

FREQUENCY DISTRIBUTION OF RESPONSES TO STATEMENT 26, GROWTH TOWARD INDEPENDENCE AREA, ACCORDING TO GRADE TAUGHT, CLASSIFICATION OF SCHOOL, EXPERIENCE AND AGE OF RESPONDENTS, AMOUNT OF COLLEGE TRAINING AND REGENCY OF COLLEGE TRAINING

Statement: To help children learn to read for pleasure and to develop an appreciation for reading, I use activities such as:																									
		a. Telling Stories				b. Reading Stories				c. Analysis of Stories				d. Dramatization				e. Choral Reading				f. Discussion of Stories			
		Number	A*	U*	S*	N*	A	U	S	N	A	U	S	N	A	U	S	N	A	U	S	N			
Grade Taught																									
Grade 1	208	138	31	35	4	162	28	18	0	80	54	52	22	71	42	87	8	50	30	105	23	111	52	42	3
Grade 2	197	84	58	47	8	109	64	21	3	46	61	63	27	46	47	94	10	38	39	99	21	88	74	28	7
Grade 3	204	81	48	72	3	104	61	37	2	38	66	84	16	33	45	120	6	28	49	113	14	71	81	48	4
$X^2$		44.53				***				29.52				21.66				13.64				22.37			
Tab. $X^2$ at .05		(12.59) df 6								(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6			
Classification of School																									
City	291	149	67	65	10	180	72	37	2	72	101	86	32	71	70	138	12	48	72	138	33	123	104	56	8
Town	172	85	39	46	2	108	40	23	1	50	49	62	11	46	37	85	4	42	27	91	12	88	51	32	1
Rural	146	69	31	43	3	87	41	16	2	42	31	51	22	33	27	78	8	26	19	88	13	59	52	30	5
$X^2$		5.87**				***				14.65				5.12**				18.44				***			
Tab. $X^2$ at .05		(12.59) df 6								(12.59) df 6				(12.59) df 6				(12.59) df 6							
Experience																									
Under 5 Years	83	47	17	19	0	57	21	5	0	25	28	24	6	22	13	46	2	15	15	45	8	45	26	9	3
6-10 Years	120	60	27	29	4	82	22	14	2	36	34	36	14	34	27	52	7	27	24	58	11	55	39	24	2
Over 10 Years	406	196	93	106	11	236	110	57	3	103	119	139	45	94	94	203	15	74	79	214	39	170	142	85	9
$X^2$		***				***				4.06**				7.15**				1.62**				8.49**			
Tab. $X^2$ at .05										(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6			
College Training																									
3 Years or Less	75	29	14	26	6	36	19	17	3	18	16	32	9	13	13	44	5	5	10	47	13	27	28	17	3
4 Years	18	11	5	1	1	14	3	1	0	6	9	1	2	7	6	5	0	5	5	7	1	12	5	1	0
Bachelor's Degree	413	196	101	110	6	252	113	46	2	105	135	128	45	94	89	212	8	79	87	210	37	182	144	75	12
5 Years	13	7	4	2	0	8	4	1	0	6	0	7	0	3	3	7	0	4	1	8	0	5	4	4	0
Master's Degree	73	52	9	11	1	55	11	7	0	27	14	23	9	29	20	23	1	21	12	34	6	39	18	16	0
Beyond Master's	17	8	4	4	1	10	3	4	0	2	7	8	0	4	3	10	0	2	3	11		5	8	4	0
$X^2$		***				***				***				***				***				***			
Tab. $X^2$ at .05																									
Regency of Training																									
Before 1946	138	59	34	38	7	74	42	19	3	34	48	36	20	29	34	67	8	18	33	69	18	53	49	32	4
1946-50	60	30	10	16	4	41	9	8	2	15	23	16	6	15	15	27	3	12	15	26	7	30	21	9	0
1951-55	121	70	22	28	1	82	23	16	0	43	34	34	10	36	19	63	3	27	20	66	8	64	32	21	4
1956-60	192	95	49	46	2	114	55	23	0	41	56	74	21	41	47	96	8	39	34	103	17	74	75	38	5
Since 1961	98	49	22	26	1	64	24	10	0	31	20	39	8	29	19	48	2	20	16	53	8	49	30	18	1
$X^2$		***				***				22.34				12.43**				12.01**				***			
Tab. $X^2$ at .05										(21.02) df 12				(21.02) df 12				(21.02) df 12							
Age																									
Under 30	73	38	14	21	0	51	17	5	0	21	18	29	5	17	10	46	0	15	13	39	6	37	23	12	1
30-39 Years	133	66	22	22	3	82	21	9	1	37	37	32	7	30	27	51	5	23	18	61	11	52	38	22	1
Over 40	423	198	101	112	12	241	115	63	4	106	127	138	53	103	97	203	19	78	87	216	41	181	145	85	12
$X^2$		***				***				12.05**				10.80**				3.06**				***			
Tab. $X^2$ at .05										(12.59) df 6				(12.59) df 6				(12.59) df 6							

\*A - Always \*U - Usually \*S - Sometimes \*N - Never  
 \*\*Not significant  
 \*\*\*Not valid

reading is significant in terms of recency of training. Teachers trained before 1946, more than teachers trained since 1946, indicate more use of this practice. This difference is significant at the .05 level of confidence.

Table LXXIX

A study of the data given in Table LXXIX reveals a significant difference in responses, in terms of grade taught, to the statement of practices for listening exercises. First and second grade teachers, more than third grade teachers, recognize the value of providing listening exercises for hearing vowel and consonants phonemes in various positions of words. Third grade teachers, more than first and second grade teachers, provide listening exercises for hearing primary and secondary accents and for recognizing shifting accents. This difference is significant at the .05 level of confidence.

The difference among teachers, in terms of classification of school, is significant at the .05 level of confidence. City and town teachers, more than rural teachers, are aware of the need for providing listening exercises for recognizing changing accent.

Teachers with more experience recognize the need for listening exercises for recognizing changing accents while teachers less experienced are not as aware of this need. This difference is significant at the .05 level of confidence.

Respondents under 40 years of age, more than teachers over 40 years of age, recognize a need for listening exercises for hearing consonant phonemes. This difference is significant at the .05 level of confidence.

TABLE LXXIX

FREQUENCY DISTRIBUTION OF RESPONSES TO STATEMENT 27, GROWTH TOWARD INDEPENDENCE AREA,  
 ACCORDING TO GRADE TAUGHT, CLASSIFICATION OF SCHOOL, EXPERIENCE AND AGE OF  
 RESPONDENTS, AMOUNT OF COLLEGE TRAINING, AND  
 REGENCY OF COLLEGE TRAINING

Statement: I provide a program of planned listening exercises to give pupils practice in:																	
	Number	a. Vowel Phonemes				b. Consonant Phonemes				c. Accents				d. Shifting Accents			
		A*	U*	S*	N*	A	U	S	N	A	U	S	N	A	U	S	N
<b>Grade Taught</b>																	
Grade 1	208	78	49	53	28	101	48	37	22	34	28	66	80	16	19	53	120
Grade 2	197	88	71	25	13	83	73	25	16	33	47	63	54	19	30	73	75
Grade 3	204	70	65	59	10	72	59	62	11	63	66	60	15	40	64	74	26
$\chi^2$		31.41				30.94				71.04				105.57			
Tab. $\chi^2$ at .05		(12.59) df 6				*(12.59) df 6				(12.59) df 6				(12.59) df 6			
<b>Classification of School</b>																	
City	291	107	91	65	28	120	93	54	24	60	66	88	77	36	65	79	111
Town	172	69	51	40	12	72	45	40	15	36	41	59	36	25	22	64	61
Rural	146	60	43	32	11	64	42	30	10	34	34	42	36	14	26	57	49
$\chi^2$		1.84**				3.05**				2.93**				12.84			
Tab. $\chi^2$ at .05		(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6			
<b>Experience</b>																	
Under 5 Years	83	36	23	14	10	41	21	11	10	20	14	25	24	6	24	20	33
6-10 Years	120	51	36	22	11	57	32	21	10	29	26	35	30	20	24	28	48
Over 10 Years	406	149	126	101	30	158	127	92	29	81	101	129	96	49	65	152	140
$\chi^2$		5.68**				8.78**				3.38**				18.74			
Tab. $\chi^2$ at .05		(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6			
<b>College Training</b>																	
3 Years or Less	75	26	25	15	9	30	22	13	10	18	17	17	23	9	13	20	33
4 Years	18	7	7	2	2	6	9	2	1	3	3	5	7	2	1	5	10
Bachelor's Degree	413	157	124	100	32	165	124	91	33	89	100	128	96	50	82	141	140
5 Years	13	5	2	4	2	6	2	5	0	3	3	4	3	3	1	4	5
Master's Degree	73	33	23	12	5	39	20	11	3	13	15	28	17	8	13	25	27
Beyond Master's	17	8	3	4	2	10	3	2	2	4	3	7	3	3	3	5	6
$\chi^2$		10.98**				***				10.09**				***			
Tab. $\chi^2$ at .05		(24.99) df 15								(24.99) df 15							
<b>Regency of Training</b>																	
Before 1946	138	47	47	29	15	47	48	27	16	31	35	35	37	17	24	42	55
1946-50	60	26	13	17	4	26	15	14	5	12	15	17	16	3	10	22	25
1951-55	121	46	38	30	7	58	30	25	8	25	34	37	25	17	26	40	38
1956-60	192	79	63	40	10	80	64	39	9	44	36	70	42	23	36	69	64
Since 1961	98	38	24	21	15	45	23	19	11	18	21	30	29	15	17	27	39
$\chi^2$		16.85**				13.56**				9.72**				8.63**			
Tab. $\chi^2$ at .05		(21.02) df 12				(21.02) df 12				(21.02) df 12				(21.02) df 12			
<b>Age</b>																	
Under 30	73	32	20	12	9	35	19	12	7	15	14	22	22	5	16	19	33
30-39 Years	113	50	30	25	8	59	31	15	8	16	26	41	30	11	21	37	44
Over 40	423	154	134	101	34	161	130	97	35	99	101	126	97	59	76	144	144
$\chi^2$		8.81**				13.21				9.79**				8.86**			
Tab. $\chi^2$ at .05		(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6			

\*A - Always    \*U - Usually    \*S - Sometimes    \*N - Never  
 \*\*Not significant  
 \*\*\*Not valid

## Table LXXX

A study of the data shown in Table LXXX indicates that significant differences exist at the .05 level of confidence in terms of grade taught with the first grade teachers, in general, favoring extensive reading by encouraging children to do individualized reading to improve their reading skills and the second and third grade teachers less in favor of this practice.

A significant difference exists with respect to recency of training. Teachers trained since 1946 tend to favor directed reading as a means of encouraging extensive reading while teachers trained before 1946 do not favor such use.

Area of Transition

Data relevant to the responses to statements concerning practices in transition in reading are shown in Tables LXXXI to LXXXIV.

## Table LXXXI

A study of the data shown in Table LXXXI reveals no significant difference exists concerning provision for definite instruction in the basic skills for all children or for only those pupils who appear to need help.

## Table LXXXII

A study of the data shown in Table LXXXII indicates that significant differences exist in terms of grade, classification of schools, and age of the respondent, with respect to providing materials to supplement basic texts in reading.

Third grade teachers, more than first and second grade teachers,



TABLE LXXX

FREQUENCY DISTRIBUTION OF RESPONSES TO STATEMENT 28, GROWTH TOWARD INDEPENDENCE AREA, ACCORDING TO GRADE TAUGHT, CLASSIFICATION OF SCHOOL, EXPERIENCE AND AGE OF RESPONDENTS, AMOUNT OF COLLEGE TRAINING, AND REGENCY OF COLLEGE TRAINING

Statement: I encourage extensive reading by providing time and materials for children to do:		a. Free Reading				b. Directed Reading				c. Individualized Reading			
	Number	A*	U*	S*	N*	A	U	S	N	A	U	S	N
<b>Grade Taught</b>													
Grade 1	208	144	38	22	4	127	46	28	7	124	53	24	7
Grade 2	197	138	45	12	2	108	49	29	11	98	58	33	8
Grade 3	204	144	45	13	2	105	58	35	6	90	69	42	3
$\chi^2$		5.95**				6.39**				15.18			
Tab. $\chi^2$ at .05		(12.59) df 6				(12.59) df 6				(12.59) df 6			
<b>Classification of School</b>													
City	291	215	54	20	2	159	78	38	16	144	86	51	10
Town	172	111	38	21	2	99	41	27	5	89	51	28	4
Rural	146	100	36	7	3	82	34	25	5	79	43	20	4
$\chi^2$		9.09**				5.05**				2.89**			
Tab. $\chi^2$ at .05		(12.59) df 6				(12.59) df 6				(12.59) df 6			
<b>Experience</b>													
Under 5 Years	83	60	18	5	0	54	16	10	3	46	24	10	3
6-10 Years	120	92	18	9	1	74	28	15	3	61	39	17	3
Over 10 Years	406	274	92	34	6	212	109	67	18	205	117	72	12
$\chi^2$		***				8.00**				2.78**			
Tab. $\chi^2$ at .05						(12.59) df 6				(12.59) df 6			
<b>College Training</b>													
3 Years or Less	75	41	19	11	4	30	25	11	9	34	29	8	4
4 Years	18	15	3	0	0	13	4	1	0	11	6	1	0
Bachelor's Degree	413	291	89	30	3	228	101	69	15	207	120	73	15
5 Years	13	7	5	1	0	7	5	1	0	6	4	3	0
Master's Degree	73	59	10	4	0	51	14	8	0	45	17	9	2
Beyond Master's	17	13	2	2	0	11	4	2	0	9	4	4	0
$\chi^2$		***				***				***			
Tab. $\chi^2$ at .05													
<b>Recency of Training</b>													
Before 1946	138	81	33	17	7	62	40	23	13	64	38	28	8
1946-50	60	44	10	6	0	34	13	11	2	33	19	6	2
1951-55	121	87	25	9	0	67	32	18	4	65	37	17	2
1956-60	192	141	40	11	0	111	47	32	2	95	59	35	3
Since 1961	98	73	20	5	0	66	21	8	3	55	27	13	3
$\chi^2$		***				25.63				11.63**			
Tab. $\chi^2$ at .05						(21.02) df 12				(21.02) df 12			
<b>Age</b>													
Under 30	73	53	14	6	0	44	16	12	1	42	21	10	0
30-39 Years	113	81	23	9	0	75	28	10	0	58	39	15	1
Over 40	423	292	91	33	7	220	109	71	23	212	120	74	17
$\chi^2$		***				***				***			
Tab. $\chi^2$ at .05													

\*A - Always \*U - Usually \*S - Sometimes \*N - Never

\*\*Not significant

\*\*\*Not valid

TABLE LXXXI

FREQUENCY DISTRIBUTION OF RESPONSES TO STATEMENT 1, TRANSITION PERIOD AREA, ACCORDING TO GRADE TAUGHT, CLASSIFICATION OF SCHOOL, EXPERIENCE AND AGE OF RESPONDENTS, AMOUNT OF COLLEGE TRAINING, AND REGENCY OF COLLEGE TRAINING

Statement: In the transition period in reading, I provide for:									
Grade Taught	Number	a. Instructions for all Children				b. Instructions for Pupils Needing Help			
		A*	U*	S*	N*	A	U	S	N
Grade 1	208	121	27	15	45	43	14	25	126
Grade 2	197	98	45	17	37	34	23	33	107
Grade 3	204	102	39	19	44	47	21	33	103
$X^2$		8.50**				8.38**			
Tab. $X^2$ at .05		(12.59) df 6				(12.59) df 6			
Classification of School									
City	291	152	49	29	61	64	24	48	155
Town	172	88	36	16	32	29	21	34	88
Rural	146	81	26	7	32	31	11	10	94
$X^2$		5.04**				11.66**			
Tab. $X^2$ at .05		(12.59) df 6				(12.59) df 6			
Experience									
Under 5 Years	83	44	12	7	18	16	9	10	48
6-10 Years	120	62	28	9	21	23	9	20	68
Over 10 Years	406	213	71	34	88	85	40	62	219
$X^2$		3.98**				1.77**			
Tab. $X^2$ at .05		(12.59) df 6				(12.59) df 6			
College Training									
3 Years or Less	75	40	11	5	19	20	4	9	42
4 Years	18	10	4	0	4	4	1	2	11
Bachelor's Degree	413	219	84	37	73	69	46	67	231
5 Years	13	7	2	1	3	3	0	3	7
Master's Degree	73	38	9	6	20	20	6	9	38
Beyond Master's	17	7	1	2	7	8	1	1	7
$X^2$		***				***			
Tab. $X^2$ at .05									
Recency of Training									
Before 1946	138	69	32	11	26	25	16	22	75
1946-50	60	35	7	6	12	12	4	8	36
1951-55	121	59	28	5	29	30	6	24	62
1956-60	192	108	32	16	36	34	16	30	113
Since 1961	98	50	12	12	24	23	16	8	51
$X^2$		14.79**				18.54**			
Tab. $X^2$ at .05		(21.02) df 12				(21.02) df 12			
Age									
Under 30	73	36	13	8	16	15	9	11	38
30-39 Years	113	61	22	7	23	24	6	18	65
Over 40	423	224	76	36	87	84	43	64	232
$X^2$		6.11**				7.16**			
Tab. $X^2$ at .05		(12.59) df 6				(12.59) df 6			

\*A - Always \*U - Usually \*S - Sometimes \*N - Never

\*\*Not significant

\*\*\*Not valid

TABLE LXXVII

FREQUENCY DISTRIBUTION OF RESPONSES TO STATEMENT 2, TRANSITION AREA, ACCORDING TO GRADE TAUGHT, CLASSIFICATION OF SCHOOL, EXPERIENCE AND AGE OF RESPONDENTS, AMOUNT OF COLLEGE TRAINING, AND REGENCY OF COLLEGE TRAINING

Statement: I provide opportunity and materials to supplement basic texts in reading such as:																					
	Number	a. Newspapers				b. Magazines				c. Supplement-ary Texts				d. Parallel Books				e. Library Books			
		A*	U*	S*	N*	A	U	S	N	A	U	S	N	A	U	S	N	A	U	S	N
<b>Grade Taught</b>																					
Grade 1	208	53	22	62	70	39	35	68	66	145	41	16	6	144	29	23	12	154	30	16	8
Grade 2	197	71	36	51	39	51	46	60	40	137	37	11	12	123	33	20	21	149	34	7	7
Grade 3	204	81	34	66	23	73	36	75	20	136	43	18	7	120	41	27	16	156	33	11	4
$X^2$		35.11				37.82				5.17**				8.34**				4.98**			
Tab. $X^2$ at .05		(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6			
<b>Classification of School</b>																					
City	291	109	44	80	58	89	49	96	57	217	48	17	9	195	45	29	22	225	43	14	9
Town	172	58	26	55	33	44	36	57	35	112	32	19	9	97	27	30	18	126	29	14	3
Rural	146	38	23	44	41	30	32	50	34	89	41	9	7	95	31	12	8	108	25	6	7
$X^2$		9.59**				6.84**				15.58				12.95				5.63**			
Tab. $X^2$ at .05		(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6			
<b>Experience</b>																					
Under 5 Years	83	19	17	28	19	24	18	25	16	61	16	3	4	51	16	11	5	65	13	1	4
6-10 Years	120	37	21	39	23	34	26	40	20	88	13	13	5	82	11	20	7	91	22	6	1
Over 10 Years	406	149	55	112	90	105	73	138	90	269	92	29	16	254	76	39	37	303	62	27	14
$X^2$		9.14**				3.83**				12.35**				10.47**				***			
Tab. $X^2$ at .05		(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6							
<b>College Training</b>																					
3 Years or Less	75	23	13	16	23	13	12	27	23	46	19	8	2	45	10	14	6	53	12	6	4
4 Years	18	5	5	6	2	5	4	8	1	15	2	0	1	15	2	0	1	16	1	0	1
Bachelor's Degree	413	138	64	132	77	108	84	143	76	281	84	29	19	253	73	53	34	311	69	23	10
5 Years	13	5	3	3	2	5	4	2	2	9	2	1	1	9	3	0	1	9	4	0	0
Master's Degree	73	28	6	18	21	24	11	20	18	53	12	5	3	53	13	3	4	56	9	4	4
Beyond Master's	17	6	2	4	5	8	2	3	4	14	2	1	0	12	2	1	2	14	2	1	0
$X^2$		17.17**				***				***				***				***			
Tab. $X^2$ at .05		(24.99) df 15																			
<b>Regency of Training</b>																					
Before 1946	138	52	24	35	27	36	24	43	35	79	40	11	8	77	23	10	18	100	23	9	6
1946-50	60	15	9	19	17	15	11	21	13	49	5	6	0	41	4	11	4	47	5	8	0
1951-55	121	36	14	47	24	26	23	52	20	83	20	14	4	81	20	15	5	94	19	7	1
1956-60	192	73	27	54	38	53	41	62	36	136	39	11	6	128	33	16	15	142	33	10	7
Since 1961	98	29	19	23	27	33	18	24	23	71	17	3	7	60	23	8	7	76	17	0	5
$X^2$		15.84**				12.84**				***				20.40**				***			
Tab. $X^2$ at .05		(21.02) df 12				(21.02) df 12								(21.02) df 12							
<b>Age</b>																					
Under 30	73	9	17	28	19	15	17	24	17	53	14	4	2	44	12	12	5	55	15	3	0
30-39 Years	113	35	16	37	25	31	19	43	20	82	20	8	3	75	19	13	6	87	16	5	5
Over 40	423	161	60	113	89	117	81	135	90	282	87	34	20	267	72	46	38	316	66	27	14
$X^2$		22.59				5.64**				3.80**				4.16**				***			
Tab. $X^2$ at .05		(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6							

\*A - Always \*U - Usually \*S - Sometimes \*N - Never  
 \*\*Not significant  
 \*\*\*Not valid

recognize the need to provide newspapers and magazines for supplementing basic texts as in each case the difference is significant at the .05 level of confidence.

