

READING READINESS PRACTICES OF CERTAIN FIRST GRADE TEACHERS  
IN SOUTHEASTERN OKLAHOMA

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## PREFACE

The problem of reading readiness has long been of concern to primary teachers and to those engaged in the preparation of teachers of beginning reading. The present study has been prompted by the writer's personal interest in the problem. The interest stems from her own public school teaching experience, her work at Southeastern State College in the teacher education program, and the problems related to beginning reading which former student teachers have brought to her.

The writer is deeply grateful to Dr. Ida T. Smith, chairman of the advisory committee, for her inspiration, able direction, and valuable assistance in the preparation of the study. The writer wishes to express appreciation and gratitude to the other members of the committee, Dr. J. Andrew Holley, Dr. Roy E. Sommerfeld, and Dr. Virginia Messenger Stapley, for their interest, constructive criticism, help, and consideration.

The writer is grateful to the administrative officers and teachers at Southeastern State College, at The Oklahoma Agricultural and Mechanical College, and in the Durant Public Schools for their assistance and cooperation in her pursuit of the study.

She desires also to express her appreciation to those persons who served as jurors and respondents to the questionnaire and to the many others who contributed in various ways to the completion of the investigation.

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READING READINESS PRACTICES OF CERTAIN FIRST GRADE  
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CHAPTER I

THE PROBLEM

Introduction

One of the major concerns of the elementary school is that of teaching children to read. 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.

The complexity of modern living within the framework of a democracy has increased the importance of teaching reading, for modern living demands the ability to read if one is to be a well-adjusted, effective member of a democratic society.

Not only must adults be effective readers, but, so too, must children be effective readers. According to Dunklin,<sup>2</sup> adequate reading ability

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

<sup>2</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.



is essential for both the pupil's school success and for his emotional and social adjustment.

Although many authorities are agreed that more children are learning to read today and that they are learning to read better than children of past generations, some children of today's schools do not achieve adequate reading ability.

Some of this inadequacy may be attributed to a failure of the schools to adjust reading programs to the individual differences among children. Since children do differ in such areas as ability, growth patterns, personal and social adjustment, and experiential background, not all children are equally ready for instruction in reading upon entering first grade.

The problem of individual differences and their relation to reading programs was given widespread recognition in 1925 when the National Committee on Reading for the National Society for the Study of Education published its report in the Twenty-fourth Yearbook of the Society. The committee not only emphasized the fact of differences in children but also stressed the importance of carefully planned programs of appropriate experiences and training that prepare for reading.<sup>3</sup>

In a second report on reading, the Thirty-sixth Yearbook, published in 1937, the fact of individual differences among children in learning to read was emphasized and specialized instruction to fit their needs was advocated. Gray stated in the report that, "readiness for reading

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<sup>3</sup>William S. Gray, "A Program of Reading Instruction," Report of the National Committee on Reading, Twenty-fourth Yearbook of the National Society for the Study of Education, Part I (Bloomington, Illinois, 1925), pp. 26-30.

is something that can be developed to a considerable extent through intelligent direction, rather than something merely to wait for."<sup>4</sup>

Later, in the Forty-eighth Yearbook of the Society, Russell restated the position of the Reading Committee that children differ in readiness for beginning reading with the following statement concerning the concept of readiness:

The modern concept of readiness, which has grown out of the child study movement, sees it as a complex of various factors. It is not just general maturation, or specific maturation, such as in the physical structure of the eye, or interest or knowledge. It is not something to be waited for passively but a stage into which the child may be guided.<sup>5</sup>

Concern about readiness for reading has been reflected in many college courses, in schools throughout the country, dealing with the teaching of reading and also in the reading practices in many public schools. Courses in reading at Southeastern State College, Durant, Oklahoma, reflect this trend, but no attempt has been made, previously, to determine whether or not graduates of the college, teaching in public schools of the area, are including preparatory or readiness experiences in their reading programs.

#### Statement of the Problem

The problem of the present study has been to find out what reading readiness practices were being used and the extent to which they were being used in certain first grades of southeastern Oklahoma.

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<sup>4</sup>William S. Gray, "The Nature and Organization of Basic Instruction in Reading," The Teaching of Reading: A Second Report, Thirty-sixth Yearbook of the National Society for the Study of Education, Part I (Bloomington, Illinois, 1937), p. 80.

<sup>5</sup>David H. Russell, "Reading and Child Development," Reading in the Elementary School, Forty-eighth Yearbook of the National Society for the Study of Education, Part II (Chicago, 1949), p. 19.

### Purposes of the Study

The major purpose of the study was to find out what reading readiness practices were being used by graduates of Southeastern State College who were teaching first grade classes, during the school year 1955-1956, in the twelve counties which comprise the southeastern district of Oklahoma.

A second purpose of the study was to find out the extent to which these teachers believed they used such practices.

A minor purpose of the study was to secure the opinions of these graduates of Southeastern State College relative to the helpfulness of the reading methods course, offered at the college, in developing their reading readiness programs.

### Need for the Study

According to Hildreth, because of individual differences, many children entering first grade are not ready for beginning formal reading instruction and must have a period of maturation and training. She states: "Forty per cent is a conservative estimate of the proportion of beginners who are too immature to profit from intensive reading instruction at the outset of schooling."<sup>6</sup> Although there is no evidence with respect to the way children of the southeastern district of Oklahoma compare with other children, such as those studied by Hildreth, in the light of her estimate of the proportion of beginners not ready for reading instruction at the start of school, it seems reasonable to

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<sup>6</sup>Gertrude Hildreth, "Reading Programs in the Early Primary Period," Reading in the Elementary School, Forty-eighth Yearbook of the National Society for the Study of Education, Part II (Chicago, 1949), p. 59.

assume that a number of children in southeastern Oklahoma may not be ready to learn to read when they enter first grade, and, in consequence, that their teachers may be faced with the responsibility of providing appropriate instructional experiences for them. Thus, it becomes important for an institution such as Southeastern State College, which has as one of its major objectives the preparation of teachers, and which furnishes from its graduates a number of the first grade teachers of southeastern Oklahoma, to know whether or not its graduates are putting into practice in the public schools the reading readiness theory taught in reading methods classes at the college.