A significant difference exists at the .05 level of confidence in terms of the classification of schools. City teachers, more than town and rural teachers, provide more supplementary texts for additional reading material. City and rural teachers, more than town teachers, provide parallel reading to supplement basic materials.

A significant difference exists at the .05 level of confidence in terms of the age of the respondents. Teachers over 40 favor use of more materials, in the form of newspapers, than do the teachers under 40 years of age.

#### Table LXXXIII

A study of the data shown in Table LXXXIII reveals no significant difference exists concerning activities to review or re-teach essential basal reading skills.

#### Table LXXXIV

A study of the data summarized in Table LXXXIV reveals a significant difference among teachers of grades one, two, and three with respect to use of diagnostic reading tests for identifying deficiencies in students' reading ability. Third grade teachers, more than first or second grade teachers, favor their use. The difference is significant at the .05 level of confidence.

A significant difference at the .05 level exists, in terms of classification of schools of respondents, with respect to the use of diagnostic reading tests, with city and town teachers making greater use

TABLE LXXXIII

FREQUENCY DISTRIBUTION OF RESPONSES TO STATEMENT 3, TRANSITION PERIOD AREA, ACCORDING TO GRADE TAUGHT, CLASSIFICATION OF SCHOOL, EXPERIENCE AND AGE OF RESPONDENTS, AMOUNT OF COLLEGE TRAINING, AND REGENCY OF COLLEGE TRAINING

Statement: I plan varied instructional activities to review or re-teach essential basic reading skills taught at the previous levels for those pupils who may not have mastered them at that level.

	Number	A*	U*	S*	N*
<b>Grade Taught</b>					
Grade 1	208	152	34	18	4
Grade 2	197	136	39	16	6
Grade 3	204	137	52	11	4
$X^2$		6.68**			
Tab. $X^2$ at .05		(12.59) df 6			
<b>Classification of School</b>					
City	291	212	57	17	5
Town	172	114	37	17	4
Rural	146	99	31	11	5
$X^2$		5.44**			
Tab. $X^2$ at .05		(12.59) df 6			
<b>Experience</b>					
Under 5 Years	83	67	12	2	2
6-10 Years	120	91	21	6	2
Over 10 Years	406	267	91	38	10
$X^2$		12.44**			
Tab. $X^2$ at .05		(12.59) df 6			
<b>College Training</b>					
3 Years or Less	75	46	17	11	1
4 Years	18	13	3	2	0
Bachelor's Degree	413	287	88	28	10
5 Years	13	8	5	0	0
Master's Degree	73	57	10	3	3
Beyond Master's	17	14	2	1	0
$X^2$		***			
Tab. $X^2$ at .05					
<b>Regency of Training</b>					
Before 1946	138	82	37	17	2
1946-50	60	43	10	7	0
1951-55	121	84	28	6	3
1956-60	192	141	33	11	7
Since 1961	98	75	17	4	2
$X^2$		***			
Tab. $X^2$ at .05					
<b>Age</b>					
Under 30	73	65	6	2	0
30-39 Years	113	78	26	6	3
Over 40	423	281	93	38	11
$X^2$		***			
Tab. $X^2$ at .05					

\*A - Always    \*U - Usually    \*S - Sometimes    \*N - Never  
 \*\*Not significant  
 \*\*\*Not valid

TABLE LXXXIV

FREQUENCY DISTRIBUTION OF RESPONSES TO STATEMENT 4, TRANSITION AREA, ACCORDING TO GRADE TAUGHT, CLASSIFICATION OF SCHOOL, EXPERIENCE AND AGE OF RESPONDENTS, AMOUNT OF COLLEGE TRAINING, AND REGENCY OF COLLEGE TRAINING

Statement: To help identify the skills in which the students are deficient, I use:																					
Number	a. Achievement Tests				b. Diagnostic Reading Tests				c. Teacher-made Tests				d. Teacher Observation				e. Reading Inventories				
	A*	U*	S*	N*	A	U	S	N	A	U	S	N	A	U	S	N	A	U	S	N	
<b>Grade Taught</b>																					
Grade 1	208	84	38	55	31	63	26	65	54	122	49	25	12	184	17	6	1	99	40	37	32
Grade 2	197	84	34	43	36	64	49	44	40	104	42	27	24	162	28	4	3	70	51	45	31
Grade 3	204	81	60	47	16	73	59	51	21	101	57	35	11	162	33	8	1	73	56	50	25
$\chi^2$		7.17**				30.60				12.33**				***				11.78**			
Tab. $\chi^2$ at .05		(12.59) df 6				(12.59) df 6				(12.59) df 6								(12.59) df 6			
<b>Classification of School</b>																					
City	291	115	73	64	39	102	65	73	51	157	73	40	21	242	29	7	3	113	72	64	42
Town	172	67	31	43	31	60	28	41	43	99	33	26	14	144	19	8	1	77	40	36	19
Rural	146	67	28	38	13	38	41	46	21	71	42	21	12	122	20	3	1	52	34	33	27
$\chi^2$		8.64**				14.28				5.33**				***				4.94**			
Tab. $\chi^2$ at .05		(12.59) df 6				(12.59) df 6				(12.59) df 6								(12.59)**			
<b>Experience</b>																					
Under 5 Years	83	31	16	22	14	27	23	19	14	52	22	6	3	75	8	0	0	45	16	16	6
6-10 Years	120	52	29	26	13	40	27	32	21	68	24	8	10	110	10	0	0	49	35	20	16
Over 10 Years	406	166	87	97	56	133	84	109	80	207	102	63	34	323	59	19	5	148	96	96	66
$\chi^2$		3.39**				2.83**				8.99**				***				14.08			
Tab. $\chi^2$ at .05		(12.59) df 6				(12.59) df 6				(12.59) df 6								(12.59) df 6			
<b>College Training</b>																					
3 Years or Less	75	26	15	20	14	15	15	27	18	35	19	15	6	55	13	4	3	23	22	22	8
4 Years	18	11	3	1	3	7	1	6	4	11	5	0	2	17	1	0	0	7	7	1	3
Bachelor's Degree	413	161	97	100	55	132	101	102	78	218	103	59	33	340	58	13	2	167	98	91	57
5 Years	13	7	3	3	C	5	4	3	1	8	4	1	0	11	2	0	0	6	3	1	3
Master's Degree	73	35	12	16	10	35	7	19	12	44	13	11	5	70	1	2	0	37	13	10	13
Beyond Master's	17	9	2	5	1	6	5	3	3	11	4	1	1	15	2	0	0	2	4	8	3
$\chi^2$		***				***				***				***				***			
Tab. $\chi^2$ at .05																					
<b>Regency of Training</b>																					
Before 1946	138	50	33	31	24	32	37	32	37	61	43	21	13	99	30	6	3	41	40	35	22
1946-50	60	24	14	8	14	23	12	8	17	33	9	11	7	49	10	1	0	26	13	7	14
1951-55	121	55	21	32	13	38	24	43	16	73	28	16	4	102	9	9	1	61	25	24	11
1956-60	192	83	41	50	18	74	37	50	31	106	38	32	16	172	17	2	1	82	41	44	25
Since 1961	98	37	23	24	14	33	24	27	14	54	30	7	7	86	11	1	0	32	28	23	15
$\chi^2$		14.66**				18.52**				20.42**				***				21.65			
Tab. $\chi^2$ at .05		(21.02) df 12				(21.02) df 12				(21.02) df 12								(21.02) df 12			
<b>Age</b>																					
Under 30	73	27	16	23	7	19	23	22	9	47	21	4	1	66	7	0	0	35	17	16	5
30-39 Years	113	41	25	27	20	44	22	28	19	71	23	11	8	101	11	1	0	48	28	20	17
Over 40	423	180	91	95	57	137	88	110	88	209	103	72	39	340	60	18	5	158	102	97	66
$\chi^2$		6.44**				13.22				***				***				8.61**			
Tab. $\chi^2$ at .05		(12.59) df 6				(12.59) df 6												(12.59) df 6			

\*A - Always \*U - Usually \*S - Sometimes \*N - Never  
 \*\*Not significant  
 \*\*\*Not valid

of this practice than do rural teachers.

The difference among teachers, in terms of teaching experience, is significant at the .05 level of confidence with the less experienced teachers favoring the use of group reading inventories for identifying deficiencies in reading skills and the more experienced teacher less in favor of the use of group reading inventories.

The difference among respondents, in terms of recency of training, is significant at the .05 level of confidence. Teachers trained since 1946 use group reading inventories and teachers trained before 1946 are not as aware of the need for using them.

A difference among respondents, in terms of age, is significant at the .05 level with the teachers over 40 favoring the use of diagnostic reading tests for identifying reading deficiencies and teachers under 40 not using them.

#### Table LXXXV

A study of the data recorded in Table LXXXV reveals significant differences at the .05 level of confidence among respondents in terms of grade taught with first and second grade teachers, in general, accepting the idea of a planned program to develop study skills and third grade teachers accepting a combination of incidental and direct teaching.

#### Table LXXXVI

A study of the data shown in Table LXXXVI discloses that significant differences exist with respect to only one of the six variables of the study. There is a significant difference at the .05 level of confidence in terms of grade taught by the respondents. First and third grade

TABLE LXXXIV

FREQUENCY DISTRIBUTION OF RESPONSES TO STATEMENT 5, TRANSITION AREA, ACCORDING TO GRADE TAUGHT, CLASSIFICATION OF SCHOOL, EXPERIENCE AND AGE OF RESPONDENTS, AMOUNT OF COLLEGE TRAINING, AND REGENCY OF COLLEGE TRAINING

Statement: I teach reading in the content areas:													
	Number	A. Incidentally				b. Planned Program				c. Incidental and Direct			
		A*	U*	S*	N*	A	U	S	N	A	U	S	N
<b>Grade Taught</b>													
Grade 1	208	19	15	13	161	86	28	10	84	46	13	13	136
Grade 2	197	22	22	42	109	79	28	22	68	11	31	25	130
Grade 3	204	21	21	67	98	61	43	44	56	11	48	51	94
$X^2$		55.26				36.95				88.20			
Tab. $X^2$ at .05		(12.59) df 6				(12.59) df 6				(12.59) df 6			
<b>Classification of School</b>													
City	291	31	34	61	165	95	51	44	101	35	43	44	169
Town	172	17	13	31	111	77	31	16	48	14	20	26	112
Rural	146	14	10	30	92	54	17	16	59	19	29	19	79
$X^2$		5.50**				12.47**				7.38**			
Tab. $X^2$ at .05		(12.59) df 6				(12.59) df 6				(12.59) df 6			
<b>Experience</b>													
Under 5 Years	83	8	7	23	45	30	14	10	29	6	12	14	51
6-10 Years	120	12	12	22	72	48	22	14	36	4	16	19	71
Over 10 Years	406	42	38	77	249	148	63	52	144	48	64	55	239
$X^2$		3.66**				2.09**				2.18**			
Tab. $X^2$ at .05		(12.59) df 6				(12.59) df 6				(12.59) df 6			
<b>College Training</b>													
3 Years or Less	75	11	6	14	44	26	13	8	28	8	13	11	43
4 Years	18	1	0	5	12	7	2	1	8	4	2	3	9
Bachelor's Degree	413	40	42	79	252	153	69	53	138	44	63	59	247
5 Years	13	0	1	5	7	5	3	3	2	1	0	2	10
Master's Degree	73	8	6	13	46	33	7	8	25	9	9	10	45
Beyond Master's	17	2	2	6	7	2	5	3	7	2	5	4	6
$X^2$		***				***				***			
Tab. $X^2$ at .05													
<b>Regency of Training</b>													
Before 1946	138	15	18	25	80	43	28	14	53	17	28	20	73
1946-50	60	5	3	10	42	29	7	6	16	7	7	5	41
1951-55	121	9	15	30	67	41	15	19	46	18	15	28	60
1956-60	192	23	13	36	120	79	31	24	58	17	27	21	127
Since 1961	98	10	8	21	59	34	18	13	33	9	15	15	59
$X^2$		11.33**				12.97**				20.04**			
Tab. $X^2$ at .05		(21.02) df 12				(21.02) df 12				(21.02) df 12			
<b>Age</b>													
Under 30	73	5	8	18	42	24	14	11	24	8	11	12	42
30-39 Years	113	12	8	28	65	39	18	20	36	15	13	20	65
Over 40	423	45	41	76	261	163	67	45	148	44	68	57	254
$X^2$		5.41**				7.69**				11.41**			
Tab. $X^2$ at .05		(12.59) df 6				(12.59) df 6				(12.59) df 6			

\*A - Always    \*U - Usually    \*S - Sometimes    \*N - Never  
 \*\*Not significant  
 \*\*\*Not valid



TABLE LXXVI

FREQUENCY DISTRIBUTION OF RESPONSES TO STATEMENT 6, TRANSITION AREA, ACCORDING TO GRADE TAUGHT, CLASSIFICATION OF SCHOOL, EXPERIENCE AND AGE OF RESPONDENTS, AMOUNT OF COLLEGE TRAINING, AND REGENCY OF COLLEGE TRAINING

Statement: I provide extended practice to help students develop flexibility in their reading by having them:																													
		a. Scan Material				b. Grasp Phrases and Sentences				c. Adjust Rate to Purpose				d. Adjust to Difficulty of Material				e. Read Widely				f. Read for Different Purposes				g. Vary Rate and Manner			
Number		A*	U*	S*	N*	A	U	S	N	A	U	S	N	A	U	S	N	A	U	S	N	A	U	S	N	A	U	S	N
Grade Taught																													
Grade 1	208	53	44	66	45	118	52	28	10	83	68	32	25	83	64	34	27	141	36	18	13	118	50	20	20	82	52	44	30
Grade 2	197	36	57	68	36	102	58	29	8	71	67	31	28	76	68	23	30	110	46	31	10	103	60	18	16	47	67	39	34
Grade 3	204	58	59	70	17	115	68	17	5	85	95	17	7	96	80	18	10	95	62	38	9	114	62	19	9	72	63	45	24
$\chi^2$		19.08				8.38**				24.40				18.55				23.67				5.56**				8.08**			
Tab. $\chi^2$ at .05		(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6							
Classification of School																													
City	291	69	84	97	41	164	84	31	12	120	103	37	31	128	90	39	30	167	74	31	19	160	88	22	21	90	86	68	47
Town	172	40	40	60	32	96	47	25	4	72	65	23	12	68	66	18	20	102	35	30	5	92	49	19	12	67	53	35	17
Rural	146	38	36	47	25	75	47	18	6	47	62	20	17	59	56	18	13	77	35	26	8	83	35	16	12	54	43	25	24
$\chi^2$		4.09**				4.51**				6.66**				3.90**				9.81**				4.46**				8.13**			
Tab. $\chi^2$ at .05		(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6							
Experience																													
Under 5 Years	83	22	23	27	11	49	21	12	1	36	30	13	4	40	28	11	4	42	22	16	3	48	28	5	2	35	19	21	8
6-10 Years	120	31	34	37	18	62	40	15	3	45	48	13	14	51	41	13	15	63	24	24	9	64	37	8	11	41	37	21	21
Over 10 Years	406	94	103	140	69	264	117	46	19	158	152	54	42	164	143	51	48	241	98	47	20	223	107	44	32	135	126	86	59
$\chi^2$		2.43**				***				4.18**				4.86**				9.56**				8.10**				6.40**			
Tab. $\chi^2$ at .05		(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6							
College Training																													
3 Years or Less	75	20	17	22	16	38	26	3	8	24	32	10	9	23	35	8	9	37	25	6	7	34	22	11	8	21	23	14	17
4 Years	18	6	8	1	3	12	5	0	1	9	6	3	0	11	5	1	1	15	3	0	0	11	6	0	1	5	8	3	2
Bachelor's Degree	413	92	111	144	66	221	121	60	11	162	158	51	42	178	140	49	46	224	97	70	22	225	122	38	28	145	121	90	57
5 Years	13	4	2	5	2	7	5	1	0	4	6	3	0	4	4	4	1	6	4	3	0	6	5	2	0	3	4	4	2
Master's Degree	73	20	20	22	11	44	19	7	3	31	25	10	7	31	24	9	9	53	10	7	3	50	12	4	7	28	22	15	8
Beyond Master's	17	5	2	9	1	13	2	2	0	9	3	3	2	8	4	3	2	11	4	1	1	9	5	2	1	9	4	2	2
$\chi^2$		***				***				***				***				***				***				12.44**			
Tab. $\chi^2$ at .05		(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6				(24.99) df 15			
Regency of Training																													
Before 1946	138	36	39	44	19	69	49	7	13	46	57	19	16	51	52	19	16	71	35	21	11	68	43	13	14	41	42	28	27
1946-50	60	16	12	21	11	33	16	10	1	27	16	10	7	30	17	5	8	44	6	5	5	35	12	7	6	21	12	17	10
1951-55	121	27	32	44	18	71	32	17	1	52	52	8	9	52	46	11	12	65	35	16	5	71	32	11	7	39	45	24	13
1956-60	192	47	51	56	38	111	51	25	5	74	70	29	21	80	61	29	22	113	47	26	8	106	53	20	13	72	58	35	24
Since 1961	98	21	26	39	12	51	30	14	3	40	35	14	9	42	36	11	9	53	21	19	5	55	32	6	5	38	25	21	14
$\chi^2$		7.95**				***				12.58**				7.96**				18.70**				8.99**				13.32**			
Tab. $\chi^2$ at .05		(21.02) df 12				(21.02) df 12				(21.02) df 12				(21.02) df 12				(21.02) df 12				(21.02) df 12							
Age																													
Under 30	73	15	21	28	9	43	20	10	0	31	32	8	2	35	27	8	3	34	22	13	4	37	31	4	1	30	18	19	6
30-39	133	28	34	30	21	60	35	16	2	45	40	15	13	44	39	16	14	60	24	24	5	67	28	9	9	43	32	22	16
Over 40	423	104	104	146	69	231	123	48	21	162	158	57	46	176	146	51	50	251	98	50	24	230	113	44	36	138	132	86	67
$\chi^2$		7.66**				***				7.46**				11.98**				11.71**				***				10.42**			
Tab. $\chi^2$ at .05		(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6							

\*A - Always \*U - Usually \*S - Sometimes \*N - Never  
 \*\*Not significant  
 \*\*\*Not valid

teachers, more than second grade teachers, provide practice in developing flexibility in reading by having pupils scan material to be read and to adjust the rate of reading to suit the purpose for reading. Third grade teachers, more than second grade teachers, adjust the rate of reading to the difficulty of the material being read. First grade teachers, more than second and third grade teachers, have pupils read widely in simple material to develop flexibility in reading rate.

Table LXXXVII

A study of the data in Table LXXXVII discloses that a significant difference exists with respect to two of the six variables of the study. First grade teachers are aware of the need to make provisions for and to supply materials on different reading levels for individualized instruction, while second and third grade teachers are not as aware of this need. The difference is significant at the .05 level of confidence.

Teachers trained since 1946, more than teachers trained before 1946, are aware of the need to make provisions for and to supply materials on different reading levels. This difference is significant at the .05 level of confidence.

Table LXXXVIII

A study of the data shown in Table LXXXVIII reveals no significant difference exists concerning the use of contextual clues to comprehend meaning in reading.

Table LXXXIX

A study of the data shown in Table LXXXIX discloses that significant differences exist with respect to only one of the six variables of the

TABLE LXXXVII

FREQUENCY DISTRIBUTION OF RESPONSES TO STATEMENT 7, TRANSITION PERIOD AREA, ACCORDING TO GRADE TAUGHT, CLASSIFICATION OF SCHOOL, EXPERIENCE AND AGE OF RESPONDENTS, AMOUNT OF COLLEGE TRAINING, AND REGENCY OF COLLEGE TRAINING

Statement: I make provisions and supply materials on different reading levels for much individual instruction.

	Number	A*	U*	S*	N*
<b>Grade Taught</b>					
Grade 1	208	120	58	24	7
Grade 2	197	96	56	26	19
Grade 3	204	87	71	37	8
$X^2$		20.98			
Tab. $X^2$ at .05		(12.59) df 6			
<b>Classification of School</b>					
City	291	152	86	37	16
Town	172	76	58	25	13
Rural	146	75	41	27	7
$X^2$		7.19**			
Tab. $X^2$ at .05		(12.59) df 6			
<b>Experience</b>					
Under 5 Years	83	36	28	15	4
6-10 Years	120	62	37	15	6
Over 10 Years	406	205	120	59	22
$X^2$		2.84**			
Tab. $X^2$ at .05		(12.59) df 6			
<b>College Training</b>					
3 Years or Less	75	32	20	17	6
4 Years	18	8	9	1	0
Bachelor's Degree	413	200	132	58	23
5 Years	13	9	2	2	0
Master's Degree	73	46	16	7	4
Beyond Master's	17	8	6	3	0
$X^2$		***			
Tab. $X^2$ at .05					
<b>Regency of Training</b>					
Before 1946	138	54	50	23	12
1946-50	60	33	12	12	2
1951-55	121	68	33	15	5
1956-60	192	100	62	19	12
Since 1961	98	48	28	20	2
$X^2$		22.17			
Tab. $X^2$ at .05		(21.02) df 12			
<b>Age</b>					
Under 30	73	35	24	11	3
30-39 Years	113	65	28	15	5
Over 40	423	202	133	63	25
$X^2$		5.36**			
Tab. $X^2$ at .05		(12.59) df 6			

\*A - Always    \*U - Usually    \*S - Sometimes    \*N - Never  
 \*\*Not significant  
 \*\*\*Not valid

TABLE LXXXVIII

FREQUENCY DISTRIBUTION OF RESPONSES TO STATEMENT 8, TRANSITION PERIOD AREA, ACCORDING TO GRADE TAUGHT, CLASSIFICATION OF SCHOOL, EXPERIENCE AND AGE OF RESPONDENTS, AMOUNT OF COLLEGE TRAINING, AND REGENCY OF COLLEGE TRAINING

Statement: In silent reading, I stress the ability to use contextual clues for word analysis to comprehend meaning in sentences, paragraphs, stories, etc.					
	Number	A*	U*	S*	N*
<b>Grade Taught</b>					
Grade 1	208	141	42	19	6
Grade 2	197	137	36	9	15
Grade 3	204	149	50	1	3
$X^2$					***
Tab. $X^2$ at .05					
<b>Classification of School</b>					
City	291	204	64	12	11
Town	172	116	39	7	10
Rural	146	107	25	10	4
$X^2$					4.94**
Tab. $X^2$ at .05					(12.59) df 6
<b>Experience</b>					
Under 5 Years	83	52	23	7	1
6-10 Years	120	87	24	4	5
Over 10 Years	406	288	81	16	21
$X^2$					***
Tab. $X^2$ at .05					
<b>College Training</b>					
3 Years or Less	75	50	16	5	4
4 Years	18	16	2	0	0
Bachelor's Degree	413	291	88	19	15
5 Years	13	7	6	0	0
Master's Degree	73	53	10	4	6
Beyond Master's	17	10	6	0	1
$X^2$					***
Tab. $X^2$ at .05					
<b>Regency of Training</b>					
Before 1946	138	91	31	7	9
1946-50	60	40	13	3	4
1951-55	121	92	23	5	1
1956-60	192	133	39	12	10
Since 1961	98	71	22	3	2
$X^2$					***
Tab. $X^2$ at .05					
<b>Age</b>					
Under 30	73	48	18	7	0
30-39 Years	113	77	26	3	7
Over 40	423	301	84	19	19
$X^2$					***
Tab. $X^2$ at .05					

\*A - Always    \*U - Usually    \*S - Sometimes    \*N - Never

\*\*Not Significant

\*\*\*Not valid

study, There is a significant difference at the .05 level of confidence in terms of grade taught by the respondents. First grade teachers, more than second and third grade teachers, give special help to students in building word analysis skills.

Table LXXXX

A study of the data shown in Table LXXXX reveals that no significant difference exists in practices to develop and extend reading-study skills.

Table LXXXXI

A study of the data shown in Table LXXXXI reveals that significant differences exist in terms of grade taught, classification of schools, and age of the respondent, with respect to development of certain critical reading skills.

Third grade teachers recognize the need to develop the critical skills of reasoning, evaluating, generalizing, detecting bias, detecting propaganda, and separating opinion and emotion from fact, more than do first and second grade teachers. The difference for each sub-item is significant at the .05 level of confidence.

A significant difference exists in relation to the classification of schools of the respondents and the critical reasoning skill. Town teachers, more than city and rural teachers, favor the use of this practice. This difference is significant at the .05 level of confidence.

The difference among respondents, in terms of age, with respect to separating emotion from fact, is significant at the .05 level of confidence. Teachers over 40 accept the need for emphasizing the separation of emotion from fact and teachers under 40 are not as aware of this need.

TABLE LXXXIX

FREQUENCY DISTRIBUTION OF RESPONSES TO STATEMENT 9, TRANSITION PERIOD AREA, ACCORDING TO GRADE TAUGHT, CLASSIFICATION OF SCHOOL, EXPERIENCE AND AGE OF RESPONDENTS, AMOUNT OF COLLEGE TRAINING, AND REGENCY OF COLLEGE TRAINING

Statement: I plan specific materials and allocate special time to work with students who need additional help in extending and mastering the skills of word analysis.

	Number	A*	U*	S*	N*
<b>Grade Taught</b>					
Grade 1	208	116	52	30	10
Grade 2	197	98	61	25	13
Grade 3	204	82	84	31	7
$X^2$		16.38			
Tab. $X^2$ at .05		(12.59) df 6			
<b>Classification of School</b>					
City	291	134	101	40	16
Town	172	84	46	31	11
Rural	146	78	50	14	4
$X^2$		8.44**			
Tab. $X^2$ at .05		(12.59) df 6			
<b>Experience</b>					
Under 5 Years	83	40	27	15	1
6-10 Years	120	56	43	14	7
Over 10 Years	406	200	127	57	22
$X^2$		***			
Tab. $X^2$ at .05					
<b>College Training</b>					
3 Years or Less	75	36	24	11	4
4 Years	18	12	4	1	1
Bachelor's Degree	413	193	137	64	19
5 Years	13	4	6	2	1
Master's Degree	73	42	21	6	4
Beyond Master's	17	9	5	2	1
$X^2$		***			
Tab. $X^2$ at .05					
<b>Regency of Training</b>					
Before 1946	138	56	51	22	9
1946-50	60	28	16	11	5
1951-55	121	62	37	18	4
1956-60	192	99	60	26	7
Since 1961	98	51	33	10	4
$X^2$		9.45**			
Tab. $X^2$ at .05		(21.02) df 12			
<b>Age</b>					
Under 30	73	33	28	10	2
30-39 Years	113	51	38	20	4
Over 40	423	212	130	57	24
$X^2$		6.22**			
Tab. $X^2$ at .05		(12.59) df 6			

\*A - Always      \*U - Usually      \*S - Sometimes      \*N - Never

\*\*Not Significant

\*\*\*Not valid

TABLE LXXXX

FREQUENCY DISTRIBUTION OF RESPONSES TO STATEMENT 10, TRANSITION PERIOD AREA, ACCORDING TO GRADE TAUGHT, CLASSIFICATION OF SCHOOL, EXPERIENCE AND AGE OF RESPONDENTS, AMOUNT OF COLLEGE TRAINING, AND RECENCY OF COLLEGE TRAINING

Statement: I provide practice in developing and extending reading-study skills in various types of informal reading.

	Number	A*	U*	S*	N*
<b>Grade Taught</b>					
Grade 1	208	95	72	33	8
Grade 2	197	70	80	32	15
Grade 3	204	82	75	36	11
$X^2$		6.53**			
Tab. $X^2$ at .05		(12.59) df 6			
<b>Classification of School</b>					
City	291	116	112	46	17
Town	172	69	57	32	14
Rural	146	62	58	22	4
$X^2$		5.91**			
Tab. $X^2$ at .05		(12.59) df 6			
<b>Experience</b>					
Under 5 Years	83	40	24	17	2
6-10 Years	120	59	39	16	6
Over 10 Years	406	148	164	68	26
$X^2$		12.55**			
Tab. $X^2$ at .05		(12.59) df 6			
<b>College Training</b>					
3 Years or Less	75	22	25	24	4
4 Years	18	10	7	0	1
Bachelor's Degree	413	170	156	66	21
5 Years	13	4	6	1	2
Master's Degree	73	34	26	8	5
Beyond Master's	17	7	7	2	1
$X^2$		***			
Tab. $X^2$ at .05					
<b>Recency of Training</b>					
Before 1946	138	43	52	31	12
1946-50	60	24	22	10	4
1951-55	121	52	48	17	4
1956-60	192	81	70	33	9
Since 1961	98	47	35	12	4
$X^2$		14.96**			
Tab. $X^2$ at .05		(21.02) df 12			
<b>Age</b>					
Under 30	73	34	20	18	1
30-39 Years	113	48	44	15	6
Over 40	423	165	163	68	27
$X^2$		***			
Tab. $X^2$ at .05					

\*A - Always    \*U - Usually    \*S - Sometimes    \*N - Never  
 \*\*Not Significant  
 \*\*\*Not valid

TABLE LXXXXI

FREQUENCY DISTRIBUTION OF RESPONSES TO STATEMENT 11, TRANSITION AREA, ACCORDING TO GRADE TAUGHT, CLASSIFICATION OF SCHOOL, EXPERIENCE AND AGE OF RESPONDENTS, AMOUNT OF COLLEGE TRAINING, AND REGENCY OF COLLEGE TRAINING

Statement: I use a wide selection of materials in all fields to emphasize critical reading skills such as:		a. Reasoning				b. Evaluating				c. Generalizing				d. Make Judgments				e. Detect Bias				f. Detect Propaganda				g. Separate Opinion and Fact				h. Separate Emotion and Fact			
	Number	A*	U*	S*	N*	A	U	S	N	A	U	S	N	A	U	S	N	A	U	S	N	A	U	S	N	A	U	S	N				
Grade Taught																																	
Grade 1	208	89	56	45	18	73	52	59	24	35	56	68	49	61	66	43	38	9	16	51	132	12	18	44	134	29	28	59	92	29	24	65	90
Grade 2	197	92	56	25	24	71	65	31	30	43	61	53	40	63	61	40	33	13	18	50	116	13	21	42	121	26	41	50	80	28	37	50	82
Grade 3	204	100	64	31	9	87	68	38	11	51	78	52	23	65	70	52	17	18	25	78	84	18	27	62	97	38	68	60	38	28	64	66	46
X <sup>2</sup>		13.91				22.37				18.44				10.60**				24.03				14.32			44.19					37.32			
Tab. X <sup>2</sup> at .05		(12.59)	df 6			(12.59)	df 6			(12.59)	df 6			(12.59)	df 6			(12.59)	df 6			(12.59)	df 6			(12.59)	df 6			(12.59)	df 6		
Classification of School																																	
City	291	127	96	44	24	104	98	59	30	56	98	32	55	94	104	52	41	19	29	77	166	18	35	63	175	42	70	80	99	40	65	88	98
Town	172	92	34	34	12	76	42	37	17	46	49	47	30	58	43	46	25	12	19	56	85	16	17	44	95	35	36	39	62	31	32	44	65
Rural	146	62	46	24	14	51	45	33	17	27	48	45	26	37	50	38	21	9	11	46	80	9	14	41	82	16	31	51	48	14	28	49	55
X <sup>2</sup>		12.85				6.77**				4.96**				11.37**				3.91**				5.70**			9.81**					7.90**			
Tab. X <sup>2</sup> at .05		(12.59)	df 6			(12.59)	df 6			(12.59)	df 6			(12.59)	df 6			(12.59)	df 6			(12.59)	df 6			(12.59)	df 6			(12.59)	df 6		
Experience																																	
Under 5 Years	83	49	20	9	5	39	25	11	8	23	21	28	11	30	29	18	6	9	9	18	47	11	11	15	46	14	17	28	24	14	14	29	26
6-10 Years	120	50	36	22	12	47	35	23	15	25	38	34	23	40	38	26	16	5	14	36	65	6	14	14	66	16	27	36	41	15	25	36	44
Over 10 Years	406	182	120	71	33	145	125	95	41	81	136	112	77	119	130	92	65	26	36	125	219	26	41	99	240	63	93	106	144	56	86	117	147
X <sup>2</sup>		7.14**				6.27**				5.77**				6.04**				6.33**				8.44**			3.34**					2.73**			
Tab. X <sup>2</sup> at .05		(12.59)	df 6			(12.59)	df 6			(12.59)	df 6			(12.59)	df 6			(12.59)	df 6			(12.59)	df 6			(12.59)	df 6			(12.59)	df 6		
College Training																																	
3 Years or Less	75	29	23	12	11	23	22	17	13	14	18	23	20	23	15	20	17	6	5	17	47	4	6	20	45	6	20	18	31	5	13	21	36
4 Years	18	13	5	0	0	12	4	2	0	6	8	1	3	9	5	4	0	0	2	4	12	1	2	1	14	1	3	4	10	1	4	5	8
Bachelor's Degree	413	188	116	75	34	151	127	90	45	86	128	126	73	119	139	96	59	29	42	125	217	30	46	104	233	64	94	124	131	62	82	130	139
5 Years	13	6	4	2	1	5	5	2	1	2	5	4	2	2	5	4	2	2	2	1	8	2	2	1	8	3	2	2	6	2	3	4	4
Master's Degree	73	37	21	11	4	34	19	14	6	17	30	14	12	30	27	10	6	2	5	27	39	5	7	21	40	15	14	19	25	4	17	18	24
Beyond Master's	17	8	7	1	1	6	8	3	0	4	6	5	2	6	6	2	3	1	3	4	9	1	3	2	11	3	4	3	7	1	5	4	7
X <sup>2</sup>		***				***				***				***				***				***			***					***			
Tab. X <sup>2</sup> at .05																																	
Regency of Training																																	
Before 1946	138	56	42	25	15	45	46	32	15	26	43	41	28	35	46	34	23	8	9	44	77	7	10	40	81	16	32	42	48	11	28	45	54
1946-50	60	26	15	16	3	21	18	16	3	10	20	18	12	21	19	12	8	3	6	14	37	3	7	10	40	13	11	11	25	9	10	17	24
1951-55	121	56	37	18	10	44	38	25	14	23	42	33	23	36	39	25	21	7	13	34	67	8	15	29	69	16	29	38	38	17	26	36	42
1956-60	192	93	52	31	16	82	51	40	19	45	61	50	36	59	65	42	26	12	23	59	98	13	27	45	107	29	47	55	61	32	42	57	61
Since 1961	98	50	30	12	6	39	32	16	11	25	29	32	12	38	28	23	9	10	8	28	52	12	7	25	54	19	18	24	37	16	19	27	36
X <sup>2</sup>		12.02**				7.39**				6.85**				8.75**				7.34**				13.55**			10.73**					7.71**			
Tab. X <sup>2</sup> at .05		(21.02)	df 12			(21.02)	df 12			(21.02)	df 12			(21.02)	df 12			(21.02)	df 12			(21.02)	df 12			(21.02)	df 12			(21.02)	df 12		
Age																																	
Under 30	73	37	20	13	3	31	23	14	5	13	22	30	8	24	24	21	4	3	7	22	41	5	6	18	44	9	14	28	22	8	15	27	23
30-39 Years	133	52	34	18	9	42	36	21	14	20	39	32	22	37	38	20	18	6	14	32	61	6	14	26	67	22	21	32	38	19	19	41	39
Over 40	423	191	122	71	39	157	126	94	46	96	133	112	82	128	135	94	66	31	38	125	229	32	46	105	240	62	101	110	150	58	58	114	156
X <sup>2</sup>		3.93**				4.15**				11.18**				10.95**				3.46**				2.61**			10.60**					13.47			
Tab. X <sup>2</sup> at .05		(12.59)	df 6			(12.59)	df 6			(12.59)	df 6			(12.59)	df 6			(12.59)	df 6			(12.59)	df 6			(12.59)	df 6			(12.59)	df 6		

\*A - Always \*U - Usually \*S - Sometimes \*N - Never  
 \*\*Not significant  
 \*\*\*Not valid



## Table LXXXXII

A study of the data shown in Table LXXXXII indicates that significant differences exist in terms of grade taught, classification of schools, teaching experience, and age of the respondent with respect to activities to extend children's vocabularies.

First grade teachers recognize the need to provide exercises for extending vocabularies using experience charts, personal experience records, identifying root words and inflected forms, and using word and dictionary drills more than do second and third grade teachers as in each case the difference is significant at the .05 level of confidence.

A significant difference exists in relation to the classification of schools of the respondents and the use of experience charts for building vocabulary. City teachers, more than town and rural teachers, favor use of this practice. This difference is significant at the .05 level of confidence.

Less experienced teachers favor the use of experience charts for building vocabulary and the more experienced teachers tend to disregard this practice. This difference is significant at the .05 level of confidence.

The difference among respondents, in terms of age, is also significant at the .05 level of confidence with teachers under 40 accepting the need for emphasizing the use of experience charts for building vocabulary and teachers over 40 not as aware of this need.