Southeastern State College, since 1925, has offered a methods course in the teaching of reading which has been required for students majoring in elementary education. The course numbering and description have been changed several times. Different teachers under varying conditions have taught the course. Nevertheless, throughout this period of time, reading of the primary grades, which includes reading readiness, has been the major emphasis of the course. As yet, however, no attempt has been made to ascertain whether or not graduates of Southeastern State College are using reading readiness practices in their teaching situations. Course descriptions and names of instructors who have taught the reading methods course at Southeastern are included in Appendix A.

Furthermore, any professional school should be concerned with the professional problems of its graduates if it is to be of service to them in solving these problems. One problem which continues to perplex first grade teachers in the southeastern district of Oklahoma, as shown

by the Trammell<sup>7</sup> study, and as evidenced by the questions posed by many teachers in summer sessions at the college, at district and county meetings, and more recently at the monthly meetings of the Southeastern Reading Council—a unit of the International Reading Association—is that of providing suitable instruction for those children who are inadequately prepared to begin systematic reading instruction on entering the first grade.

Moreover, since behavior is one commonly accepted measure of learning, one may find in the classroom practices of the graduates of Southeastern State College some evidence of the effectiveness of the reading readiness instruction in the reading methods course offered by the college.

#### Definition of Terms

The term readiness, as used in the present study, refers to the stage reached when a child may be expected to attack a new task with reasonable expectancy of success.

Readiness for reading or reading readiness means a level reached in a child's development when he may be expected to learn to read. In the present study the requisites are limited to those abilities, experiences, and attitudes needed for success in beginning reading. With respect to time, the term means a preparatory period before formal instruction in reading.

Prereading is a term which has reference to reading readiness as an educational concept rather than a principle of development. In this

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<sup>7</sup>Cecil B. Trammell, "An Evaluation of the Effectiveness of Teacher Preparation of Elementary Teachers in the Schools of Southeastern Oklahoma" (unpub. Ed.D. dissertation, University of Oklahoma, 1953), p. 114.

sense the term is applied to practices, programs, and time. Specifically, it has to do with those special skills, attitudes, and experiences needed for learning to read.

Practices are those experiences and activities recommended by authorities and reported used by teachers to develop those abilities and attitudes needed by children for success in beginning reading

#### Limitations of the Study

The current study was concerned with ascertaining the reading readiness practices of teachers in certain first grades of southeastern Oklahoma.

The facets of reading readiness with which the study dealt were limited to those which recognized authorities in the field of reading believe can be influenced by teaching. Other aspects of reading readiness were not in themselves a part of the study.

The participating teachers were graduates of Southeastern State College from 1925 to 1955 who were teaching first grade classes in the twelve counties of the southeastern district of Oklahoma during the school year of 1955-1956.

The study was also limited by the sample involved as only 114 of the 209 graduates contacted returned questionnaires.

The study was further limited to the written responses of the participating teachers as no attempt to verify responses has been made.

The selected practices for developing readiness for reading presented another limitation. Only experiences and activities which can be controlled by the school were included in the questionnaire. Other experiences and activities which influence reading readiness but which

are not under the supervision of the school were not considered for the present study.

Finally, the study was limited by the recognized limitations of the questionnaire technique, as indicated by Good and Scates,<sup>8</sup> such as, the willingness of the respondent to cooperate and the motivating interests and honesty in answering.

### Organization of the Study

The importance of prereading programs for developing abilities and attitudes necessary for formal instruction in reading is presented in Chapter I. The chapter also includes a statement of the problem, the purposes, the need, the definition of terms, and the delimitations of the study.

Chapter II includes a review of literature pertaining to the need for prereading programs, factors of reading readiness which may be influenced by teaching, and appropriate classroom practices for developing these factors.

In Chapter III, the methods and techniques employed in the study and the purposes and limitations of the questionnaire are discussed. The development of the check list, the selection of the jury members, the judgments of the jury, the development of the questionnaire, the trial run and revision of the questionnaire, the selection of the respondents, and the mailing of the instrument are described.

The data of the present study are presented in Chapter IV which includes tabulations and analyses of the data relative to the reported

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<sup>8</sup>Carter V. Good and Douglas E. Scates, Methods of Research (New York, 1954), p. 608.

use and extent of use of reading readiness practices in certain first grades of southeastern Oklahoma. In addition, tabulations and analyses of data relative to the helpfulness of the reading methods course offered by Southeastern State College, Durant, Oklahoma, are presented.

Chapter V includes a general summary of the findings of the study as well as conclusions and recommendations based on the findings.



## CHAPTER II

### RELATED LITERATURE

#### Need for Reading Readiness Programs

One of the most challenging problems confronting first grade teachers is that of meeting the needs of the many children who must be admitted to the first grade because of their chronological ages, but who are inadequately prepared for the beginning of systematic instruction in reading. As long as the chronological age of six is the only basis for entrance into the first grade, the first grade teacher must provide instruction for a group of children who vary considerably in their stages of maturity. The preparatory instruction in reading is usually called the reading readiness or prereading program.

#### Individual Differences Among First Grade Children

The necessity for preparing children for beginning reading was first urged by the National Committee on Reading in The Twenty-fourth Yearbook, Part I, published in 1925 for the National Society for the Study of Education. The keynote of this report, according to Gray, was individual differences.

The fact has been emphasized that children who enter first grade differ widely in training and experience. Some come from homes or kindergartens fully prepared for instruction in reading. Indeed, not a few have already made considerable progress in learning to read. On the

other hand, many pupils enter first grade who are not adequately prepared for reading. A majority of this group need training similar to that outlined for kindergarten children which will extend their experience, develop habits of good thinking, improve their use of oral English, increase their vocabularies, improve and refine their enunciation and pronunciation, and stimulate keen interest in reading. Some pupils need training along only one or two lines; others need it along several lines. In either case, appropriate instruction should be provided before formal work is introduced.<sup>1</sup>

#### Frequency of Non-Promotion in First Grade

Since the publication of the 1925 reading report, many studies have been made of the issues relating to reading readiness. The early investigations in the area emphasized the importance of better preparation for reading by pointing out the large percentage of non-promotions at the end of the first grade because of unsatisfactory progress in reading. Many studies were made, including one by Dunklin,<sup>2</sup> who reported evidence concerning the widespread extent of school failure in his study dealing with the prevention of failure in first grade reading. Earlier, Heck<sup>3</sup> and Pugsley<sup>4</sup> had reported similar evidence. The reported frequencies of non-promotion at the end of first grade as found in the many studies ranged from 7.2 per cent to 53.9 per cent.