## Table LXXXXIII

A study of the data shown in Table LXXXXIII discloses that significant differences exist with respect to only one of the six variables of the

TABLE LXXXXII

FREQUENCY DISTRIBUTION OF RESPONSES TO STATEMENT 12, TRANSITION AREA, ACCORDING TO GRADE TAUGHT, CLASSIFICATION OF SCHOOL, EXPERIENCE AND AGE OF RESPONDENTS, AMOUNT OF COLLEGE TRAINING, AND REGENCY OF COLLEGE TRAINING

Statement: I use a number of procedures and exercises for helping children extend their vocabularies such as:		a. Experience Charts				b. Personal Records				c. Complete Sentences				d. Combine Phrases				e. Identify Root Words				f. Phonetic Analysis				g. Contextual Analysis				h. Dictionary Drills			
Grade Taught	Number	A*	U*	S*	N*	A	U	S	N	A	U	S	N	A	U	S	N	A	U	S	N	A	U	S	N	A	U	S	N	A	U	S	N
Grade 1	208	121	37	34	16	68	48	64	28	137	47	22	2	101	52	47	8	108	47	35	18	166	28	10	4	127	41	20	20	123	41	29	15
Grade 2	197	62	40	63	32	44	43	59	51	114	48	32	3	87	59	41	10	116	49	25	7	143	41	7	6	110	49	23	15	73	64	46	14
Grade 3	204	48	51	68	37	38	49	86	31	105	67	29	3	91	72	38	3	123	62	15	4	140	51	9	4	118	56	18	12	90	64	42	8
X <sup>2</sup>	61.48	24.28				11.11**				8.67**				21.23				10.52**				5.42**				25.88							
Tab. X <sup>2</sup> at .05	(12.59) df 6	(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6											
Classification of School																																	
City	291	128	62	64	37	74	63	103	51	176	68	32	5	135	96	51	9	169	80	28	14	213	59	11	8	174	73	23	21	138	85	50	17
Town	172	60	38	53	21	44	42	51	35	98	42	31	1	83	48	36	5	93	42	31	6	127	37	7	1	92	42	26	12	83	47	27	15
Rural	146	43	28	47	28	32	35	55	24	82	42	20	2	61	39	39	7	85	36	17	8	109	25	11	5	89	31	11	15	65	36	41	4
X <sup>2</sup>	15.89	3.26**				***				8.89**				9.04**				***				9.36**				11.72**							
Tab. X <sup>2</sup> at .05	(12.59) df 6	(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6											
Experience																																	
Under 5 Years	83	38	15	24	6	25	19	24	15	54	22	7	0	39	29	14	1	51	22	7	3	58	20	2	3	44	26	12	1	36	26	19	2
6-10 Years	120	56	25	23	16	31	30	28	21	81	91	15	3	64	29	21	6	71	24	21	4	96	18	3	3	80	23	10	7	67	24	19	10
Over 10 Years	406	137	88	119	62	94	91	147	74	221	119	62	4	176	125	91	14	225	112	48	21	295	83	21	7	231	97	38	40	183	119	80	24
X <sup>2</sup>	13.52	3.30**				***				***				8.53**				6.30**				***				9.56**							
Tab. X <sup>2</sup> at .05	(12.59) df 6	(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6											
College Training																																	
3 Years or Less	75	8	13	22	22	16	13	27	19	37	20	16	2	31	22	20	2	36	25	8	6	53	11	7	4	37	16	13	9	25	22	16	12
4 Years	18	7	1	9	1	4	3	9	0	9	6	3	0	6	7	5	0	9	5	3	1	14	3	1	0	13	4	0	1	5	8	5	0
Bachelor's Degree	413	152	93	115	53	97	98	146	72	246	108	55	4	186	130	82	15	237	108	53	15	303	89	14	7	239	108	37	29	197	114	84	18
5 Years	13	9	2	1	1	6	4	1	2	8	5	0	0	8	3	1	1	8	4	0	1	8	3	1	1	7	4	1	1	7	4	2	0
Master's Degree	73	39	13	14	7	25	19	17	12	48	16	8	1	40	16	15	2	46	12	9	6	57	13	1	2	50	11	7	5	45	18	6	4
Beyond Master's	17	6	5	5	1	2	3	9	3	8	7	1	1	8	5	3	1	11	4	2	0	14	2	1	0	9	3	3	2	7	3	5	2
X <sup>2</sup>	***	***				***				***				***				***				***											
Tab. X <sup>2</sup> at .05																																	
Regency of Training																																	
Before 1946	138	41	26	43	28	22	35	45	36	78	43	15	2	64	47	23	4	74	45	12	7	100	28	4	6	73	34	12	19	59	44	25	10
1946-50	60	19	14	16	11	13	10	25	12	32	8	16	4	26	13	16	5	32	15	10	3	43	13	4	0	39	12	3	6	28	13	12	7
1951-55	121	46	27	32	16	30	30	41	20	73	30	18	0	59	31	26	5	73	22	20	6	91	22	7	1	72	26	16	7	55	33	28	5
1956-60	192	81	40	52	19	62	37	64	31	113	50	28	1	86	58	44	4	107	54	21	12	144	36	8	4	114	46	20	12	94	50	38	10
Since 1961	98	44	21	23	10	23	28	34	13	60	31	6	1	44	34	18	2	61	22	13	2	71	22	2	3	57	28	10	3	50	29	15	4
X <sup>2</sup>	15.09**	20.98**				***				9.84**				14.07**				***				17.35**				8.71**							
Tab. X <sup>2</sup> at .05	(21.02) df 12	(21.02) df 12				(21.02) df 12				(21.02) df 12				(21.02) df 12				(21.02) df 12				(21.02) df 12											
Age																																	
Under 30	73	33	15	20	5	16	18	25	14	50	17	6	0	30	25	16	2	40	22	8	3	48	21	3	1	33	29	10	1	36	20	16	1
30-39 Years	133	54	28	18	13	30	29	38	16	75	22	15	1	64	28	18	3	65	28	16	4	91	19	1	2	69	27	13	4	54	29	23	7
Over 40	423	144	84	128	67	104	92	146	81	230	123	63	7	185	129	93	16	241	108	52	22	309	81	22	11	252	90	39	43	196	119	79	29
X <sup>2</sup>	22.12	5.84**				***				10.23**				2.18**				***				***				***							
Tab. X <sup>2</sup> at .05	(12.59) df 6	(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6											

\*A - Always \*U - Usually \*S - Sometimes \*N - Never  
 \*\*Not significant  
 \*\*\*Not valid

study. There is a significant difference at the .05 level of confidence in terms of the grade taught by the respondents. First grade teachers, more than second and third grade teachers, recognize the need for developing critical skills for listening for tempo and stress, listening to detect bias, and listening to detect propaganda.

Table LXXXXIV

A study of the data shown in Table LXXXXIV reveals no significant difference exists concerning directed activities to adapt the speed of reading to purpose for reading and to materials used.

Summary of Data

Area of Readiness

From the detailed analysis of the data given in Tables I through XXVI, the following summary statements are drawn:

1. In general, first grade teachers, city teachers, younger teachers, and less experienced teachers provide more variety in their readiness programs, than do the other respondents of the study. (Tables I, VII, and XVII).
2. First grade teachers, city teachers, younger teachers, and less experienced teachers, more than the other respondents, indicate that they use more of the various auditory and visual discrimination practices. (Tables VIII, IX, XII, XIV, XV, XXIII, XXV).
3. First and second grade teachers, younger teachers, and the less experienced teachers use a planned sequence of training exercises to develop muscular coordination, more than do the other respondents. (Tables II, VI).
4. First grade teachers, the less experienced teachers, and the younger teachers, more than the other respondents, tend to use various materials and techniques for appraising children's work and performance, for determining readiness to read, for planning, for purposes of grouping, and for recognition of individual needs. (Tables XI, XVIII, XIX, XXI, XXII).

TABLE LXXXIII

FREQUENCY DISTRIBUTION OF RESPONSES TO STATEMENT 13, TRANSITION AREA, ACCORDING TO GRADE TAUGHT, CLASSIFICATION OF SCHOOL, EXPERIENCE AND AGE OF RESPONDENTS, AMOUNT OF COLLEGE TRAINING, AND REGENCY OF COLLEGE TRAINING

Statement: I provide listening experiences to help children develop the skills of critical listening such as:																						
	Number	a. Tempo and Stress				b. Emotive Tones				c. Detect Bias				d. Detect Propaganda				e. Logical Conclusions				
		A*	U*	S*	N*	A	U	S	N	A	U	S	N	A	U	S	N	A	U	S	N	
Grade Taught																						
Grade 1	208	60	44	65	39	62	45	62	39	19	18	56	115	17	14	52	125	67	58	45	38	
Grade 2	197	34	62	65	36	44	61	54	38	8	26	48	115	7	22	48	120	50	63	45	39	
Grade 3	204	43	61	75	25	45	59	72	28	16	35	77	76	14	23	75	87	57	77	47	23	
X <sup>2</sup>		15.35				11.46**				26.50				23.90				10.30**				
Tab. X <sup>2</sup> at .05		(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6				
Classification of School																						
City	291	60	81	103	47	71	80	88	52	15	36	78	162	14	31	77	169	88	96	59	48	
Town	172	41	43	55	33	45	41	55	31	14	27	50	81	12	18	50	92	47	50	45	30	
Rural	146	36	43	51	20	35	44	46	21	14	15	53	64	12	15	48	71	39	52	33	22	
X <sup>2</sup>		3.24**				1.72**				10.63**				5.84**				3.97**				
Tab. X <sup>2</sup> at .05		(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6				
Experience																						
Under 5 Years	83	23	21	29	10	24	21	27	11	6	15	20	42	7	15	14	47	31	26	16	10	
6-10 Years	120	32	33	36	19	33	35	29	23	6	20	37	57	6	17	34	63	38	40	23	19	
Over 10 Years	406	82	113	141	70	94	109	133	70	31	44	123	268	25	31	128	222	105	132	98	71	
X <sup>2</sup>		5.23**				4.85**				6.57**				11.86**				6.47**				
Tab. X <sup>2</sup> at .05		(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6				
College Training																						
3 Years or Less	75	13	20	27	15	13	20	22	20	3	9	21	42	3	6	21	45	17	24	16	18	
4 Years	18	3	7	5	3	1	6	6	5	0	1	5	12	0	2	4	12	3	6	4	5	
Bachelor's Degree	413	96	113	134	70	108	115	121	69	33	54	123	203	29	46	119	219	118	138	95	62	
5 Years	13	4	2	6	1	5	2	5	1	2	1	4	6	2	0	2	9	5	4	3	1	
Master's Degree	73	18	21	26	8	19	21	25	8	4	11	24	34	4	7	26	36	26	20	16	11	
Beyond Master's	17	3	4	8	2	4	1	10	2	1	2	4	10	0	2	4	11	5	6	3	3	
X <sup>2</sup>		***				***				***				***				***				
Tab. X <sup>2</sup> at .05		***				***				***				***				***				
Regency of Training																						
Before 1946	138	29	32	49	28	30	36	39	33	9	13	45	71	8	9	45	77	34	44	28	32	
1946-50	60	10	16	22	12	9	14	26	11	2	9	13	36	2	5	15	38	12	20	15	13	
1951-55	121	28	36	41	16	32	38	34	17	10	21	37	53	10	18	35	58	34	39	34	14	
1956-60	192	43	59	60	30	51	48	58	35	15	27	53	99	11	24	53	104	60	60	41	31	
Since 1961	98	27	24	34	13	29	29	32	8	7	10	33	48	7	8	28	55	34	36	18	10	
X <sup>2</sup>		8.30**				19.68**				9.75**				10.91**				16.25**				
Tab. X <sup>2</sup> at .05		(21.02) df 12				(21.02) df 12				(21.02) df 12				(21.02) df 12				(21.02) df 12				
Age																						
Under 30	73	18	17	30	8	19	21	24	9	3	11	17	42	3	10	13	47	22	26	15	10	
30-39 Years	113	23	32	40	18	24	35	35	19	7	19	34	53	7	18	30	58	35	33	30	15	
Over 40	423	95	118	136	74	107	109	130	77	33	49	129	212	28	36	133	226	116	140	92	75	
X <sup>2</sup>		7.41**				6.60**				6.85**				11.53**				5.76**				
Tab. X <sup>2</sup> at .05		(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6				(12.59) df 6				

\*A - Always \*U - Usually \*S - Sometimes \*N - Never  
 \*\*Not significant  
 \*\*\*Not valid

TABLE LXXXIV

FREQUENCY DISTRIBUTION OF RESPONSES TO STATEMENT 14, TRANSITION AREA, ACCORDING TO GRADE TAUGHT, CLASSIFICATION OF SCHOOL, EXPERIENCE AND AGE OF RESPONDENTS, AMOUNT OF COLLEGE TRAINING, AND REGENCY OF COLLEGE TRAINING

Statement: I provide opportunities for directed practices to help pupils adapt speed of reading to purpose and materials.

	Number	A*	U*	S*	N*
<b>Grade Taught</b>					
Grade 1	208	89	70	33	16
Grade 2	197	57	88	32	20
Grade 3	204	84	80	30	10
$X^2$		12.35**			
Tab. $X^2$ at .05		(12.59) df 6			
<b>Classification of School</b>					
City	291	106	115	39	31
Town	172	73	64	27	8
Rural	146	51	59	29	9
$X^2$		9.33**			
Tab. $X^2$ at .05		(12.59) df 6			
<b>Experience</b>					
Under 5 Years	83	37	28	16	2
6-10 Years	120	46	44	16	13
Over 10 Years	406	147	166	63	30
$X^2$		8.10**			
Tab. $X^2$ at .05		(12.59) df 6			
<b>College Training</b>					
3 Years or Less	75	22	35	13	5
4 Years	18	8	6	4	0
Bachelor's Degree	413	157	162	63	30
5 Years	13	3	6	3	1
Master's Degree	73	32	23	10	8
Beyond Master's	17	8	6	2	1
$X^2$		***			
Tab. $X^2$ at .05					
<b>Regency of Training</b>					
Before 1946	138	46	59	21	13
1946-50	60	24	22	7	6
1951-55	121	47	49	18	7
1956-60	192	72	73	32	16
Since 1961	98	41	35	17	5
$X^2$		5.68**			
Tab. $X^2$ at .05		(21.02) df 12			
<b>Age</b>					
Under 30	73	32	27	14	0
30-39 Years	113	39	47	16	10
Over 40	423	158	164	65	37
$X^2$		***			
Tab. $X^2$ at .05					

\*A - Always    \*U - Usually    \*S - Sometimes    \*N - Never  
 \*\*Not significant  
 \*\*\*Not valid

5. First grade teachers, more than other respondents, indicate that they provide varied activities for developing left-to-right-progression. Second and third grade teachers, and teachers over 40, more than other respondents, are concerned about the establishment of hand dominance. (Tables III, IV, XIII).
6. First grade teachers and less experienced teachers, more than other respondents, are concerned with practices closely related to social growth. (Tables V, X, XVI, XXIV).
7. First grade teachers, less experienced teachers, and younger teachers, prepare more informal reading materials for children to use, than do the other respondents. (Table XX).

#### Area of Initial Instruction

From the detailed analysis of the data given in Tables XXVII through LII, the following summary statements are drawn:

1. First grade teachers, city teachers, younger teachers, and the less experienced teachers, more than the other respondents, indicate a variety of practices and activities with respect to word identification techniques. (Tables XXX, XXXII, XXXVII, XXXVIII, XLVI, XLIX).
2. First grade teachers, more than other respondents, prefer beginning their program of phonics with the consonant sounds followed by the vowel sounds. Second and third grade teachers, more than other respondents, prefer beginning phonic work with vowel sounds followed by consonant sounds. (Table XXIX, XXXVI, XXXIX).
3. First grade teachers, more than other respondents, prefer a varied program in beginning formal reading. (Table XXVII).
4. In general, first grade teachers, more than other respondents, provide a wide variety of techniques for appraising children's work. Second and third grade teachers, more than other respondents, indicate use of diagnostic reading tests for locating reading deficiencies. (Tables XXXI, XLV, XLVII, LI).
5. First grade teachers, more than other respondents, prefer the use of a combination of informal materials and basal readers in beginning reading instruction. (Tables XLI, XLII, XLIV, LII).
6. City teachers and younger teachers favor ability groups for instruction in reading. (Table XLIII).

7. In general, first grade teachers prefer reading lessons in which the material is read silently and then orally. They also indicate the alternate use of silent and oral reading. They favor a planned developmental program of teaching reading skills in beginning reading with use of a variation of practices in reading for meaning. Other respondents indicate less use of these practices. (Tables XXXIV, XXXV, XLVIII, L).

#### Area of Growth Toward Independence

From the detailed analysis of the data given in Tables LIII through LXXX, the following summary statements are drawn:

1. In general, first grade teachers, more than other respondents, indicate the use of a varied program of activities and materials for instruction in the reading study skills. (Tables LVI, LVII, LXXI, LXXII, LXXIII, LXXIV).
2. First grade teachers, more than other respondents, make provisions for time and materials for their programs in extended or wide reading. (Tables LVIII, LXV, LXIII, LXXX, LXXVIII).
3. In general, first grade teachers, more than other respondents, tend to approve of the use of varied, functional purposes for reading instruction. (TABLES LXI, LXIV, LXXVI, LXVII).
4. Third grade teachers, city and town teachers, and the younger teachers, more than other respondents, are aware of the need for a functional program of assessing progress and diagnosing difficulties in their programs of reading. (Table LX).
5. Third grade teachers indicate they plan their programs in reading to include more silent than oral reading. First and second grade teachers, more than third grade teachers, favor more oral than silent reading, or equal amounts of oral and silent reading. (Table LXX).
6. In general, first and second grade teachers, more than other respondents, read content material to children to assist with comprehension. (Table LVIII).
7. First grade teachers, more than other respondents, indicate continuation of instruction and practice in phonetic analysis for all pupils, using a variety of activities and techniques. Second and third grade teachers, more than other respondents, recognize a need for a strong program in structural analysis. (Tables LIV, LV, LVI, LIX, LXXIX).

Area of Transition

From the detailed analysis of the data given in Tables LXXXI through LXXXIV, the following summary statements are drawn:

1. First grade teachers, more than other respondents, favor practices to develop the skills of critical listening. Third grade teachers, more than other respondents, favor a program to develop the skills of critical reading. (Tables LXXXI, LXXXIII).
2. In general, first grade teachers and second grade teachers, more than third grade teachers, indicate that they use a formalized program to develop study skills in reading in the content areas. (Table LXXXV).
3. Third grade teachers, city and town teachers, and older teachers, more than other respondents, prefer the use of diagnostic reading tests to determine student deficiencies. The less experienced teachers, and the more recently trained teachers, prefer the use of group reading inventories. (Table LXXXIV).
4. First grade teachers, city teachers, less experienced teachers, and the younger teachers, indicate the use of experience charts to help children extend their vocabularies. First grade teachers use various types of exercises for helping children extend their vocabularies. Other respondents indicate less use of these practices. (Table LXXXII).
5. First grade teachers, more than the other respondents, indicate that they use specific materials and allocate special time for extending and mastering the skills of word analysis. (Table LXXXIX).
6. First grade teachers and the more recently trained teachers, more than the other respondents, make provisions for and supply materials on different reading levels for individual instruction. (Table LXXXVII).
7. First grade teachers and third grade teachers, more than other respondents, use special materials and practices to help children develop flexibility in reading. (Table LXXXVII).



Total Significant Differences of Responses

A study of the data presented in Table LXXXXV shows that there are 600 possible differences with respect to the 26 items of the Area of Readiness. Of these 600 possible differences, 156, or 26 per cent, are significant; 335, or 55.83 per cent, are non-significant; and 109, or 18.17 per cent, are not valid because of low frequencies.

Of the 156 significant differences, distributed according to the six variables of the study, 76, or 48.73 per cent, are in terms of grade taught; 17, or 10.9 per cent, are in terms of classification of school; 19, or 12.82 per cent, are in terms of experience; 2, or 1.28 per cent, are in terms of training; 15, or 9.61 per cent, are in terms of recency of training; and 27, or 17.31 per cent, are in terms of age of the respondents.

In the Area of Readiness, the grade taught is the variable most closely related to the significant differences.

A study of the data presented in Table LXXXXV shows that there are 444 possible differences with respect to the 26 items of the Area of Initial Instruction. Of these 444 possible differences, 76, or 17.11 per cent, are significant; 248, or 55.86 per cent, are non-significant; and 120, or 27.03 per cent, are not valid because of low frequencies.

Of the 120 significant differences, distributed according to the six variables of the study, 43, or 56.58 per cent, are in terms of grade taught; 8, or 10.53 per cent, are in terms of classification of school; 6, or 7.9 per cent, are in terms of experience; 10, or 13.16 per cent, are in terms of recency of training; and 9, or 11.77 per cent, are in terms of age.

TABLE LXXXV.  
SUMMARY OF DATA ACCORDING TO POSSIBLE DIFFERENCES OF  
RESPONSES, SIGNIFICANT DIFFERENCES, NON-  
SIGNIFICANT DIFFERENCES, AND  
NON-VALID RESPONSES

Area	Table Number	Classification of Differences in Responses				Number of Significant Differences in Terms of Variables					
		Number Possible	Significant	Non-significant	Not Valid	Grade Taught	Classification of School	Experience	Training	Recency of Training	Age
Readiness	I	6	4	1	1	1	1	1			1
	II	30	9	6	15	4	1			1	3
	III	24	5	15	4	1	1	1			2
	IV	24	4	16	4	4					
	V	24	0	20	4						
	VI	12	7	2	3	2		1		2	2
	VII	18	8	9	1	3	3		1		1
	VIII	30	10	16	4	5		1		3	1
	IX	36	6	26	4	4	1	1			
	X	30	4	19	7	3				1	
	XI	12	2	9	1	2					
	XII	6	1	5	0			1			
	XIII	30	2	23	5	1					1
	XIV	24	9	13	2	4	3			1	1
	XV	30	9	16	5	5	1				3
	XVI	42	9	26	7	6		2		1	
	XVII	18	8	7	3	3	3		1		1
	XVIII	18	8	7	3	3	2	1		1	1
	XIX	54	9	33	12	9					
	XX	24	11	9	4	3	1	3		1	3
	XXI	36	13	17	6	5		1		3	4
	XXII	6	2	2	2	1					1
	XXIII	18	5	10	3	1		2		1	1
	XXIV	24	5	15	4	3		2			
	XXV	18	6	8	4	3		2			1
	XXVI	6	0	5	1						
		600	156	335	109	76	17	19	2	15	27
			26%	55.83%	18.17%	48.73%	10.90%	12.82%	1.28%	9.61%	17.31%
Initial Instruction	XXVII	6	1	4	1	1					
	XXVIII	6	0	5	1						
	XXIX	6	1	4	1	1					
	XXX	30	5	19	6	4	1				
	XXXI	24	4	12	8	4					
	XXXII	30	15	11	4	5		2		5	3
	XXXIII	12	0	10	2						
	XXXIV	42	6	22	14	5					1
	XXXV	18	5	9	4	3	1				1
	XXXVI	6	1	4	1	1					
	XXXVII	36	7	23	6	6	1				
	XXXVIII	12	9	0	3	2	2	2		2	1
	XXXIX	6	1	4	1	1					
	XL	6	0	5	1						
	XLI	6	2	3	1					1	1
	XLII	6	1	4	1	1					
	XLIII	6	2	2	2		1				1
	XLIV	6	1	4	1	1					
	XLV	30	2	19	9	1				1	
	XLVI	30	4	14	12	3		1			
	XLVII	36	1	29	6	1					
	XLVIII	18	1	10	7	1					
	XLIX	6	2	4	0			1			1
	L	36	2	16	18		1			1	
	LI	18	2	7	9	1	1				
	LII	6	1	4	1	1					
		444	76	248	120	43	8	6	0	10	9
			17.11%	55.86%	27.03%	56.58%	10.53%	7.90%	0%	13.16%	11.77%

TABLE LXXXIV (Continued)

Area	Table Number	Classification of Differences in Responses				Number of Significant Differences in Terms of Variables					
		Number Possible	Significant	Non-significant	Not Valid	Grade Taught	Classification of School	Experience	Training	Recency of Training	Age
Growth Toward Independence	LIII	6	0	6	0						
	LIV	24	5	7	12	3	1	1			
	LV	30	5	10	15	5					
	LVI	30	2	16	12	2					
	LVII	24	1	18	5	1					
	LVIII	30	5	13	12	1	1			1	2
	LIX	36	5	17	14	3	2				
	LX	30	8	15	7	1	3		1	1	2
	LXI	18	2	8	8	2					
	LXII	30	0	12	18						
	LXIII	18	2	13	3	1					1
	LXIV	54	11	22	21	8		1		1	1
	LXV	24	6	14	4	3	1				2
	LXVI	12	1	0	11	1					
	LXVII	6	1	3	2	1					
	LXVIII	6	1	4	1	1					
	LXIX	6	0	5	1						
	LXX	18	6	9	3	3	2				1
	LXXI	18	5	6	7	3	2				
	LXXII	36	6	23	7	6					
LXXIII	24	2	18	4	1					1	
LXXIV	6	0	5	1							
LXXV	48	8	18	22	5				1	2	
LXXVI	30	6	17	7	3		2			1	
LXXVII	36	8	11	17	5	2			1		
LXXVIII	24	7	15	2	4	1	1			1	
LXXIX	18	2	8	8	1				1		
LXXX	678	107	331	240	66	15	5	1	6	14	
			15.58%	49.63%	34.93%	61.68%	14.01%	4.67%	1%	5.61%	13.08%
Transition	LXXXI	12	0	10	2						
	LXXXII	30	5	17	8	2	2			1	
	LXXXIII	6	0	3	3						
	LXXXIV	30	5	14	11	1	1	1		1	
	LXXXV	18	3	12	3	3					
	LXXXVI	42	4	28	10	4					
	LXXXVII	6	2	3	1	1			1		
	LXXXVIII	6	0	1	5						
	LXXXIX	6	1	3	2	1					
	LXXXX	6	0	4	2						
	LXXXXI	48	9	31	8	7	1				1
	LXXXXII	48	7	22	19	4	1	1			1
	LXXXXIII	30	3	22	5	3					
	LXXXXIV	6	0	4	2						
	294	39	174	81	26	5	2	0	2	4	
			13.26%	59.18%	27.55%	66.66%	13.07%	5.13%	0%	5.13%	10.26%
Grand Total	2016	378	1088	550	211	45	32	3	33	54	
			18.75%	53.96%	27.28%	55.82%	11.90%	8.46%	0.79%	8.73%	14.28%

In the Area of Initial Instruction, the grade taught is the variable most closely related to the significant differences.

Further study of the data presented in Table LXXXXV shows that there are 678 possible differences with respect to the 28 items of the Area of Growth Toward Independence. Of these 678 possible differences, 107, or 15.58 per cent, are significant; 331, or 49.63 per cent, are non-significant; and 240, or 34.93 per cent, are not valid because of low frequencies.

Of the 107 significant differences, distributed according to the six variables of the study, 66, or 61.68 per cent, are in terms of grade taught; 15, or 14.01 per cent, are in terms of classification of school; 5, or 4.67 per cent, are in terms of experience; 1, or less than one per cent, is in terms of recency of training; and 14, or 13.08 per cent, are in terms of age.

In the Area of Growth Toward Independence, the grade taught is the variable most closely related to the significant differences.

A further study of the data presented in Table LXXXXV shows that there are 294 possible differences with respect to the 14 items of the Area of Transition. Of these 294 possible differences, 39, or 13.26 per cent, are significant; 174, or 59.18 per cent, are non-significant; and 81, or 27.55 per cent, are not valid because of low frequencies.

Of the 39 significant differences, distributed according to the six variables of the study, 26, or 66.66 per cent, are in terms of grade taught; 5, or 13.07 per cent, are in terms of classification of schools; 2, or 5.13 per cent, are in terms of recency of training; and 4, or 10.26 per cent, are in terms of age.

In the Area of Transition, the grade taught is the variable most closely related to the significant differences.

Further study of the data presented in Table LXXXXV, shows a total of 2016 possible differences with respect to the 94 items of the study. Of these 2016 possible differences, 378, or 18.75 per cent, are significant; 1088, or 53.96 per cent, are non-significant; and 550, or 27.28 per cent, are not valid because of low frequencies.

Of the 378 significant differences, distributed according to the six variables of the study, 211, or 55.82 per cent, are in terms of grade taught; 45, or 11.90 per cent, are in terms of classification of school; 32, or 8.46 per cent, are in terms of experience; 3, or 0.79 per cent, are in terms of training; 33, or 8.73 per cent, are in terms of recency of training; and 54, or 14.28 per cent, are in terms of age.

The significant differences among the respondents, are therefore related to the variables of the study in the following order: the grade taught by the respondent, the age of the respondent, the classification of school of the respondent, the recency of training of the respondent, the experience of the respondent, and to the training of the respondent.

#### Summary

Responses to statements of practices in teaching reading are presented in table form and an analysis of the responses of each table is given.

The tabulated responses are analyzed to ascertain the significant differences of responses to statements in the Area of Readiness, the Area of Initial Instruction, the Area of Growth Toward Independence, and the Area of Transition. The differences in response are analyzed with respect to the grade taught by the respondent, the classification of school in which the respondent teaches, the teaching experience of the

respondent, the amount of college training of the respondent, the recency of training of the respondent, and the age of the respondent. The significant differences are summarized according to the same four areas and the same six variables.

Finally, the total significant differences are summarized according to the same four areas and six variables.

The summary of the study, the conclusions drawn, and recommendations for further study are given in Chapter V,

## CHAPTER V

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

#### Introduction

Concepts and methods of teaching reading have undergone a series of changes in recent years. Many issues in the teaching of reading have been criticized by professional educators as well as by the lay public. The program in teaching reading has been broadened and its needs have been multiplied. Methods in teaching reading continue to be a challenge to teachers in the classroom.

#### Summary

The current study is concerned with the problem of what attitudes the teachers of grades one, two, and three, in Louisiana, have toward the teaching of reading. It is also concerned with determining whether or not a relationship exists between the attitudes of the teachers and factors of: grade taught, classification of schools, teaching experience, amount of training, recency of training, and age of respondents.

The study is based upon four assumptions: (1) that criteria for good reading programs exist in professional literature which relates to the teaching of reading; (2) that these criteria can be identified and may be stated as practices; (3) that acceptance or rejections of statements of practices will indicate teacher attitudes toward the teaching

of reading; and (4) that the use of group judgment is an accepted research technique.

The check list questionnaire method was selected as the most suitable method for gathering data for the study which was state wide in scope. A check list of statements of practices in teaching reading was prepared. The statements of practices were drawn from professional writings in the field of reading. This preliminary form of the check list was pre-tested by a jury of recognized writers in the field of reading and by a jury of experienced teachers of grades one, two, and three. The preliminary check list was revised in accordance with criticisms and comments of the juries and the revised form was used to gather the data for the study.

Respondents for the study were selected on a state wide basis by a random sampling technique. The study was limited to teachers of grades one, two, and three in the white, public, elementary schools of Louisiana. Respondents were chosen by the parish supervisors and included relatively equal numbers of teachers from grades one, two, and three. Check lists were sent to 750 teachers in 58 parishes in Louisiana.

Returns were received from 664 respondents from 56 parish school systems. In preparing the data for processing, fifty-five returns were rejected, leaving a total of 609 check lists which were analyzed for the study. These included returns from 208 teachers of first grade, 197 teachers of second grade, and 204 teachers of third grade. Two hundred ninety-one of the respondents were from city schools, 172 were from town schools, and 146 were from rural schools.

Responses were tabulated in terms of the six major variables of the study. The chi-square test was used to determine the significance of differences of responses to the check list of statements.



Data relative to the significant differences in responses were analyzed and summarized in terms of the four areas and the six variables of the study. Then the total significant differences were summarized and analyzed.

### Conclusions

From the detailed data of the study, present in Chapter IV, the following conclusions are drawn:

1. There are significantly different attitudes among the teachers of grades one, two, and three, in Louisiana, toward the teaching of reading as evidenced by their responses to statements of practices related to the teaching of reading.
2. The attitudes of first grade teachers, in Louisiana, toward the teaching of reading are different from the attitudes of teachers of grades two and three as evidenced by the responses to statements of practice in the check list. Two hundred eleven significant differences, or 55.82 per cent of the 378 significant differences found by the study, are related to the factor. In general, the more modern practices, as revealed by the check list, are used by first grade teachers; the more traditional practices are used by teachers of grades two and three.
3. The attitudes of younger teachers, in Louisiana, toward the teaching of reading are different from the attitudes of older teachers as evidenced by their responses to the statements of practice on the check list. Fifty-four significant differences, or 14.28 per cent of the 378 significant differences found by the study, are related to this factor. In general, the more modern practices, as revealed by the check list, are used by the younger teachers rather than by the older teachers.
4. The attitudes of city teacher, in Louisiana, toward the teaching of reading, are different from the attitudes of town and rural teachers as evidenced by their responses to the statements of practice on the check list. Forty-five significant differences, or 11.0 per cent of the 378 significant differences, are related to this factor. In general, the more modern practices, as revealed by the check list, are used by city teachers more than by town and rural teachers.

5. The attitudes of the more recently trained teachers, in Louisiana, toward the teaching of reading are different from the attitudes of those less recently trained as evidenced by their responses to the statements of practice in the check list. Thirty-three significant differences, or 8.73 per cent of the 378 significant differences, are related to this factor. In general, the more modern practices as revealed by the check list, are used by the more recently trained teachers. The more traditional practices are accepted and used by the less recently trained teachers.
6. The attitudes of the less experienced teachers, in Louisiana, toward the teaching of reading, are different from the attitudes of the more experienced teachers as evidenced by the responses to the statements of practice on the check list. Thirty-two significant differences, or 8.46 per cent of the 378 significant differences, are related to this factor. In general, the more modern practices, as revealed by the check list, are used more by the less experienced teachers than by the more experienced teachers.
7. Very little difference exists in the attitudes of teachers, in Louisiana, toward the teaching of reading when considered in terms of the type of training of the respondents as only three significant differences, are related to this factor.
8. The factor most closely associated with the differences in attitudes toward the teaching of reading is the grade taught by the respondent with first grade teachers much more aware of the complexity of the reading process, of the need for provisions for individual differences, of the desirability of a variety and multiplicity of approaches and materials, and of the differences in human and social growth and development.
9. Most of the significant differences in the attitudes of the respondents toward the teaching of reading are related to the Area of Readiness inasmuch as 156, or 41 per cent of the 378 significant differences, are concerned with this area. The three remaining areas, in order, are: the Area of Growth Toward Independence, 107, or 28 per cent of the total significant differences; the Area of Initial Instruction, 76, or 20 per cent; and the Area of Transition, 39, or 10 per cent of the total number of significant differences,

## Recommendations

1. Further study should be undertaken in other areas or states to see if the findings of this study with respect to the attitudes of teachers of grades one, two, and three, in Louisiana, toward the teaching of reading are unique or universal.
2. Additional practices in the teaching of reading should be defined and investigated in a manner similar to this study to determine further likenesses and differences in the attitudes of teachers of grades one, two, and three, toward the teaching of reading.
3. Attitudes of teachers toward the teaching of reading should be investigated according to such additional factors as: length of time taught in the grade now teaching, college major, type of college attended, state in which college preparation was completed, amount of professional reading, number of hours in courses in reading, and a recognized need for more training in teaching reading.
4. Similar studies should be carried on among teachers in grades four, five, and six, in order to determine if there is or is not continuity in the reading program of the elementary grades.
5. Follow up studies should be made to determine whether or not teachers in Louisiana make any changes in their attitudes toward the teaching of reading as a result of the findings of the study.

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APPENDIXES

## APPENDIX A

### DEVELOPMENT OF THE CHECK LIST

Tentative Check List  
Cover Letter Which Accompanied Tentative Check List  
Jury of Experts  
Jury of Experienced Teachers  
General Comments of Jurors  
    The Area of Readiness  
    The Area of Initial Instruction  
    The Area of Growth Toward Independence  
    The Area of Transition  
    The Total Check List  
The Revised Check List

## THE TENTATIVE CHECK LIST

## INSTRUCTIONS FOR CHECKING THE QUESTIONNAIRE

The following directions will help you in checking the questionnaire:

1. Please read each statement of practices carefully.
2. Indicate your answer by placing a check mark (✓) in the appropriate column.  
 Example: If you consider the practice an integral part of a reading program for grades 1 through 3 and you use the practice habitually check Always. If you consider the practice an integral part of a reading program but you use it only now and then, depending on the need and appropriateness, check Usually. If the practice is a part of a reading program, but you use it rarely, check Sometimes. If you consider the practice not a part of a reading program and you do not use it, check Never.
3. When you have completed your checking, please re-examine the check-list to see that you have responded to each item.

## AREA OF READINESS

## Introductory statement:

The first period of instruction in the fundamentals of reading is known as the period of reading readiness. It is the period of time during which the child is prepared for beginning reading.

Since reading readiness is a generally accepted part of any good reading program, it is important to know the ways in which teachers build readiness for reading.

## STATEMENTS

RESPONSES

- |   | Always | Usually | Sometimes | Never |
|---|--------|---------|-----------|-------|
| 1. I provide the same program of readiness instruction for all students.              |        |         |           |       |
| 2. I use a variety of manipulative skills to develop hand-eye coordination involving: |        |         |           |       |
| a) paper and pencil   |        |         |           |       |
| b) chalk and chalkboard   |        |         |           |       |
| c) paint and easel  |        |         |           |       |
| d) crayons  |        |         |           |       |
| e) scissors   |        |         |           |       |

	Always	Usually	Sometimes	Never
3. I allow my children to use their preferred hand in:				
a) drawing				
b) writing				
c) turning pages in a book				
d) handling toys				
4. I provide practice in left to right eye movement through the use of my experience charts.				
5. I check with the parents of my children concerning the routines related to:				
a) sleep				
b) rest				
c) exercise				
d) eating habits				
6. I provide opportunities to develop muscular coordination such as:				
a) holding toys				
b) playing with toys				
c) using simple necessary equipment in the classroom				
d) holding a book				
e) turning pages in a book				
f) bouncing and catching balls				
g) rhythmic games, such as hopping and skipping				
7. I vary the amount of time spent in the readiness program so that slow learners have more time than the other pupils.				
8. I use various exercises to develop visual discrimination such as observation of:				
a) gross geometric forms				
b) pictures				
c) word forms				
d) letter forms				
9. I provide varied exercises to develop auditory discrimination such as:				
a) listening for and saying one-syllable words that rhyme				
b) listening for and adding endings to a given word				

	Always	Usually	Sometimes	Never
c) listening for and giving words which contain the most common phonetic elements in the beginning of a word				
10. I develop experience charts with my beginners to provide practice in making the return sweep to the beginning of the next line.				
11. I guide and direct many group activities to develop social growth:				
a) stressing cooperation				
b) taking turns				
c) sharing				
d) courtesy				
e) giving attention				
12. I accept a satisfactory score on a readiness test as the major criterion for determining the child's readiness to begin formal reading.				
13. I supply the same experiences in auditory discrimination for each child who is beginning reading.				
14. I help children establish hand dominance by having pupils use only their right hand to:				
a) throw and catch a ball				
b) cut paper with scissors				
c) hammer a nail				
d) erase a chalkboard				
e) eat with a fork or spoon				
15. Before beginning initial reading instruction, I provide workbook exercises and chalkboard exercises to help children see likeness and differences:				
a) in letters				
b) in words				
c) in phrases				
16. I use oral reading activities:				
a) for building listening skills				
b) for drawing conclusions				
c) for enjoyment				
d) for providing a point in gaining information				
e) for following directions				
f) for emphasizing good expression				

	Always	Usually	Sometimes	Never
g) for testing word identification and recognition	---	---	---	---
17. I provide practice and drill to assure every child a good foundation in:				
a) visual discrimination	---	---	---	---
b) auditory discrimination	---	---	---	---
c) fusing visual and auditory factors	---	---	---	---
18. I provide opportunities for children to build a good stock of word meanings and concepts by having pupils:				
a) describe and interpret pictures	---	---	---	---
b) respond to stories read	---	---	---	---
c) take field trips and excursions	---	---	---	---
19. I use a wide range of activities to develop skill in language and communications such as:				
a) listening to stories, rhymes, and poetry read and told	---	---	---	---
b) dramatizing stories	---	---	---	---
c) conversation periods	---	---	---	---
d) discussion periods	---	---	---	---
e) "show and tell"	---	---	---	---
20. I use the readiness workbook accompanying our basal set of readers, along with other activities, for my program of readiness.	---	---	---	---
21. I make regular appraisals of children's work and performances as a base for:				
a) planning pre-reading activities	---	---	---	---
b) grouping children for working together	---	---	---	---
c) meeting the needs of an individual student	---	---	---	---
22. I use informal observation to determine if a child is ready to begin formal reading including:				
a) his interest in books and reading	---	---	---	---
b) his ability to stay with a task until it is completed	---	---	---	---
c) his ability to follow directions	---	---	---	---
d) his ability to remember the central thought of a story	---	---	---	---
e) his ability to remember important details	---	---	---	---

	Always	Usually	Sometimes	Never
23. I insist my children use their right hand:				
a) for drawing				
b) for cutting				
c) for writing				
d) for other manipulative tasks				
24. I use the following aids to help me determine if a child is ready to begin formal reading:				
a) anecdotal records				
b) readiness tests				
c) intelligence tests				
d) school records of health				
e) information obtained from parents				
25. For my readiness program, I use a readiness workbook, for a few days or weeks, and follow it with a readiness test.				