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<sup>1</sup>William S. Gray, "A Program of Reading Instruction," Report of the National Committee on Reading, Twenty-fourth Yearbook of the National Society for the Study of Education, Part I (Bloomington, Illinois, 1925), pp. 30-31.

<sup>2</sup>Howard T. Dunklin, The Prevention of Failure in First Grade Reading by Means of Adjusted Instruction, Teachers College, Columbia University Contributions to Education, No. 802 (New York, 1940), pp. 4-5.

<sup>3</sup>Arch O. Heck, Administration of Pupil Personnel (Boston, 1929), p. 360.

<sup>4</sup>C. A. Pugsley, "Reducing and Handling Student Failures," American School Board Journal, LXXXVI (March, 1933), pp. 18-20.

## Non-Promotion Due to Reading Failure

Although many factors were involved in these first grade retentions, failure to learn to read seemed to be the most common cause. Among the many investigations in this area were those by Pugsley, who noted that "99 per cent of the first grade failures are failures in reading";<sup>5</sup> by Gates,<sup>6</sup> who refers to the results of Percival's study of 1926 in which failures in reading accounted for 99.15 per cent of all first grade non-promotions; and by Yageman<sup>7</sup> whose review of the California Kindergarten-Primary Association survey shows that 29 per cent of the non-promotions reported in the first grade were due to failure to meet reading requirements for the grade. In the many studies the reported frequencies of non-promotion in first grade due to reading failure ranged from 29 per cent to 99.15 per cent.

### Causes of Reading Failure in First Grade

In order to determine the causes of reading failures in first grade, investigators concentrated on the factors that seemed to influence readiness for reading. Mental age was one of the first factors studied. In 1925 William S. Gray said, ". . . the problem of teaching reading to first grade children is further complicated by the fact that they differ widely in mental age."<sup>8</sup> From the many studies in the area there is

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<sup>5</sup>Ibid., p. 18.

<sup>6</sup>Arthur I. Gates, *The Improvement of Reading* (New York, 1947), p. 2.

<sup>7</sup>Lynda Yageman, "Should All First Grade Children be Given a Reading Program?" *California Journal of Elementary Education*, III (February, 1955), pp. 158-164.

<sup>8</sup>Gray, p. 31.

evidence to show that mental age among first grade entrants may range from a mental age of four years to a mental age of ten years and that one fifth to one half of first graders may have mental ages less than six years.

Among others, Hildreth,<sup>9</sup> Dickson,<sup>10</sup> Theisen,<sup>11</sup> Arthur,<sup>12</sup> McLaughlin,<sup>13</sup> Woods,<sup>14</sup> Russell and Hill,<sup>15</sup> Morphett and Washburn,<sup>16</sup> Dunklin,<sup>17</sup> and Gates<sup>18</sup> have studied the factor of mental age as related to reading. They have agreed that low mental age is one cause of reading failure in first grade. Some of the writers have indicated that it is

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<sup>9</sup>Gertrude Hildreth, Readiness for Beginners (New York, 1950), p. 21.

<sup>10</sup>V. L. Dickson, "What First Grade Children Can Do in School as Related to What Is Shown by Mental Tests," Journal of Educational Research, II (March, 1920), p. 476.

<sup>11</sup>W. W. Theisen, "Does Intelligence Tell in First Grade Reading?" Elementary School Journal, XXIII (March, 1923), p. 531.

<sup>12</sup>Grace Arthur, "A Quantitative Study of the Results of Grouping First Grade Classes According to Mental Age," Journal of Educational Research, XII (October, 1925), p. 185.

<sup>13</sup>Katherine McLaughlin, "Providing for Immature School Entrants," Childhood Education, VII (October, 1930), p. 85.

<sup>14</sup>Elizabeth Woods and Staff, "A Study of the Entering BI Children in the Los Angeles City Schools," Journal of Educational Research, XXXI (September, 1937), pp. 9-19.

<sup>15</sup>David H. Russell and Ruby L. Hill, "Provisions for Immature Five and Six-Year Olds in California Schools," California Journal of Elementary Education, XVI (May, 1948), pp. 210-223.

<sup>16</sup>M. V. Morphett and C. Washburn, "When Should Children Learn to Read?" Elementary School Journal, XXXI (March, 1931), pp. 496-503.

<sup>17</sup>Dunklin, p. 2.

<sup>18</sup>Arthur I. Gates, "The Necessary Mental Age for Beginning Reading," Elementary School Journal, XXXVII (March, 1937), pp. 497-508.

the most important cause but that its influence can be lessened if reading instruction is adjusted to the child.

### Readiness Testing

If mental age were the only factor preventing reading success, or if the evidence proved conclusively that reading should begin at a given age, then an intelligence test would suffice for predicting readiness for reading. But theory and practice have indicated that there are other influencing factors and that a wider scope of testing is needed. Hence, readiness tests have come into being. Hildreth has described these readiness tests as pointing out children of high or low ability and as also indicating "those who are outstanding or relatively weak in such traits as vocabulary comprehension, perceptual discrimination, motor control such as learning to write requires, information, and so on."<sup>19</sup> Hildreth has also stated that

. . . results of reading readiness tests predict with considerable accuracy which children will be largely successful in learning to read in grade 1 as far as mental ability, specific skills, and certain adjustment traits are concerned.<sup>20</sup>

Hildreth also said

The tests yield diagnostic information which guides teachers in planning the program for beginners. An analysis of results in the subtests is helpful in understanding an individual child's particular lacks and disabilities in specific traits.<sup>21</sup>

Hildreth recommends supplementing the testing program with information gathered by the teachers from class observations and from home conferences.

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<sup>19</sup>Hildreth, p. 69.

<sup>20</sup>Ibid., p. 72.

<sup>21</sup>Ibid., p. 69.

## Readiness Programs

Although time is required for certain aspects of readiness to develop, there are other aspects of reading readiness such as extending experiences, stimulating interest, developing a better speaking vocabulary, and recognizing differences and likenesses in pictures and printed symbols which can, to some extent, be fostered by teaching.

"The idea that reading readiness can be stimulated by means of suitable activities forms the basis of many prereading programs."<sup>22</sup>

Among others, Dunklin,<sup>23</sup> Ring,<sup>24</sup> Petersen,<sup>25</sup> Johnson,<sup>26</sup> Scott,<sup>27</sup> and Waters<sup>28</sup> have experimented with adjusted programs for first graders unready for reading and judged the programs successful because of the decreased failure in learning to read.