#### AREA OF INITIAL INSTRUCTION

##### Introductory statement:

The second period of instruction in fundamentals of reading is known as the period of initial instruction in beginning reading. During this period the child begins to learn the knowledges and abilities needed to acquire skill in working out independently the identification of strange printed words and in understanding what he reads.

#### STATEMENTS

#### RESPONSES

	Always	Usually	Sometimes	Never
1. I begin formal reading when all my pupils have reached an adequate level of maturation for beginning reading.				
2. I limit vocabulary development in the beginning reading program to the vocabulary of a single basal reading series.				
3. Prior to the beginning of regular reading instruction, I provide intensive phonic study.				



	Always	Usually	Sometimes	Never
4. I provide varied informal reading materials, which I have prepared from children's experiences in introducing them to beginning reading in:				
a) experience charts				
b) scrap books				
c) notices				
d) directions and plans				
5. In building an initial sight vocabulary of seventy-five or more words, I use:				
a) children's names				
b) preprimer words				
c) action words				
d) labels and signs on objects				
6. I provide numerous oral reading exercises to evaluate progress in important reading skills, particularly those of word recognition and phrasing, and to discover specific instructional needs.				
7. I provide opportunities for children to learn to identify words by configuration, involving perception of such characteristics as:				
a) length of word				
b) letters extending upward				
c) letters extending downward				
d) distinguishing characteristics in letters at the beginning of a word				
e) distinguishing characteristics in letters at the endings of words				
8. In teaching structural analysis, I provide varied exercises starting with:				
a) such word endings as es, ing, ed, and s				
b) compound words				
c) familiar prefixes				
d) familiar suffixes				
9. In helping children understand reading as a meaningful process, I use:				
a) picture interpretation				
b) group discussion				
c) association of personal experiences with story experiences				
d) direct questions				

	Always	Usually	Sometimes	Never
10. In beginning reading, the new lesson is first read silently and then orally.	---	---	---	---
11. In teaching phonic analysis, I begin with the long vowels, followed by the short vowels, and then the initial consonants.	---	---	---	---
12. To train children in the use of context and picture clues as an aid in identification of new words, I furnish many experiences using: <ul style="list-style-type: none"> <li>a) preprimers</li> <li>b) experience charts</li> <li>c) picture dictionaries</li> <li>d) workbook papers</li> <li>e) others</li> </ul>	---	---	---	---
13. After I have started teaching formal reading I no longer provide practice in visual discrimination.	---	---	---	---
14. I combine informal reading materials and a basal set of readers in the beginning reading program.	---	---	---	---
15. In teaching phonic analysis, I begin with the single initial consonants, followed by the consonant blends, and then the speech consonants.	---	---	---	---
16. I use several series of readers in beginning reading, having my children read the first preprimers from the different series before proceeding to the second preprimer in any basal series.	---	---	---	---
17. I supply children with large amounts of simple interesting reading material in which specific words are used to provide practice in recognizing these words readily.	---	---	---	---
18. I arrange systematic and frequent appraisals of children's learnings through the use of informal tests and teacher observation of pupils work to determine the need for special teaching and reteaching.	---	---	---	---

	Always	Usually	Sometimes	Never
19. I place my children in instructional groups according to their ability to read, with some provision made for individual instruction.				
20. I use one basal reading series for teaching beginning reading but supplement this material by extensive reading in first grade materials of other basal series and in library books.				
21. In locating students' reading deficiencies, I use:				
a) teacher observation				
b) oral reading of specific paragraphs				
c) informal teacher-made tests				
d) diagnostic reading tests				
e) standardized achievement tests in reading				
22. I help children develop means of working out unknown words using all available clues such as:				
a) picture clues				
b) configuration clues				
c) context clues				
d) structural analysis				
e) phonic analysis				
23. During the time I am building the initial sight vocabulary, I also teach:				
a) the names of letters				
b) the sounds of letters				
c) the sounds of groups of letters				
24. I check children's comprehension and progress following the teaching of a reading unit or selection by having students:				
a) use pantomime				
b) answer questions				
c) follow specific directions				
d) classify ideas				
e) use workbook exercises				
f) take informal tests				

	Always	Usually	Sometimes	Never
25. In beginning initial reading with my students:				
a) I provide an abundance of suitable reading material				
b) I attempt to create a desire for children to read to learn				
c) I provide for systematic instruction				
26. I combine the use of various means of word recognition in conjunction with one another beginning with the use of the context, structural analysis, and then the initial sound elements,				

AREA OF GROWTH TOWARD INDEPENDENCE

Introductory statement:

The third period of instruction in the fundamentals of reading is sometimes referred to as the period of growth toward independence. During this period the child begins to make rapid progress in those skills necessary for the development of independence in effective word recognition and in expanding his stock of concepts of word meanings.

<u>STATEMENTS</u>	<u>RESPONSES</u>			
	Always	Usually	Sometimes	Never
1. In helping children grow toward independence, I use varied techniques such as:				
a) providing a number of books at various difficulty levels				
b) permitting each child to select a book he wants to read and can read				
c) holding individual conferences with each child				
d) teaching a particular reading skill or skills as each child reveals a need for that particular skill or skills				
2. To review the association of letters and sounds that have previously been developed, I use:				
a) the chalkboard				

	Always	Usually	Sometimes	Never
b) listening exercises				
c) workbook sheets				
d) teacher-prepared exercises				
3. I plan exercises to provide practice for pupils:				
a) to see differences between letters				
b) to hear differences between sounds				
c) to associate letters and sounds				
d) to apply letters and their sounds to figure out new words				
e) to use the context to figure out new words				
4. I read orally simple paragraphs to train pupils to listen in order:				
a) to draw conclusions				
b) to get the main idea of the paragraph				
c) to note and remember details				
d) to choose the exact meaning of specific words				
e) to interpret pronouns, adverbs, and connecting words				
5. I supply a wide variety of simple reading material for pupils to practice reading skills needed for various purposes such as:				
a) getting the main idea of a selection				
b) getting all the details about a topic included in a selection				
c) for drawing conclusions				
d) noting and remembering details				
e) developing some critical thinking about their reading				
6. To encourage children to read widely, I provide copies of many different and suitable children's books such as:				
a) trade books				
b) literature readers				
c) basal readers from other series				
d) simple health, science, and social studies books				
e) children's magazines and newspapers				

	Always	Usually	Sometimes	Never
7. To help students decide on the pronunciation of new words, I use the chalkboard and then follow up with teacher-prepared sheets and workbook sheets to provide practice:				
a) in hearing vowel sounds	—	—	—	—
b) in associating those sounds with the letters that stand for them	—	—	—	—
c) in using the context	—	—	—	—
d) in phonic analysis	—	—	—	—
8. In assessing pupil progress and in diagnosing individual difficulties, I use:				
a) informal teacher-made group tests in reading	—	—	—	—
b) standardized group tests in reading	—	—	—	—
c) group achievement tests in reading which accompany the basal reading tests	—	—	—	—
d) individual diagnostic reading tests	—	—	—	—
e) teacher observation	—	—	—	—
9. Before the reading lesson is begun, a purpose or purposes, in the form of one or more questions for the reading of a selection, are set.	—	—	—	—
10. I provide for informal class group discussion following the reading of a selection to give pupils opportunity:				
a) to make comments	—	—	—	—
b) to raise questions about the selection	—	—	—	—
c) to clarify ideas	—	—	—	—
d) to organize important ideas gained from the reading	—	—	—	—
11. I use the unit or problem method of teaching in the content area to provide:				
a) for wide and effective reading beyond a single textbook	—	—	—	—
b) for practicing certain reading abilities beyond the regular reading periods	—	—	—	—
c) for individual differences in reading by supplying books that satisfy the best readers and books that can be read by the poorest readers.	—	—	—	—

	Always	Usually	Sometimes	Never
12. I provide many situations for children to do worthwhile purposeful oral reading such as:				
a) to convey information				
b) to convey pleasure to an audience				
c) to practice good phrasing				
d) to practice use of punctuation				
e) to practice use of good expression				
f) to practice doing fluent reading without hesitations or repetitions				
13. For oral reading, I provide materials such as:				
a) experience stories				
b) literature readers				
c) simple trade books				
d) interesting sentences or paragraphs from content area materials				
14. I continue instruction and practice in phonic analysis for all pupils,				
15. I read the content material to my children if they are unable to read it.				
16. I have children read content material aloud after I have read it to them.				
17. I encourage pupils to pay particular attention to the context and to do only that amount of word analysis that they need to do in order to identify a word that is new to them in its printed form.				
18. I plan my program in reading to include equal amounts of oral and silent reading.				
19. I use workbooks, teacher-prepared exercises, and regular textbook material:				
a) to give instruction in both listening and reading				
b) to help pupils learn to recognize figurative language				
c) to proceed in interpreting a given figure of speech				
20. In preparing pupils to use a glossary or dictionary, I use workbook and teacher-prepared exercises to teach:				

	Always	Usually	Sometimes	Never
a) the order of the alphabet	—	—	—	—
b) alphabetical arrangement of words to the first and second letter	—	—	—	—
c) finding a given word in an alphabetical list	—	—	—	—
21. I plan specific listening, reading, and discussion exercises for teaching the use of verbal context as a means of discovering meaning and pronunciation of a strange word or words in which the meaning may appear in any one of three positions:				
a) before the strange word	—	—	—	—
b) after the strange word	—	—	—	—
c) both before and after the strange word	—	—	—	—
22. I plan listening, reading, and discussion exercises using a sentence or sentences, paragraph or paragraphs to provide instruction in using punctuation marks such as:				
a) the period	—	—	—	—
b) the question mark	—	—	—	—
c) the comma	—	—	—	—
d) the apostrophe	—	—	—	—
e) the exclamation point	—	—	—	—
23. I provide practice in distinguishing in both listening and reading between expressions used informatively and expressions used emotively.	—	—	—	—
24. Purposes set for reading should be concerned with:				
a) locating information	—	—	—	—
b) evaluating information	—	—	—	—
c) organizing information	—	—	—	—
d) retaining ideas read	—	—	—	—

AREA OF TRANSITION

Introductory statement:

The fourth period of instruction in the fundamentals of reading is known as the transition period. It is the period of time during which the process of learning to read progresses smoothly by achieving the proper



balance between systematic instruction in reading and in instruction in the content areas of the curriculum.

<u>STATEMENTS</u>	<u>RESPONSES</u>			
	Always	Usually	Sometimes	Never
1. In the transition period of reading:				
a) no definite instruction is given	—	—	—	—
b) definite instruction is provided for all children	—	—	—	—
c) definite instruction is provided for those pupils who appear to need help	—	—	—	—
2. I provide practice in various types of functional reading--in newspapers, magazines, and books--to supplement basic texts in reading.	—	—	—	—
3. I plan varied instructional activities to review or re-teach essential skills taught at the primary level for those pupils who may not have mastered them at that level.	—	—	—	—
4. To help identify the skills in which the students are deficient, I use:				
a) achievement reading tests	—	—	—	—
b) diagnostic reading tests	—	—	—	—
c) informal teacher made tests	—	—	—	—
5. I teach reading in the subject areas:				
a) incidentally	—	—	—	—
b) in directed study activities	—	—	—	—
c) in a combination of incidental and directed teaching	—	—	—	—
6. I provide extended practice for students to develop flexibility in their reading.	—	—	—	—
7. I make provisions for much individualized instruction.	—	—	—	—
8. In silent reading, I stress the ability to use contextual clues for word analysis.	—	—	—	—
9. I provide much practice for students to learn to vary the rate and manner of reading.	—	—	—	—

	Always	Usually	Sometimes	Never
10. I plan specific materials and allocate special time to work with students who need additional help in extending and mastering the skills of word analysis.	—	—	—	—
11. I provide practice in developing and extending reading-study skills in the various types of functional reading.	—	—	—	—
12. I use a wide selection of materials in all fields to emphasize critical reading skills such as:				
a) reasoning	—	—	—	—
b) evaluating	—	—	—	—
c) selecting	—	—	—	—
d) making final judgments through group discussions	—	—	—	—
13. I use a variety of methods to build my program of oral reading using:				
a) individual reading to the teacher	—	—	—	—
b) audience reading	—	—	—	—
c) choral reading	—	—	—	—
14. I use a number of procedures and exercises for helping children extend sight vocabulary such as:				
a) experience charts	—	—	—	—
b) personal experience records	—	—	—	—
c) completing sentences by choosing proper word	—	—	—	—
d) combining phrases into meaningful sentences	—	—	—	—
e) identifying root words and inflected forms	—	—	—	—
15. To help children learn to read for pleasure and to develop an appreciation for reading, I use activities such as;				
a) telling stories to children	—	—	—	—
b) reading stories	—	—	—	—
c) analysis of stories	—	—	—	—
d) dramatization	—	—	—	—
e) choral reading	—	—	—	—
f) discussion of stories	—	—	—	—

4114 Pleasant Drive  
Lake Charles, Louisiana  
January 10, 1963

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
Dear \_\_\_\_\_

I am undertaking a study in which I believe you will be interested. In order to make the study, however, I need your assistance.

I am planning a survey by which I expect to ascertain the attitudes of teachers toward the teaching of reading by asking first, second, and third grade teachers, chosen by a stratified random sampling of the white, public elementary schools in Louisiana, to participate.

A list of statements of practices has been compiled from authoritative writings in the teaching of reading. These practices have been grouped into four areas. The areas represent four recognized periods of instruction in the fundamentals of reading at grades one, two, and three, which most authorities agree can be influenced by teaching and guidance. The assumption is made that practices reflect attitudes.

A jury, composed of professional educators who are recognized writers in the field of reading and of public school teachers of grades one, two, and three, with at least five years of teaching experience, has been selected to validate, by value judgment, these items or practices for a questionnaire. Space has been left at the end of each area for "write-in" items, comments, and criticisms.

You have been selected as a well-qualified person to serve on this jury to validate the items.

When all judgments have been tabulated, the survey questionnaire will be developed and will be sent to the selected first, second, and third grade teachers in Louisiana.

Will you please check the enclosed list of statements of practices in reading instruction and return the check list as soon as possible? A stamped addressed envelope is included for your convenience in returning the questionnaire to me. I hope you will feel free to add suggestions or criticisms.

Your cooperation and participation will be greatly appreciated.

Sincerely yours,  
  
\_\_\_\_\_

## JURY OF EXPERTS

Dr. Sterl Artley  
 Professor of Education  
 University of Missouri  
 Columbia, Missouri

Dr. Mary Austin  
 Professor of Education  
 Harvard University  
 Cambridge, Massachusetts

Dr. Donald D. Durrell  
 Professor of Education  
 Boston University  
 Boston, Massachusetts

Dr. Arthur I. Gates  
 Professor of Education  
 Teachers College, Columbia University  
 New York, New York

Dr. Arthur Heilman  
 Professor of Education  
 Pennsylvania State University  
 University Park, Pennsylvania

Dr. Constance M. McCullough  
 Professor of Education  
 San Francisco State College  
 San Francisco, California

Dr. Paul McKee  
 Professor of Education  
 State College of Education  
 Greeley, Colorado

Dr. Helen Robinson  
 Professor of Education  
 University of Chicago  
 Chicago, Illinois

Dr. David Russell  
 Professor of Education  
 University of California  
 Berkeley, California

Dr. William D. Sheldon  
 Professor of Education  
 Syracuse University  
 Syracuse, New York

Dr. George Spache  
 Professor of Education  
 University of Florida  
 Gainesville, Florida

Dr. Ralph Staiger  
 Professor of Education  
 University of Delaware  
 Newark, Delaware

Dr. Russell Stauffeur  
 Professor of Education  
 University of Delaware  
 Newark, Delaware

Dr. LaVerne Strong  
 Educational Consultant  
 Random House  
 New York, New York

## JURY OF EXPERIENCED TEACHERS

## First Grade Teachers

Mrs. Pope Adams  
Westlake High School  
Westlake, Louisiana

Mrs. Lou Anne Allen  
Greinwich Village Elementary School  
Lake Charles, Louisiana

Mrs. Betty Burgess  
College Oaks Elementary School  
Lake Charles, Louisiana

Mrs. Lavora S. Clayton  
Bell City High School  
Bell City, Louisiana

Mrs. Ruth Colvin  
Frasch Elementary School  
Sulphur, Louisiana

Miss Billie Jean Crowell  
Greinwich Village Elementary School  
Lake Charles, Louisiana

Mrs. Beverly H. Erbeling  
A. A. Nelson Elementary School  
Lake Charles, Louisiana

Mrs. Gladys Hayes  
Dolby Elementary School  
Lake Charles, Louisiana

Mrs. J. T. Howard  
Henning Elementary School  
Sulphur, Louisiana

Mrs. Anita S. Kraft  
Henning Elementary School  
Sulphur, Louisiana

Miss Ruby Nell Sells  
Oak Park Elementary School  
Lake Charles, Louisiana

Mrs. Ruth Walker  
Brentwood Elementary School  
Lake Charles, Louisiana

## Second Grade Teachers

Mrs. R. N. Bawcom  
Rosteet Elementary School  
Lake Charles, Louisiana

Mrs. Mabel Bayles  
Brentwood Elementary School  
Lake Charles, Louisiana

Mrs. Mary Campbell  
Henning Elementary School  
Sulphur, Louisiana

Mrs. Audrey G. Daugherty  
Henning Elementary School  
Sulphur, Louisiana

Mrs. Bessie M. Hamm  
Maplewood Junior High School  
Maplewood, Louisiana

Mrs. Sarah M. Hanchey  
Henning Elementary School  
Sulphur, Louisiana

## Second Grade Teachers (Continued)

Mrs. Isabell G. Hardy  
Oak Park Elementary School  
Lake Charles, Louisiana

Mrs. Nancy LeTard  
Westlake High School  
Westlake, Louisiana

Mrs. Patsy Herline  
Dolby Elementary School  
Lake Charles, Louisiana

Mrs. Doloros M. Pitre  
Maplewood Junior High School  
Maplewood, Louisiana

Mrs. Sophie D. Johnston  
Bell City High School  
Bell City, Louisiana

Mrs. F. R. Yeatman  
Greinwich Village Elementary School  
Lake Charles, Louisiana

## Third Grade Teachers

Mrs. Anita H. Cain  
Westwood Elementary School  
Westlake, Louisiana

Miss Peggy Magnon  
Henning Elementary School  
Sulphur, Louisiana

Miss Grace Dietz  
Rosteet Elementary School  
Lake Charles, Louisiana

Mrs. Rubye W. Smith  
Oak Park Elementary School  
Lake Charles, Louisiana

Mrs. Sidney M. Goodwin  
Henning Elementary School  
Sulphur, Louisiana

Miss Patsy Rae Stevenson  
Maplewood Junior High School  
Maplewood, Louisiana

Mrs. Nevelyn F. Handley  
Rosteet Elementary School  
Lake Charles, Louisiana

Mrs. Barbara Theriot  
Hayes Elementary School  
Hayes, Louisiana

Mrs. Dolores P. Iglehart  
Greinwich Village Elementary School  
Lake Charles, Louisiana

Mrs. Anna K. Yeates  
Henning Elementary School  
Sulphur, Louisiana

Mrs. Marie C. Lee  
Westlake High School  
Westlake, Louisiana

GENERAL COMMENTS AND SUGGESTIONS  
OF JURY OF EXPERTS

The Area of Readiness

Excellent!