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<sup>22</sup>Irving H. Anderson and Walter F. Dearborn, The Psychology of Teaching Reading (New York, 1952), p. 89.

<sup>23</sup>Dunklin, pp. 57-105.

<sup>24</sup>Ona E. Ring, "Effectiveness of a Reading Readiness Program as Shown by the Results of Standardized Tests," California Journal of Elementary Education, IX (November, 1940), pp. 91-96.

<sup>25</sup>Inez B. Petersen, "The Reading Program of the Ironwood Public Schools," Elementary School Journal, XXXVII (February, 1937), pp. 439-440.

<sup>26</sup>William H. Johnson, "Development of the Chicago Program to Aid Pupils Lacking Reading Readiness," Elementary School Journal, XLII (January, 1942), pp. 337-346.

<sup>27</sup>Carrie Scott, "An Evaluation of Training in Readiness Classes," Elementary School Journal, XLVIII (September, 1947), pp. 26-32.

<sup>28</sup>Doris Waters, "Pre-Reading Experiences," Education, XLIV (January, 1944), pp. 308-312.

## Factors of Reading Readiness

### Complex Nature of Reading Readiness

Such reports as are cited on the foregoing pages show not only that reading readiness programs are needed and that reading readiness programs help children achieve success in reading but also that the factors which influence reading readiness are many and complex.

Harrison states that these factors are "often so involved and interwoven that it is difficult to determine what single factor or group of factors bears most significance to the condition known as readiness for reading."<sup>29</sup>

Miles Tinker, like Harrison, believes that

. . . the factors affecting readiness for reading tend to be complex and to interact with each other. Some of them are the result of maturation of the individual's potentialities. Others are acquired abilities that can be improved by training.<sup>30</sup>

Marion Monroe says that "at the present stage of our knowledge, reading readiness appears to depend upon (1) mental age, (2) physiological factors, (3) personality factors, (4) language factors, (5) special skills, interests, and information."<sup>31</sup>

Betts has summarized as follows these interrelated factors:

1. Immediate needs that require satisfaction through reading
2. Sufficient prereading experiences to whet the reading appetite and to be aware of the significance of visual symbols
3. A social adjustment sufficiently adequate to cope with give-and-take situations in the classroom

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<sup>29</sup>M. Lucile Harrison, Reading Readiness (Boston, 1936), pp. 5, 8-9.

<sup>30</sup>Miles A. Tinker, Teaching Elementary Reading (New York, 1952), p. 24.

<sup>31</sup>Marion Monroe, "A Program to Develop Reading Readiness in Grade I," Newer Practices In Reading, Seventeenth Yearbook of the Department of Elementary School Principals, XVII (Washington, D.C.: National Education Association, 1938), p. 274.

4. A chronological age which would have made possible a general development of the organism sufficient to cope with reading activities
5. An interest in and good attitudes toward reading
6. A level of mental maturity that would insure a reasonably rapid rate of learning
7. A background of information pertinent to that which he is to read
8. Language facility adequate to deal with direct and vicarious, or second hand, experience
9. Ability to relate ideas accurately and rapidly
10. A memory span that would insure competency in following directions and in relating experience pertinent to that which is being read
11. Ability to hear sound sufficiently well for normal communication
12. Ability to make auditory discriminations sufficiently well to acquire phonic techniques for word recognition
13. A level of visual efficiency sufficient to permit the rapid development of specific visual skills required in reading
14. Ability to make visual discriminations sufficiently well to acquire reasonably rapid control over sight word and visual analysis techniques
15. Ability to perceive differences in color so that such words as red and blue represent phenomena within his experience and so that experiences gained from reading may be applied in workbook and art activities
16. Motor control sufficiently developed to permit efficient eye movements, to facilitate the handling of books, and to make possible participation in construction and physical activities
17. An integrated nervous system free from defects which would interfere with learning, such as speech disorders, confused dominance
18. A general health status that promotes a feeling of well-being and an attitude of approach to, rather than withdrawal from, worth-while activities<sup>32</sup>

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<sup>32</sup> Emmett Albert Betts, Foundations of Reading Instruction (Boston, 1946), pp. 115-116.



These, Betts says, are the factors that would make the teaching of reading to beginners a less complex task. He further classifies the factors as learner needs, prereading school experience, social adjustment, interests and attitudes, chronological age, mental maturity, perception of relationships, memory span, background of information, home background, language facility, hearing, auditory discrimination, visual efficiency, visual discrimination, color discrimination, general health habits, motor control, neurological status, and sex differences. He agrees with Harrison that no one factor stands out in bold relief, but that all are "inextricably interrelated." Betts states, "In general, readiness for reading can be developed. Exclusive of those with mental and certain physical handicaps, most pupils can profit from systematic preparation for initial reading instruction."<sup>33</sup>

#### Factors Amenable to Guidance and Teaching

There is much agreement with Betts that certain of the readiness factors can be developed by teaching. Inglis comments, "Reading readiness can be developed--visual, auditory, conceptual abilities. Reading is a mode of language communication and any experience within this ample sphere has its value in preparing readiness."<sup>34</sup>

Hilliard and Troxel found that "children with rich backgrounds are more strongly equipped to attack the printed page than are pupils of meager backgrounds because of enriched meanings and thought which the former bring to this task."<sup>35</sup>

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<sup>33</sup>Ibid., p. 115.

<sup>34</sup>W. B. Inglis, Studies in Reading, Vol. I (London, 1949), p. 84.

<sup>35</sup>George H. Hilliard and Eleanor Troxell, "Informational Background as a Factor in Reading Readiness and Reading Progress," Elementary School Journal, XXXVIII (December, 1937), p. 263.

Johnson<sup>36</sup> found in the prereading program of the Chicago Public Schools activities designed to develop language concepts, number, spatial and time concepts, and habits of following directions and of noting similarities and differences as well as to enlarge memory span and to arouse a desire to read.

Wilson<sup>37</sup> analyzed the results of tests in an attempt to discover those early reading abilities which are most important in beginning reading and found that letter-perception abilities are more closely related to progress in beginning reading than any of the others.

Kopel<sup>38</sup> summarized and interpreted data from various published studies indicating that in initiating reading instruction it would be desirable for teachers to consider a variety of factors including the intelligence, informal reading performance, health and physical status, emotional social growth, language usage, and general breadth of experience of the pupils.

Waters<sup>39</sup> provided types of experiences in which the kindergarten pupils were deficient and found that the experimental group made far more rapid progress than did the control group which did not have similar experiences.

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<sup>36</sup>William H. Johnson, "Development of the Chicago Program to Aid Pupils Lacking Reading Readiness," American School Journal, XLIII (January, 1942), p. 340.

<sup>37</sup>Frank T. Wilson and Agnes Burke, "Reading Readiness in a Progressive School," Teachers College Record, XXXVIII (April, 1937), p. 573.

<sup>38</sup>David Kopel, "Reading Readiness: Its Determination and Use," Teachers College Journal, XIII (January, 1942), pp. 64-70.

<sup>39</sup>Doris Waters, "Prereading Experience," Education, XLIV (January, 1944), p. 308.

Almy<sup>40</sup> found that learning to read in the first grade is positively related to children's previous opportunities for "looking at books and magazines" and to their "being read to" before they come to school.

Marsden<sup>41</sup> found that listening ability can be improved through practice in directed listening exercises. Progress made during the time in which directed exercises in listening were provided was greater than that made during the time when listening practices were restricted to the incidental type. This experiment complements Hildreth's statement<sup>42</sup> that listening with understanding will promote reading readiness because it

1. Increases comprehensive vocabulary
2. Sharpens perception of sounds
3. Causes new ideas to be gained
4. Sharpens perception of language and sensitivity to correct language expression
5. Helps to keep a series of events in mind

These and other studies bear out the statement cited earlier in this chapter that appropriate instruction should be provided before formal work is introduced and show also that such preparation depends upon many interrelated factors, some of which may be developed by teaching.

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<sup>40</sup>Millie C. Almy, Experiences Prior to First Grade and Success in Beginning Reading, Teachers College, Columbia University Contributions to Education, No. 954 (New York, 1941), p. 111.

<sup>41</sup>W. Ware Marsden, "A Study to Determine the Effect of Training to Listen Upon Ability to Listen" (unpub. Ed.D. dissertation, Colorado State College of Education, 1952), p. 41.

<sup>42</sup>Hildreth, p. 279.

Suggested Practices for Developing Teachable Factors

Many practices have been suggested by writers in the field of reading for developing the teachable factors of reading readiness. Margaret McKim says, however, "Many specific questions regarding the types of activities most helpful in assuring . . . success in learning to read are still to be answered."<sup>43</sup> In this same train of thought, Yoakam comments:

Much experimenting has been done in recent years to discover the kinds of activities which ready children to learn to read. Several books for teachers devote much space to the discussion of the readiness period and outline types of activities which seem promising. Reading-readiness workbooks have been developed to accompany basal reading systems. . . . scientific data do not yet exist to prove that the types of training which are advocated for the development of readiness do actually accomplish that purpose. It seems wise, however, to provide a reasonable program for the development of readiness as a preventative of school failure and consequent maladjustment among children entering school each year who are too immature mentally, physically, and socially to learn how to read by means of the programs found in many schools. Certainly it is well worth the time of schools and teachers to give the idea of readiness programs a thorough testing. Much ingenuity has been shown by those who have worked with this problem in devising learning experiences which they believe useful in developing readiness to read among immature children.<sup>44</sup>

Gates, Bond, and Russell<sup>45</sup> found that tests asking children to interpret pictures, to match words, to give rhymes, to follow directions, and to follow the plots of stories had high correlations with tests of reading achievement given later in the first grade. On the above findings, McKim bases the following suggestions for prereading experiences:

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<sup>43</sup>Margaret McKim, Guiding Growth in Reading (New York, 1955), p. 35.

<sup>44</sup>Gerald A. Yoakam, Basal Reading Instruction (New York, 1955), p. 112.

<sup>45</sup>Arthur I. Gates, Guy L. Bond, and David H. Russell, "Methods of Determining Readiness," Elementary School Journal, XXXIX (November, 1939), p. 166.

Experiences planned to develop prereading abilities must provide, then, many opportunities to work with words and pictures in varied settings. Some of these need to be oral. There also need to be contacts with printed words in books and stories, and many casual opportunities to respond to names, charts, labels and special notices. Pictures need to be used--as sources of interest on the bulletin board, as part of the fun of sharing a story, as a record of an interesting excursion.<sup>46</sup>

Harvin<sup>47</sup> made a study of activities used by teachers of Nacogdoches County, Texas, to develop reading readiness. She found that building a background of experience, expression through the medium of symbols, and developing social factors were considered most essential by the first grade teachers cooperating in the study. Russell, in a summarization of the prereading stage, indicates these abilities as essentials of readiness for beginning reading:

The prereading stage extends from birth to the time, usually in Grade 1, when the pupil is taught to recognize or read words. During this period, growth is going on in many abilities involved in learning to read. Gradually the pupil learns to understand spoken words and speak them; to guess unfamiliar words from spoken context; to follow the cumulative development of a story; to study and interpret pictures, such as those in primers; to acquire skill in perceiving small objects, such as printed words; to identify component sounds of words, such as rhymes; to attend to directions; to recognize colors; to handle crayons, chalk, and shears; to turn pages in a book; to feel a keen interest in printed words and in ability to read them; and to adopt a 'thought-getting' attitude towards selections read to him. These and many other interests and abilities grow gradually and, taken as a whole, sooner or later reach a stage of advancement which signifies 'readiness' for beginning reading.<sup>48</sup>

Ragan states:

Good kindergarten and primary teachers help develop readiness for reading through

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<sup>46</sup>McKim, p. 37.

<sup>47</sup>Ila Maris Harvin, "County-wide Study of Activities Used to Develop Reading Readiness" (unpub. Master's thesis, George Peabody College for Teachers, 1938), pp. 50-54.

<sup>48</sup>David H. Russell, "Reading and Child Development--The Pre-reading Stage," Forty-eighth Yearbook of the National Society for the Study of Education, Part I (Chicago, 1949), p. 19.