There is more waste motion in reading readiness than in any part of the reading program.

The only things we find effective are: (as reading readiness)

--Ability to identify separate sounds in spoken words.

--Knowledge of letter names.

Items are by no means comprehensive.

Marvelous job in covering period of readiness

The Area of Initial Instruction

All statements seemed in good order.

Fine job of sampling teacher practices.

I see no item dealing with development of readiness to read a particular story: mind-set; interest; purpose; introduction of new words; etc.

Very complete coverage.

A very good list.

Excellent!

Marvelous job on this area.

Much time and effort has been spent in preparing these statements.

Ok for the initial instruction area.

The Area of Growth Toward Independence

Good coverage of this period of instruction.

I would like to see an item dealing with pupil response during directed reading lesson.

I find no item on purposeful re-reading.

How about concept development?

You might want to consider an item on individualized reading and/or self-selection?

How about follow-up after directed reading?

A very thorough and extensive list of practices for this period.

The Area of Transition

A very good list.

Wonder if teachers will understand what you mean by the transition period.

I have difficulty understanding the need for the "transition period."

Could you include an item on critical listening?

What about speed in reading?

### The Total Check List

Several of the jurors wrote letters in addition to marking the check list. Some returned the check list unmarked but wrote letters explaining their reasons for not participating in the study. Quite often their comments were of value to the study generally and to the revision of the check list in particular. Although considerable agreement regarding the problems of teaching reading in the first three grades seems to exist among them, a distinct variance in attitudes and beliefs is also noticeable. The letters in addition to the short comments interspersed or put at the end of the check list indicate the concern of the jury members. Excerpts taken from their letters are discussed below.

A number of these jurors who expressed opinions agreed that the study was one which needed to be undertaken. The following remarks recognize the importance of the study: "This should be a valuable study, and I hope I have been able to be of some help," "A very worthwhile study," "This has been most interesting . . . wishing you every possible success in your admirable study," "Thank you for giving us the privilege of looking at your material," and "Best wishes in a difficult undertaking," "All my best . . . this should be a valuable study, and I hope I have been able to be of some help," and "Good luck."

One juror who was opposed to the study, wrote "Perhaps I am growing too impatient with the aimlessness of much reading instruction and the futility of most of the present approaches in research and teacher education." It seems that the chief objection to the study, on the whole,



was the thinking and approach to the reading readiness period, which was inconsistent with his conclusions about reading readiness. However, he wrote: "Your items are well drawn and I find no objection to their clarity nor to the type of response required. As always, the questions will mean different things to different respondents, but yours are better than most." . . . "be assured that most people will endorse your study, and that I am glad of your interest in improving reading."

One juror wrote: "I have tried to respond to your questionnaire by reading perhaps between the lines of each item to get the information it will probably reveal. On the whole I think you have done a very fine job of sampling teachers practices and habits in the classroom. I would be most interested in seeing a detailed report of the teachers' responses to these items after you have finished your study if this is at all possible." Another was similar: "Congratulations on a marvelous job in preparing your questionnaire. I know only too well all that goes into writing statements which will have but one interpretation, no matter who is the reader . . . love to see the results."

One juror said: "The great majority of these statements are considered desirable practices. Would it be more likely that you would get valid answers if more of them were stated negatively? In other words potential poor practices would also be included such as:

1. I let my best readers read more often, because they can be taught more effectively,
2. I let each child have an opportunity to read every day, in turn."

Two jurors returned their questionnaires unchecked but expressed interest in the study. "After reaching the age of retirement at the college I adopted a policy of not undertaking to handle from that time

on, questionnaires such as the one you recently sent me . . . I am therefore, returning the questionnaire with my best wishes, however, that you get all the data you want and that your study will prove to be a fruitful one," wrote one juror. The second juror wrote: "Thank you for selecting me as a judge for your questionnaire. . . .since I will not be back at the University nor have time to devote to it until after the middle of February. Good luck to you,"

THE REVISED CHECK LIST  
A STUDY OF TEACHER PRACTICES  
IN TEACHING READING

Louisiana

Spring 1963

Doris Conway  
Primary Supervisor  
Calcasieu Parish

Dear Teacher;

You have been selected to assist in making a study of the practices of teaching reading which are currently used by Louisiana teachers. The study is state wide and the findings will be, we hope, of value to all teachers in our state.

I am asking you, as well qualified teachers in grades 1, 2, or 3, to read each statement of practice and respond to the checklist in accordance with the instructions on page one of the booklet. These instructions explain more in detail what I am asking you to do.

Your cooperation is very necessary for the completion of the study. In the report, no person, school, or parish will be identified.

If you will help with this project, please carry out the instructions in checking the list and return the material to your supervisor at your earliest convenience. These replies will not be opened by him but will be sent directly to me, with no individual identification.

It will take less than one hour of your time and your help will be greatly appreciated. Thank you.

Sincerely yours,

(Miss) Doris Conway

## THE REVISED CHECK LIST

## INSTRUCTIONS FOR CHECKING THE QUESTIONNAIRE

The following directions will help you in checking the questionnaire:

1. Please read each statement of practices carefully.
2. Indicate your answer by placing a check mark (✓) in the appropriate column.  
 Example: If you consider the practice an integral part of a reading program for grades 1 through 3 and you use the practice habitually, check Always. If you consider the practice an integral part of a reading program but you use it only now and then, depending on the need and appropriateness, check Usually. If the practice is a part of a reading program, but you use it rarely, check Sometimes. If you consider the practice not a part of a reading program and you do not use it, check Never.
3. When you have completed your checking, please re-examine the checklist to see that you have responded to each item.

## AREA OF READINESS

## Introductory statement:

The first period of instruction in the fundamentals of reading is known as the period of reading readiness. It is the period of time during which the child is prepared for beginning reading.

Since reading readiness is a generally accepted part of any good reading program, it is important to know the ways in which teachers build readiness for reading.

	<u>RESPONSES</u>			
	<u>Always</u>	<u>Usually</u>	<u>Sometimes</u>	<u>Never</u>
1. I provide the same program of readiness instruction for each student.	—	—	—	—
2. I develop hand-eye coordination by providing a planned sequence of training experiences involving pupil use of:				
a) paper and pencil	—	—	—	—
b) chalk and chalkboard	—	—	—	—
c) paint and easel	—	—	—	—
d) crayons	—	—	—	—
e) scissors	—	—	—	—

	Always	Usually	Sometimes	Never
3. I encourage my children to use their preferred hand in:				
a) drawing	—	—	—	—
b) writing	—	—	—	—
c) turning pages in a book	—	—	—	—
d) handling toys	—	—	—	—
4. In teaching the development of left-to-right progression across the page, I provide activities for children to:				
a) learn the meaning of left and the meaning of right	—	—	—	—
b) view a sequence of pictures from left to right in order to tell a story	—	—	—	—
c) Observe that we write from left to right	—	—	—	—
d) learn that we read sentences and words from left to right	—	—	—	—
5. I check with the parents of my children concerning the routines related to:				
a) sleep	—	—	—	—
b) rest	—	—	—	—
c) exercise	—	—	—	—
d) eating habits	—	—	—	—
6. I provide opportunities to develop muscular coordination including:				
a) large muscles (example: The children bounce and catch balls, hold toys and play with them, participate in rhythmic games, such as hopping and skipping)	—	—	—	—
b) small muscles (example: The children use simple necessary equipment in the classroom such as scissors, crayons, pencils, etc.)	—	—	—	—
7. I plan my program of readiness to allow:				
a) the same length of time for all pupils	—	—	—	—
b) a longer period of time for some pupils	—	—	—	—
c) a shorter period of time for some pupils	—	—	—	—

	Always	Usually	Sometimes	Never
8. I use various exercises to develop visual discrimination between:				
a) gross geometric forms	_____	_____	_____	_____
b) pictures	_____	_____	_____	_____
c) word forms	_____	_____	_____	_____
d) letter forms	_____	_____	_____	_____
e) phrases and sentences	_____	_____	_____	_____
9. I provide varied exercises to develop auditory discrimination such as:				
a) identifying common sounds	_____	_____	_____	_____
b) recognizing differences in pitch, loudness, and timbre	_____	_____	_____	_____
c) distinguished number of sounds of syllables in words	_____	_____	_____	_____
d) distinguishing words which have the same single consonant or blend sound at the beginning of a word	_____	_____	_____	_____
e) listening for and saying one-syllable words that rhyme	_____	_____	_____	_____
f) listening for and adding endings to a given word	_____	_____	_____	_____
10. I guide and direct many group activities to develop social growth:				
a) stressing cooperation	_____	_____	_____	_____
b) taking turns	_____	_____	_____	_____
c) sharing	_____	_____	_____	_____
d) courtesy	_____	_____	_____	_____
e) giving attention	_____	_____	_____	_____
11. I use a reading readiness test;				
a) before I begin my readiness program for diagnostic indications for planning	_____	_____	_____	_____
b) at the close of my program of reading readiness as the major criterion for determining the child's readiness to begin formal reading	_____	_____	_____	_____
12. I supply the same experiences in auditory discrimination for each child who is beginning reading.	_____	_____	_____	_____

	Always	Usually	Sometimes	Never
13. I help children establish hand dominance by having pupils use only their right hand to:				
a) throw and catch a ball	—	—	—	—
b) cut paper with scissors	—	—	—	—
c) hammer a nail	—	—	—	—
d) erase a chalkboard	—	—	—	—
e) eat with a fork or spoon	—	—	—	—
14. Before beginning initial reading instruction, I provide paper and pencil exercises and chalkboard exercises to help children see likenesses and differences:				
a) in letters	—	—	—	—
b) in words	—	—	—	—
c) in phrases	—	—	—	—
d) in sentences	—	—	—	—
15. I use teacher-oral reading activities with pupils:				
a) for building listening skills	—	—	—	—
b) for showing emotions of fear, excitement, happiness, etc.	—	—	—	—
c) for pupil enjoyment	—	—	—	—
d) for training in learning to follow directions	—	—	—	—
e) for demonstrating good oral expression	—	—	—	—
16. I use a wide range of activities to develop skill in language and communication such as:				
a) listening to and responding to stories, rhymes, and poetry read and told	—	—	—	—
b) dramatizing stories	—	—	—	—
c) conversation periods	—	—	—	—
d) discussion periods	—	—	—	—
e) giving brief reports on their experiences	—	—	—	—
f) telling and retelling stories	—	—	—	—
g) commenting on field trips and excursions	—	—	—	—
17. I develop my reading readiness program around:				
a) a reading-readiness book	—	—	—	—
b) large units of activities planned to develop skills, abilities, attitudes, and information necessary for beginning initial reading instruction	—	—	—	—
c) the readiness book accompanying our basal series of readers in connection with a wide variety of reading-readiness activities planned in terms of needs	—	—	—	—



	Always	Usually	Sometimes	Never
18. I make regular appraisals of children's work and performances as a base for:				
a) planning pre-reading activities				
b) grouping children for working together				
c) meeting the needs of an individual child				
19. I use informal observation to determine if a child is ready to begin formal reading, including:				
a) his visual skills				
b) his speech skills				
c) his listening skills				
d) his language development				
e) his interest in books and reading				
f) his ability to stay with a task until it is completed				
g) his ability to follow directions				
h) his ability to remember the central thought of a story				
i) his ability to remember important details				
20. I provide varied informal reading materials which I have prepared from children's experiences, such as:				
a) experience charts				
b) scrap books				
c) notices and news items				
d) directions and plans				
21. I use the following aids to help me determine if a child is ready to begin formal reading:				
a) anecdotal records				
b) readiness tests				
c) intelligence tests				
d) school records of health				
e) teacher observation of pupil's background and performance				
f) information obtained from parents				
22. I find a reading readiness test my most reliable source for discovering clues that enable me to determine a pupil's readiness for reading.				

	Always	Usually	Sometimes	Never
23. During the time I am building the initial sight vocabulary, I also teach:				
a) the names of letters	---	---	---	---
b) the sounds of letters	---	---	---	---
c) the sounds of groups of letters	---	---	---	---
24. I provide opportunities for children to achieve fluency in the use of words and ideas and to improve articulation by having them:				
a) describe and interpret pictures	---	---	---	---
b) respond to stories heard	---	---	---	---
c) take field trips and excursions	---	---	---	---
d) relate their experiences	---	---	---	---
25. I provide practice and drill to assure every child a good foundation in:				
a) visual discrimination of letters	---	---	---	---
b) auditory discrimination of sounds	---	---	---	---
c) associating visual and auditory perceptions	---	---	---	---
26. My readiness program consists of the uses of the readiness book, for a few days or weeks, followed by a readiness test.	---	---	---	---

AREA OF INITIAL INSTRUCTION

Introductory statement:

The second period of instruction in fundamentals of reading is known as the period of initial instruction in beginning reading. During this period the child begins to learn the knowledges and abilities needed to acquire skill in working out independently the identification of strange printed words and in understanding what he reads.

STATEMENTS

RESPONSES

	Always	Usually	Sometimes	Never
1. I delay beginning formal reading until my pupils have reached an adequate level of readiness for beginning reading.	---	---	---	---

	Always	Usually	Sometimes	Never
2. I limit vocabulary development in the beginning reading program to the vocabulary of a single basal reading series.	—	—	—	—
3. Prior to the beginning of regular reading instruction, I provide intensive phonic study.	—	—	—	—
4. In building initial sight vocabulary, I use;				
a) children's names	—	—	—	—
b) preprimers words	—	—	—	—
c) action words	—	—	—	—
d) labels and signs on objects	—	—	—	—
e) experience stories	—	—	—	—
5. I provide numerous pupil oral reading exercises:				
a) to evaluate progress in recognizing familiar words	—	—	—	—
b) to determine the pupil's use of voice intonation in revealing meaning of a given sentence or sentences	—	—	—	—
c) to check on understandings of the use of punctuation marks to clarify meaning	—	—	—	—
d) to discover if the pupil reads aloud fluently or haltingly word by word, with inadequate phrasing	—	—	—	—
6. I provide opportunities for children to learn the use of configuration clues to help identify words. These include such characteristics as:				
a) length of word	—	—	—	—
b) letters extending upward	—	—	—	—
c) letters extending downward	—	—	—	—
d) distinguishing characteristics in letters at the beginning of a word	—	—	—	—
e) distinguishing characteristics in letters at the endings of words	—	—	—	—
7. In teaching beginning structural analysis, I provide varied exercises starting with:				
a) such word endings as es, ing, ed, and s	—	—	—	—
b) oral form of common compound words	—	—	—	—

	Always	Usually	Sometimes	Never
8. In helping children understand reading as a meaningful process, I use:				
a) picture interpretation				
b) group discussion				
c) association of personal experiences with story experiences				
d) direct questions				
e) pupils' questions				
f) role-playing				
g) dramatization				
9. In beginning reading, pupils first read the new lesson:				
a) orally and then silently				
b) silently and then orally				
c) sometimes orally; sometimes silently				
10. In teaching phonic analysis, I begin with the long vowels, followed by the short vowels, and then the initial consonants.	—	—	—	—
11. To train children in the use of context and picture clues, I furnish many opportunities:				
a) for selecting words to match pictures	—	—	—	—
b) for illustrations to carry the burden of the story action	—	—	—	—
c) for matching story parts with illustrations	—	—	—	—
d) for collecting illustrations and pictures to accompany experience stories	—	—	—	—
e) for using picture dictionaries	—	—	—	—
f) for telling stories from illustrations	—	—	—	—
12. After I have started teaching formal reading, practice in visual discrimination:				
a) is discontinued	—	—	—	—
b) is continued	—	—	—	—
13. In teaching phonic analysis, I begin with the single initial consonants, followed by the consonant blends, and then the long and short vowels.	—	—	—	—
14. I use several basal series of readers in beginning reading.	—	—	—	—

	Always	Usually	Sometimes	Never
15. I have my pupils read the first preprimers from the different series before proceeding to the second preprimer in any basal series.	—	—	—	—
16. I supply children with an abundance of simple interesting reading material in which specific words are used to provide practice in recognizing these words readily.	—	—	—	—
17. I place my children in instructional groups according to their ability to read, with some provision made for individual instruction.	—	—	—	—
18. I use one basal reading series for teaching beginning reading but supplement this by extensive reading in other basal series and in library books.	—	—	—	—
19. In locating students' reading deficiencies, I use:				
a) teacher observation	—	—	—	—
b) oral reading of specific paragraphs	—	—	—	—
c) informal teacher-made tests	—	—	—	—
d) diagnostic reading tests	—	—	—	—
e) standardized achievement tests in reading	—	—	—	—
20. I help children develop means of working out unknown words using all available clues such as:				
a) picture clues	—	—	—	—
b) configuration clues	—	—	—	—
c) context clues	—	—	—	—
d) structural analysis	—	—	—	—
e) phonic analysis	—	—	—	—
21. I check children's comprehension and progress following the teaching of a reading unit or selection by having students:				
a) use pantomime	—	—	—	—
b) answer questions	—	—	—	—
c) follow specific directions	—	—	—	—
d) classify ideas	—	—	—	—
e) use workbook exercises	—	—	—	—
f) take informal tests	—	—	—	—

	Always	Usually	Sometimes	Never
22. In beginning initial reading with my students:				
a) I provide an abundance of suitable reading material				
b) I attempt to create a desire for children to read to learn				
c) I provide for systematic instruction				
23. I combine the use of various means of word recognition in conjunction with one another beginning with context clues, followed by structural analysis, and then the initial sound elements,				
24. In developing readiness for a directed reading lesson, the following steps are used:				
a) tell the story in advance of reading it				
b) enlist group interest in the story				
c) share pupil backgrounds of information and associate them with the story				
d) introduce and teach new words				
e) set up purposeful questions				
f) assign the story to be studied before teaching it				
25. To determine the need for special teaching and reteaching, I arrange systematic and frequent appraisals of children's learning through the use of:				
a) informal tests				
b) teacher observation of pupil work habits				
c) teacher analysis of pupil's work				
26. I combine informal reading materials and a basal set of readers in the beginning reading program.				

#### AREA OF GROWTH TOWARD INDEPENDENCE

##### Introductory statement:

The third period of instruction in the fundamentals of reading is sometimes referred to as the period of growth toward independence. During this period the child begins to make rapid progress in those skills necessary for the development of independence in effective word recognition and in expanding his stock of concepts of word meanings.