1. Taking trips and excursions
2. Talking about what was seen
3. Looking at pictures and discussing them
4. Taking care of pets
5. Enjoying stories read by the teacher
6. Bringing objects to school for 'Show and Tell' programs
7. Dramatizing stories
8. Drawing
9. Matching words with pictures
10. Seeing likenesses and differences
11. Playing games
12. Participating in rhythmic activities<sup>49</sup>

Yoakam has listed the following types of experiences as those generally believed to be useful in developing readiness for reading:

1. Informal conversations seeking to draw out the child and to lead to rapid adjustment to the school and his social group. Such conversations give the teacher insight into the home backgrounds of pupils, the breadth of their experiences, their facility with language, and the probable extent of their vocabularies.
2. Experience lessons designed to give the child new ideas and concepts or to make sure that he possesses the vocabulary essential to beginning reading.
3. Picture-story lessons designed to arouse the child's interest, explore his familiarity with verbal symbols for common things, and teach him to interpret what he sees in the form of persons, animals, objects, and common relationships among people and their environment.
4. Speech training to overcome babytalk, mispronunciations, inability to speak in complete sentence, and other weaknesses in oral language.
5. Listening lessons designed to give the child new experiences, to develop his power to attend to story sequences, to improve his vocabulary, and arouse a desire to read.
6. Ear training to improve the child's ability to distinguish similarities and differences in speech sounds, to develop an ear for word beginnings and endings, rhymes, and the rhythm of language.
7. Lessons designed to give the child some understanding of pictures and story books, to develop the understanding that books tell stories to those who can read, and to create the desire to read.

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<sup>49</sup>William B. Ragan, Modern Elementary Curriculum (New York, 1950), p. 49.

8. Lessons in visual discrimination of various kinds of objects leading to word discrimination and letter discrimination.
9. Hand-training exercises to give the child skill in handling books, papers, and crayons and to develop the ability to follow directions in crossing out, tracing, coloring, pasting, cutting, building with blocks, and modeling.
10. Plays and games intended to create the ability to work with others, to develop social attitudes and understandings, to carry out oral directions, and to enjoy social group activities.
11. Rhythmic exercises designed to develop muscular coordination and to develop the ability to coordinate singing and other vocal exercises with the use of eye, hand, and large muscles.
12. Experiences with motion and still pictures which enlarge the child's background, create enjoyment and add to his listening and speaking vocabularies words of value in early reading experiences.
13. Projects and activities which involve planning and doing, making decisions, collecting materials, organizing ideas, drawing conclusions, making inferences, and verbalizing thought.
14. Experiences with radio and television, if available, used in such a manner as to enlarge the child's concepts, identify his abilities in expressing ideas, and improve his skill in the use of words--in accurate pronunciation and enunciation.
15. Excursions to farm, post office, library, museum, picture gallery, zoo, green house, and institutions which will enlarge the child's experience and develop his concepts of familiar things.<sup>50</sup>

#### Summary

In the first part of the chapter, the need for reading readiness programs has been established by citing individual differences among first grade children, the high incidence of non-promotion as related to reading failure, the causes of reading failure in first grade, the predictive value of readiness tests, and the reported success of experimental reading readiness programs.

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<sup>50</sup>Yoakam, pp. 113-114.

In the second part of the chapter, summarized evidence has been cited to show that many complex and interrelated factors influence reading readiness. Such factors as mental maturity, social and emotional adjustment, interests, experiential background, language facility, auditory and visual discrimination, memory span, and perception of relationships have been pointed out.

In addition, evidence and expert opinion have been cited to show that certain factors of reading readiness are considered amenable to guidance and teaching. Factors such as experiential background, language usage, purposeful listening, motor control, and interest in learning to read are among the reading readiness factors which have been pointed out.

In the third part of the chapter, practices have been listed that are believed helpful by authorities in the field of reading in developing certain reading readiness factors. The practices include training of eye, ear, hand, and mind in observing, listening, doing, and thinking.



## CHAPTER III

### METHODS AND PROCEDURES OF THE STUDY

The purposes of the current study were to find out (1) the reading readiness practices that certain graduates of Southeastern State College used in their first grade classes, (2) to obtain opinions of these teachers as to the frequency with which they used the practices, and (3) to secure their opinions as to the helpfulness of the reading methods course, offered by the college, in effecting the practices in their classes.

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>1</sup>

#### Development of the Questionnaire

The questionnaire, employing check responses, was chosen as the most fitting form of data-gathering instruments to get the desired information. According to Good and Scates, "this form is time saving . . . , exercises a directive influence in securing responses, and greatly facilitates the processes of tabulating and summarizing."<sup>2</sup> Although the questionnaire is recognized as a major tool for collecting

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<sup>1</sup>Carter V. Good and Douglas E. Scates, Methods in Research (New York, 1954), p. 550.

<sup>2</sup>Ibid., p. 613.

data in descriptive-survey studies, the limitations of its use are evident. The investigator is dependent upon the willingness of the respondent to cooperate in the study and upon his motivating interests and honesty in answering.<sup>3</sup>

### Construction of the Jury Check List

The first task in constructing the questionnaire was to compile from authoritative writings a list of reading readiness factors considered amenable to teaching and suggested practices for developing these factors. The writings are reviewed in Chapter II. Ten factors and 214 practices were selected. Briefly stated, the factors are:

1. Concepts
2. Interest in learning to read
3. Language
4. Auditory discrimination
5. Visual discrimination
6. Muscular control
7. Left-to-right progression
8. Listening
9. Clear thinking
10. Interpretative skills

The selected 214 practices were grouped, somewhat arbitrarily, under the above ten factors, although where recommendations for practices were found in the literature the recommendations were followed.

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<sup>3</sup>Ibid., p. 608.

The selected factors, or categories, with the contributing practices, were arranged in check list form. Some overlapping existed because a stated practice might contribute to growth or development under several factors or categories. The tentative list was submitted to an advisory committee (Appendix B) for criticism. Upon recommendation of the committee, some statements were shortened, some duplicate statements were eliminated, and other statements were re-worded to improve clarity. The revised list was mimeographed and mailed to a jury composed of twenty-seven college teachers and fifteen public school teachers. Included with the check list was a cover letter giving the purpose and the plan of the study and asking for cooperation in the undertaking (Appendix C).

The jury members were asked to check each practice YES or NO in answer to three questions:

1. Should the practice be included in a reading readiness program?
2. Do you consider the practice of great importance?
3. Is the statement clear?

Spaces were provided at the end of each category or factor for added practices, suggestions, and comments.

#### Selection of the Jury Members

Twenty-seven of the forty jury members were chosen from fifteen senior colleges in Oklahoma engaged in preparing teachers for public schools. These schools were selected from the Oklahoma Educational Directory. Ten of the schools are state supported, and five are independent colleges. A letter was sent to the registrar of each of these colleges asking for the name and address of the person teaching

the reading methods course (Appendix C). The other college members of the jury included a School of Education Dean, a Family Life and Child Development Department Head, a Reading Clinic Director, a psychologist, a speech specialist, five professors of elementary education, and two supervisors of student teachers in primary grades.

The fifteen public school jury members were chosen from a list of first grade teachers living in southeastern Oklahoma who had taught at least ten years in beginning first grade. The types of schools represented by these teachers were one-teacher and two-teacher rural schools, village schools, and city schools, classified as dependent or independent.

#### Collection, Treatment, and Testing of the Jury Data

Twenty-three, or approximately eighty-five per cent, of the college teachers and thirteen, or approximately eighty-seven per cent, of the public school teachers returned check lists. The jury responses were counted, tabulated, and ranked according to highest frequency.

The items from the college jury check list were arranged in descending order of frequency of recommendation. Since several items had the identical frequency, the rank of frequency for these items was determined by the mid-point of the ranks involved. For example, the three highest items for developing concepts had a frequency of recommendation of 23. The ranks involved were 1 to 3; therefore, the mid-point, or assigned rank, was 2. The next highest frequency of recommendation was 22, which involved eight practices and the ranks 4 to 10, with a mid-point of 7. The assigned rank, therefore, was 7. The same procedure was followed for ranking the items from the public school jury list.

Because of the unequal numbers in the two groups of jury members, the assigned ranks for each item from the two check lists were averaged. The averaged rank then became the final assigned rank for the item.

According to Good and Scates, "the check list form of the questionnaire is particularly dependent upon completeness of the original list, so as to provide a convenient, suggestive, list on which the respondents may check their answers."<sup>4</sup> The averaged ranks, or final assigned ranks, of the practices listed for inclusion in the readiness program under each category were examined carefully to decide whether or not a practice should be included in the questionnaire to be sent to the respondents for the study. To make the final listing as complete and inclusive as possible, a somewhat arbitrary decision was made to include in the questionnaire the practices included in the upper 80 per cent of the averaged ranks of the practices under each category as recommended for use by the jury and to exclude the practices included in the lower 20 per cent of these averaged ranks.

However, a further examination of the ranked responses, relative to the importance of the listed practices, indicated that while, in general, the rank order of the inclusions and the rank order of importance were in close agreement, there was some disagreement, and certain practices which would have been excluded under the 80-20 per cent technique should, because of their rank in importance, be included.

There were no suggestions, write-ins, or comments added by the jury members.

As a further check before determining final inclusion or exclusion of practices, the list was arranged in questionnaire form and submitted

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<sup>4</sup>Good and Scates, p. 613.

to a "trial run" in interviews with ten additional first grade teachers. The teaching experience of these teachers ranged from one-half year to more than ten years. The ten teachers were asked to respond to the questionnaire in order to judge (1) clearness of directions, (2) clarity of statements, (3) arrangement of factors and practices, (4) desirability of inclusion or exclusion of certain practices, (5) ease or difficulty of deciding the degree of course helpfulness, and (6) time necessary for answering.

Two judgments were requested in the interview: (1) the extent to which the listed reading readiness practices were used in first grade by each respondent and (2) the extent to which the methods course in reading had helped the respondent in effecting the reading readiness practices in the classroom.

The teachers interviewed during the trial run were asked whether they used a practice Regularly, Occasionally, Seldom, or Never. The following directions to help in checking the degree of use were given:

If the practice is an integral part of your reading readiness program and you use the practice habitually, check Regularly. If the practice is an integral part of your program but you use the practice only now and then, depending upon its need and appropriateness, check Occasionally. If the practice is at some time a part of your pre-reading program but you rarely ever use the practice, check Seldom. If the practice is not a part of your program and under no circumstances do you ever use the practice, check Never. Please state briefly your reason for not using the practices.

The trial run respondents also were asked to indicate the helpfulness of the methods course by checking each practice Much, Some, Little, or None.

The questionnaire required approximately one hour to check.

Tables showing the raw data of jury and trial run respondents are on file in the library of Southeastern State College, Durant, Oklahoma, and may be examined by anyone interested.

### Practices to be Deleted

On the basis of the jury judgments and the trial run responses, the following practices were not included in the questionnaire to be used in the study.

#### Concepts

1. Bringing interesting people to school to talk
2. Listening to radio programs and records
3. Watching and listening to TV programs
4. Cooking at school

#### Interest in learning to read

1. Listening to stories read or told by children from other grades
2. Keeping records of pets, weather, plant growth, height, weight, etc.
3. Noting and formulating signs
4. Guessing what print says

#### Language

1. Repeating sentence that describes a picture
2. Dramatizing meanings of words, including abstractions
3. Imitating correct language forms of the teacher
4. Repeating ideas, using different words
5. Imitating radio and TV programs
6. Making collections of favorite poems, songs, stories
7. Putting on plays
8. Making a movie and telling its story
9. Listening to speech of radio and TV announcers

Auditory discrimination

1. Matching tones by singing
2. Describing sounds

Visual discrimination

1. Making alike and different charts
2. Identifying kinds of cars, airplanes, dogs, etc.
3. Designing wrapping paper and wall paper for use in classroom

Muscular Control

1. Playing with marbles
2. Making a garden
3. Spinning tops
4. Following a line through a maze
5. Weaving small rugs or mats
6. Making cookies, jelly, ice cream, hot chocolate, etc.

Left-to-right progression

1. Noting pictures and symbols going in same and opposite directions
2. Using tools that require constant use of one hand
3. Finding pictured objects that are upside down

Listening

1. Talking about pronouns and their meanings in sentences
2. Talking about prepositions and their meanings in sentences

Clear thinking

1. Cutting out pictures from magazines and mounting them in correct order for a frieze



2. Summarizing information under headings
3. Collecting facts and grouping them according to some plan

#### Interpretative skills

1. Listing things to do. Listing things in the order to be done
2. Using comic books for picture reading

#### Final Form of the Questionnaire

The 176 practices selected by the jury and the trial run teachers were rearranged under the ten reading readiness factors according to the rank order of the averaged assigned ranks of the practices on the jury check list. The entire questionnaire was then mimeographed and prepared for mailing (Appendix D).

In addition to the questionnaire, a sheet asking for general information concerning the respondent was included. A cover letter, which gave directions for checking the questionnaire as described on page 31, accompanied the questionnaire (Appendix D).