STATEMENTSRESPONSES

	Always	Usually	Sometimes	Never
1. In helping children grow toward independence, I use varied techniques such as:				
a) providing a number of books at various difficulty levels	—	—	—	—
b) permitting each child to select a book he wants to read and can read	—	—	—	—
2. To review the association of letters and sounds that have previously been developed, I use:				
a) the chalkboard	—	—	—	—
b) listening exercises	—	—	—	—
c) workbook sheets	—	—	—	—
d) teacher-prepared exercises	—	—	—	—
3. I plan specific exercises, in addition to the basal workbook, to provide practice for pupils:				
a) to see differences between letters	—	—	—	—
b) to hear differences between sounds	—	—	—	—
c) to associate the visual letter symbol with its sound or sounds	—	—	—	—
d) to apply letters and their sounds to figure out new words	—	—	—	—
e) to use the context to figure out new words	—	—	—	—
4. I read orally simple paragraphs to train pupils:				
a) to listen in order to draw conclusions	—	—	—	—
b) to get the main idea of the paragraph	—	—	—	—
c) to note and remember details	—	—	—	—
d) to choose the exact meaning of specific words	—	—	—	—
e) to interpret pronouns, adverbs, and connecting words	—	—	—	—
5. I supply a wide variety of simple reading material for pupils to practice reading skills needed for various purposes, such as:				
a) getting the main idea of a selection	—	—	—	—
b) getting all the details about a topic included in a selection	—	—	—	—
c) for drawing conclusions	—	—	—	—
d) getting the sequence of events	—	—	—	—

	Always	Usually	Sometimes	Never
6. To encourage children to read widely, I provide copies of many different and suitable children's books such as:				
a) trade or library books				
b) literature readers				
c) basal readers from other series				
d) simple health, science, and social studies books				
e) children's magazines and newspapers				
7. To help students decide on the pronunciation of new words, I use the chalkboard and then follow up with teacher-prepared sheets and workbook sheets to provide practice in:				
a) associating sounds with the letters that stand for them				
b) using the context				
c) analyzing words phonetically				
d) using familiar prefixes such as re, un, dis, ad, be, com, etc.				
e) using familiar suffixes such as ly, er, ed, en, est, etc.				
f) using structural analysis				
8. In assessing pupil progress and in diagnosing individual difficulties, I use:				
a) informal teacher-made group tests in reading				
b) standardized group tests in reading				
c) group achievement tests in reading which accompany the basal reading series				
d) individual diagnostic reading tests				
e) teacher observation				
9. Before the reading lesson is begun, a purpose or purposes, in the form of one or more questions for the reading of a selection, are set:				
a) by the teacher				
b) by the pupils				
c) by teacher and pupils				
10. I provide for informal class group discussion following the reading of a selection to give pupils opportunity:				
a) to make comments about interesting ideas in the selection				



	Always	Usually	Sometimes	Never
b) to raise questions about the selection				
c) to clarify ideas				
d) to organize important ideas gained from the reading				
e) to answer questions posed preceding the directed reading lesson				
11. I use the unit or problem method of teaching in the content areas to provide:				
a) for wide and effective reading beyond a single textbook				
b) for practicing certain reading abilities beyond the regular reading periods.				
c) for individual differences in reading by supplying books that satisfy the best readers and books that can be read by the poorest readers				
12. I provide many situations for children to do worthwhile purposeful oral reading such as:				
a) to convey information				
b) to convey pleasure to an audience				
c) to practice good phrasing				
d) to practice use of punctuation				
e) to practice use of good expression				
f) to practice doing fluent reading without hesitations or repetitions				
g) to do individual reading to the teacher				
h) to do choral reading				
i) to read to prove or disprove a statement				
13. For oral reading, I provide materials such as:				
a) experience stories				
b) literature readers				
c) simple trade or library books				
d) interesting sentences or paragraphs from content area materials				
14. I continue instruction and practice in phonic analysis:				
a) for all pupils				
b) for some pupils only				
15. I read content material to my children if they are unable to read it.				
16. I have children read content material aloud after I have read it to them.				

	Always	Usually	Sometimes	Never
17. I encourage pupils to pay particular attention to the context and to do only that amount of word analysis that they need to do in order to identify a word that is new to them in its printed form.	---	---	---	---
18. I plan my program in reading to include:				
a) equal amounts of oral and silent reading	---	---	---	---
b) more oral reading than silent reading	---	---	---	---
c) more silent reading than oral reading	---	---	---	---
19. I use workbooks, teacher-prepared exercises, and regular textbook material:				
a) to give instruction in both listening and reading	---	---	---	---
b) to help pupils learn to recognize figurative language	---	---	---	---
c) to proceed in interpreting a given figure of speech	---	---	---	---
20. In preparing pupils to use a glossary or dictionary, I use workbook and teacher-prepared exercises to teach:				
a) the order of the alphabet	---	---	---	---
b) alphabetical arrangement of words to the first and second letter	---	---	---	---
c) finding a given word in an alphabetical list	---	---	---	---
d) interpretation of accent and diacritical marks	---	---	---	---
e) use of the key to pronunciation of words	---	---	---	---
f) simple syllabic divisions of words	---	---	---	---
21. I plan specific listening, reading, and discussion exercises for teaching skills in coping with meaning difficulties such as:				
a) using the context to figure out the meaning of a strange word	---	---	---	---
b) choosing the meaning of a word that will make good sense in the context	---	---	---	---
c) interpreting figures of speech	---	---	---	---
d) using punctuation marks as an aid to determining meaning	---	---	---	---

	Always	Usually	Sometimes	Never
22. In a directed reading lesson, in response to teacher questions or directions, the child:				
a) reads exact words, phrases, or sentences from the book				
b) gives the meaning of the question or questions in his own language				
c) reads between the lines to get the facts				
d) talks over the incident and raises questions				
e) recalls the author's exact words, phrases, or sentences				
23. I provide practice in distinguishing in both listening and reading between expressions used informatively and expressions used emotively.				
24. Purposes set for reading should be concerned with:				
a) answering a given question				
b) noting details				
c) verifying a given statement				
d) reading a specific number of pages				
e) making inferences or drawing conclusions				
f) discovering sequence of events				
g) getting general idea of what content is about				
h) obtaining directions for doing something				
25. Following group discussion of reading selections, group planning is done for purposeful rereading of story:				
a) by establishing a definite purpose or purposes other than those used for the first initial silent reading				
b) by providing a chance for each child to read story orally				
c) by having pupils read in turn until the story is reread				
d) to clear up points not understood				
e) to appraise reading skills				
26. To help children learn to read for pleasure and to develop an appreciation for reading, I use activities such as:				
a) telling stories to children				
b) reading stories				
c) analysis of stories				
d) dramatization				

	Always	Usually	Sometimes	Never
e) choral reading				
f) discussion of stories				
27. I provide a program of planned listening exercises to give pupils practice in:				
a) hearing vowel phonemes in various positions in words				
b) hearing consonant phonemes in various positions in words				
c) hearing primary and secondary accents				
d) recognizing shifting accents, which change meaning (example: per'mit, per mit')				
28. I encourage extensive reading by providing time and materials for children to do:				
a) free reading				
b) directed reading				
c) individualized reading to improve reading skills				

AREA OF TRANSITION

Introductory statement;

The fourth period of instruction in the fundamentals of reading is known as the transition period. It is the period of time during which the process of learning to read progresses smoothly by achieving the proper balance between systematic instruction in reading and in instruction in the content areas of the curriculum.

STATEMENTS

RESPONSES

	Always	Usually	Sometimes	Never
1. In the transition period in reading, I provide for:				
a) definite instruction in the basic skills for all children				
b) definite instruction in the basic skills for those pupils who appear to need help				

	Always	Usually	Sometimes	Never
2. I provide opportunity and materials to supplement basic texts in reading such as:				
a) newspapers				
b) magazines				
c) supplementary texts				
d) parallel books				
e) trade or library books				
3. I plan varied instructional activities to review or re-teach essential basic reading skills taught at the previous levels for those pupils who may not have mastered them at that level.				
4. To help identify the skills in which the students are deficient, I use:				
a) achievement reading tests				
b) diagnostic reading tests				
c) informal teacher-made tests				
d) teacher observation				
e) group reading inventories				
5. I teach reading in the content areas:				
a) incidentally				
b) in a planned program to develop study skills				
c) in a combination of incidental and direct teaching				
6. I provide extended practice to help students develop flexibility in their reading by having them:				
a) scan material to be read				
b) grasp phrases and sentences rather than words				
c) adjust rate of reading to suit purpose for reading				
d) adjust rate to difficulty of material being read				
e) read widely in simple material				
f) read for many and varied purposes				
g) practice varying rates and manners of reading				
7. I make provisions and supply materials on different reading levels for much individual instruction.				

	Always	Usually	Sometimes	Never
8. In silent reading, I stress the ability to use contextual clues for word analysis to comprehend meaning in sentences, paragraphs, stories, etc.				
9. I plan specific materials and allocate special time to work with students who need additional help in extending and mastering the skills of word analysis.				
10. I provide practice in developing and extending reading-study skills in various types of informal reading.				
11. I use a wide selection of materials in all fields to emphasize critical reading skills such as:				
a) reasoning				
b) evaluating				
c) selecting appropriate data for generalizing				
d) making final judgments through group discussion				
e) detecting author bias				
f) detecting propaganda devices				
g) separating opinion from fact				
h) separating emotion from fact				
12. I use a number of procedures and exercises for helping children extend their vocabularies such as:				
a) experience charts				
b) personal experience records				
c) completing sentences by choosing proper word				
d) combining phrases into meaningful sentences				
e) identifying root words and inflected forms				
f) continuing training in phonic analysis				
g) continuing training in contextual analysis				
h) word games, dictionary drills, etc.				

13. I provide listening experiences to help children develop the skills of critical listening such as:

- a) listening for tempo and stress
- b) hearing emotive tones
- c) listening to detect bias
- d) listening to detect propaganda
- e) listening for logical conclusions

Always

Usually

Sometimes

Never


14. I provide opportunities for directed practices to help pupils adapt speed of reading to purpose and materials.

--	--	--	--

General InformationGrade that you teach; 1, 2, 3 (circle)Classification of school: City (10,000 and above population);  
Town (2,500 - 10,000 population); (circle)  
Rural (under 2,500 population).Total years you have taught: 1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9 - 10 - More  
(circle)Years taught in grade you are now teaching: 1 - 2 - 3 - 4 - 5 - 6 - 7 - More  
(circle)College training: 3 years or less; 4 years (no degree); Bachelor's Degree;  
5 years; Master's Degree; Beyond Master's (circle)

College major: Undergraduate \_\_\_\_\_ Graduate \_\_\_\_\_

When did you earn your last college hours:  
Before 1946; 1946-50; 1951-55; 1956-60; Since 1961 (circle)Type of institution you attended for most of your undergraduate education:  
Four year college; University; Liberal Arts College (circle)  
(not part of a University)Where did you attend college: In Louisiana; Elsewhere;  
In Louisiana and Elsewhere (circle)  
If elsewhere: What state or states? \_\_\_\_\_Have you had specific courses in teaching of reading (not merely part of a  
Language Arts course)  
Undergraduate courses: None; 1 course; 2 courses; 3 courses; more  
Graduate courses: None; 1 course; 2 courses; 3 courses; more  
(circle)

Age: Under 29; 30-39; 40 or over (circle)

Do you feel a need for additional professional training in the teaching of  
reading: very much; somewhat; very little; none (circle)In the field of teaching reading, do you read Professional Books on the  
teaching of reading and Professional Reading Journals:  
Regularly; Often; Seldom (circle)



APPENDIX B

CORRESPONDENCE RELATED TO STUDY

Letter from State Department to Superintendents  
Letter from the Writer to Superintendents  
Follow-up Letter to Superintendents  
Letter to Supervisors

January 14, 1963

TO: All Parish Superintendents

FROM: J. B. Robertson, Assistant Superintendent, Elementary  
and Secondary Education, and  
O. B. Fuglaar, Director, Elementary Education

SUBJECT: Study of teacher attitudes toward the teaching of reading

Miss Doris Conway, Supervisor of Primary Instruction, in Calcasieu Parish plans to make a study of teacher attitudes toward the teaching of reading. Miss Conway's study will involve a sampling of primary teachers from all parishes of the State. We feel that this study will make a contribution to the improvement of public education in Louisiana.

We are requesting that you cooperate with Miss Conway by permitting your teachers to participate in this study. A stratified sampling of teachers from grades 1-3 will be needed for the study. Questionnaires and instructions will be mailed to your supervisors for distribution to the teachers. The unsigned questionnaire will be returned to Miss Conway by the teachers.

This office will distribute copies of the summary of Miss Conway's study when it is completed.

We will appreciate your cooperation in this study.

JBR:OBF:bs

January 15, 1963

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
Dear \_\_\_\_\_

I am presently engaged in a research study concerned with the attitudes of teachers in the first three grades toward the teaching of reading. I am vitally interested in the improvement of the teaching of reading at this level.

The general plan of the study includes securing a comprehensive picture of current teacher attitudes toward the teaching of reading in grades one, two, and three. This will be done through the use of a questionnaire concerned with statements of practices which have been compiled from authoritative writings in the teaching of reading. The assumption is made that practices reflect attitudes,

The population from which I hope to obtain the data for the study will be teachers of grades one, two, and three, chosen by a stratified random sampling of the white, public elementary schools of Louisiana.

On the assumption that you share my interest in this fundamental aspect of primary education, will you please indicate your willingness in having some of your teachers in grades one, two, and three to participate in this study. If your reply is favorable, will you please send me the name or names of the supervisors who work at this level and I will continue my correspondence through them with your teachers.

I would welcome your cooperation and participation in this study and thank you for every consideration you may give this request.

Yours truly,

(Miss) Doris Conway  
Primary Supervisor

February 11, 1963

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
Dear \_\_\_\_\_

Several weeks ago I wrote requesting permission to conduct a study among teachers in grades 1, 2, and 3, in your parish. The study is concerned with teacher practices as they reflect their attitudes relative to the teaching of reading. This will be done through the use of a questionnaire concerned with statements of practices which have been compiled from authoritative writings in the teaching of reading.

Your permission is very important to the completion of this state wide study. I realize that the request may have reached you at a busy time, near the opening of a new semester or perhaps has gone astray. I am, therefore, repeating my request.

Many of the parish superintendents have already indicated their desire to have some of their teachers help in the study, but I feel that it is important to include as many parishes as possible in the study.

Your assistance will add substantially to the worth of the research. If your reply is favorable, will you please send me the name or names of the supervisors who work at this level and I will continue my correspondence through them with your teachers.

I shall be very pleased to hear from you. Thank you for your consideration of this request.

Sincerely yours,

(Miss) Doris Conway  
Parish Supervisor

March 6, 1963

Dear \_\_\_\_\_

I am interested in knowing what the primary teachers of Louisiana are doing in their reading programs. As a parish supervisor, I am sure that the teaching of reading is of great interest and concern to you. I need your help to make my state wide study complete.

I have talked with members of the State Department of Education Staff. They too have indicated an interest in the project and believe that a sharing of ideas from all over the state will help each contributing parish.

Recently I wrote your parish superintendent requesting his permission and help in conducting the study in his parish. He expressed his willingness to participate and gave me your name as the person with whom I should work.

I am sending you \_\_\_\_\_ copies of the check booklets. These are to be distributed among white teachers in grade 1, 2, and 3, in the following types of schools:

	City (10,000 population and above)	Town (2,500-10,000 population)	Rural (Under 2,500)
1st grade	_____	_____	_____
2nd grade	_____	_____	_____
3rd grade	_____	_____	_____

Please distribute the check lists at your earliest convenience, and instruct the cooperating teachers to return them to you, in the enclosed stamped addressed envelopes, when completed. This step is being done to provide for a follow-up check through you since I will not have the names of the teachers you have selected to participate in the study. When you have accumulated most or all of them, please mail them to me for tabulation and study.

The State Department of Education will distribute copies of the summary and findings when the study has been completed. The study will in no way identify an individual teacher nor parish as the summary will be made on a state wide basis.

I will be most grateful and appreciative for the consideration and assistance you and your teachers give me.

Sincerely yours,

(Miss) Doris Conway  
Primary Supervisor

DC/rc

APPENDIX C

LIST OF SUPERVISORY PERSONNEL WHO ASSISTED IN THE STUDY

LIST OF SUPERVISORY PERSONNEL WHO  
ASSISTED IN THE STUDY

Supervisors

Mrs. Beverly Haynes  
 Mr. H. M. Sigler  
 Miss Georgette Richard  
 Mr. Roy A. Himel  
 Miss Lolita Guilbeau  
 Miss Mancel Conley  
 Mr. D. W. McCleish  
 Mr. Whit T. White  
 Mr. Donald L. Kennedy  
 Mr. K. R. Russell  
 Mr. W. J. Montie  
 Mr. Y. E. Sheppard  
 Mr. H. W. Whatley  
 Mr. Roy Douglas Watkins  
 Mrs. Fanny Rives Tharp  
 Mrs. J. L. Perkins  
 Mr. B. A. Bayles  
 Mr. John F. Harris  
 Mr. Nat Manuel  
 Mrs. Bertha G. Nelson  
 Mr. A. L. Seward  
 Mrs. Theda M. Ewing  
 Mr. L. V. DeCou  
 Miss Ruth Pitre  
 Mr. L. J. Firestone  
 Mr. Harold H. Gauthe  
 Mr. Arthur L. Naquin  
 Mrs. Elsie Seals  
 Mr. Roy R. Lobell  
 Mrs. Frances A. Robinson  
 Mr. James Bonsall  
 Miss Margaret Upton  
 Mr. Philip Pfof  
 Mr. E. R. Barberousse  
 Miss Rose Ferran  
 Miss Gertrude Gregory  
 Mr. A. F. Guidroz  
 Mr. J. Sidney Miller  
 Mrs. Olive G. Stagg  
 Mr. Joe R. Bobbitt  
 Mrs. Blanche M. Calhoun

Parishes

Acadia  
 Allen  
 Ascension  
 Assumption  
 Avoyelles  
 Beauregard  
 Bienville  
 Bossier  
 Caddo  
 Caldwell  
 Cameron  
 Catahoula  
 Claiborne  
 Concordia  
 DeSoto  
 East Baton Rouge  
 East Carroll  
 East Feliciana  
 Evangeline  
 Franklin  
 Grant  
 Iberia  
 Jackson  
 Jefferson  
 Jefferson Davis  
 Lafayette  
 Lafourche  
 LaSalle  
 Livingston  
 Madison  
 Morehouse  
 Morehouse  
 Morehouse  
 Morehouse  
 Orleans  
 Ouachita  
 Plaquemines  
 Pointe Coupee  
 Rapides  
 Red River  
 Richland

LIST OF SUPERVISORY PERSONNEL WHO ASSISTED IN  
THE STUDY (continued)

Supervisors

Miss Sue Keelen  
 Miss Marietta Pereira  
 Mr. A. A. Songy, Sr.  
 Miss Beverly L. White  
 Mr. Eldridge J. Gendron  
 Mr. John H. Bellemin  
 Miss Rene Calais  
 Mr. Robert J. Boudreaux  
 Mrs. Virginia R. Anzalone  
 Mr. Luther Hollingsworth  
 Mr. A. D. Martin, Jr.  
 Mrs. Fay B. Futch  
 Miss Thyra Montgomery  
 Mr. A. L. Temple  
 Mr. C. C. Ross  
 Mrs. Ellie T. Magruder  
 Mr. L. H. Willis  
 Mr. E. H. Farr

Parishes

Sabine  
 St. Bernard  
 St. Charles  
 St. James  
 St. John  
 St. Landry  
 St. Martin  
 St. Mary  
 Tangipahoa  
 Tensas  
 Terrebonne  
 Union  
 Vermilion  
 Vernon  
 Webster  
 West Baton Rouge  
 West Carroll  
 Winn



VITA

Doris J. Conway

Candidate for the Degree of  
Doctor of Education

Thesis: ATTITUDES OF TEACHERS OF GRADES ONE, TWO, AND THREE, IN LOUISIANA,  
TOWARD THE TEACHING OF READING

Major Field: Elementary Education

Biographical:

Personal Data: Born at Glenwood, Arkansas, the daughter of John T.  
and Alma Thrash Conway.

Education: Graduated from Southwestern State College, Weatherford,  
with Bachelor of Science Degree in 1937; graduated from  
Oklahoma State University with Master of Science Degree in  
1942; attended Teachers College, Columbia University and  
Oklahoma State University and completed requirements for  
the Doctor of Education Degree in 1964.

Professional Experience: Teacher in elementary schools in  
Oklahoma from 1935 to 1948; elementary principal in Sand  
Springs, Oklahoma, from 1948 to 1956; Primary Supervisor,  
Calcasieu Parish Schools from 1956 to the present.