#### Selection and Description of the Respondents

To find out which graduates of Southeastern State College were teaching first grade in the southeastern district during the school year 1955-1956, letters were sent to the county superintendent of each county in the district asking for the names and addresses of the first grade teachers. By checking the lists with student records in the registrar's office at Southeastern State College, a list of 216 graduates teaching first grade in southeastern Oklahoma was obtained. Of the 216 teachers sent questionnaires, only 209 participated in the study. These 209 graduates of Southeastern State College teaching

first grade in the southeastern district of Oklahoma during 1955-1956 made up the entire population with which the current study dealt. Since only 114, or approximately 55 per cent, of the population responded to the questionnaire, the sample must be considered a limited one, although every county in the district and every type of school were represented.

Table I shows the teaching experience of the 114 respondents, including the current school year, 1955-56.

TABLE I

TEACHING EXPERIENCE REPORTED BY ONE HUNDRED  
FOURTEEN GRADUATES OF SOUTHEASTERN STATE  
COLLEGE TEACHING FIRST GRADE IN  
SOUTHEASTERN OKLAHOMA

Years of Experience	Teachers	Years of First Grade Experience	Teachers
1	1	1	3
2	1	2	3
3	2	3	5
4	1	4	2
5	4	5	7
6	1	6	4
7	4	7	5
8	6	8	9
9	1	9	5
10	5	10	8
More	88	More	63

Eight-eight of the 114 responding teachers had taught more than ten years. Of these eighty-eight teachers, thirty-four were employed

in dependent schools, and fifty-four were employed by independent schools. Twenty-one had taught between five and ten years while five of the respondents had taught less than five years.

With respect to teaching experience in first grade, sixty-three of the respondents had taught first grade more than ten years; thirty-eight had taught first grade from five to ten years; and thirteen had taught first grade less than five years. Three teachers were teaching the first grade for the first time during 1955 and 1956.

It will be noted that each designated number of years of teaching experience has a teacher represented. This is true for first grade teaching experience also.

Table II shows the kinds of degrees held by the teachers.

TABLE II  
DEGREES HELD BY RESPONDENTS

Kind of Degree	Men	Women	Total
Bachelor's Degree	4	110	114
Master's Degree	1	20	21

All respondents held the bachelor's degree, and twenty-one held the master's degree.

Twenty-eight of the respondents received their undergraduate degrees between 1925 and 1940. Thirteen, or 46 per cent, of this group, held graduate degrees.

Eighty-six of the respondents received their undergraduate degrees between 1940 and 1955. Of these, eight, or 9 per cent, held graduate degrees.

Table III shows the types of schools in which the respondents were employed.

TABLE III  
TYPES OF SCHOOLS IN WHICH RESPONDENTS WERE EMPLOYED

Type	Number of Respondents	Per Cent
Dependent	54	47
Independent	60	52
Total	114	

Of the twenty-eight teachers who received bachelor's degrees between 1925 and 1940, twenty were employed in dependent schools and eight were employed in independent schools.

Of the eighty-six teachers receiving bachelor's degrees between 1940 and 1955, thirty-four were in dependent schools, and fifty-two were in independent schools.

Although all the respondents were graduates of Southeastern State College between 1925 and 1955, seven had not taken the methods course in reading offered by Southeastern State College.

The respondents to the questionnaire used to secure data for the study were:

1. Experienced teachers who had taught from one to more than ten years. Eighty-eight, or approximately 75 per cent, of the 114 teachers had taught more than ten years.
2. Experienced teachers who had taught first grade from one to ten or more years. Sixty-three, or approximately 56 per cent, of the 114 teachers had taught first grade more than 10 years.

3. Experienced teachers in both dependent and independent school districts.
4. Experienced teachers who were teaching in each of the twelve counties of southeastern Oklahoma.
5. Experienced teachers who held the bachelor's degree or the master's degree.
6. Experienced teachers who were graduates of Southeastern State College between 1925 and 1955.

#### Summary

In Chapter III the development of the instrument used to gather data for the study was described. The factors of reading readiness amenable to teaching and appropriate practices for developing them were compiled from authoritative writings and arranged in check list form.

The check list was submitted to an advisory committee for criticism. It was then sent to members of the jury, chosen as described on pages 28 and 29.

The responses of the jury were arranged in averaged rank order, and certain items were considered for deletion.

A trial run was made to compare jury judgments with the opinions of experienced teachers who were teaching first grade in the southeastern part of Oklahoma during the school year 1955-1956.

On the basis of the jury judgments and the trial run responses, a questionnaire was prepared as described on pages 32 to 34.

The questionnaire was sent to 216 graduates of Southeastern State College, chosen as described on pages 34 and 35. Seven questionnaires were returned either as unclaimed or because the teachers were no longer teaching first grade. Responses to the questionnaire were

received from 114 of the remaining 209 teachers. The respondents are described on pages 34 to 38.

Responses to the questionnaire will be discussed in Chapter IV.

## CHAPTER IV

### PRESENTATION AND ANALYSIS OF DATA

#### Procurement of Data

The final form of the questionnaire, developed as described in Chapter III, was sent to 216 graduates of Southeastern State College who were listed as currently teaching first grade in the twelve counties of the southeastern district of Oklahoma. This listing was described in Chapter III. Of the 216 questionnaires distributed, three were returned unclaimed, and four were returned because the teachers were no longer teaching first grade. This left a population of 209 persons to be considered in the study.

Table IV shows the distribution and return of questionnaires by counties. Every county in the district was represented in the returns. Bryan County, the county in which Southeastern State College is located, returned the highest per cent of the questionnaires. Le Flore County, which is the greatest distance away from the college, returned the lowest per cent of the questionnaires.

An attempt was made to increase the number of returns by sending letters to those persons who had not responded to the original request. One hundred such letters were sent. One week later follow-up postal cards were sent to those who still had not responded. The total number of usable returns was 114, or approximately 55 per cent, of the 209 persons who were the original population of the study.

TABLE IV  
DISTRIBUTION AND RETURN OF QUESTIONNAIRES  
BY COUNTIES

Counties	Southeastern Graduates Teaching First Grade	Questionnaires Returned	Per Cent Returned
1. Atoka	23	10	43
2. Bryan	34	32	94
3. Carter	13	9	69
4. Choctaw	21	7	33
5. Latimer	11	7	63
6. LeFlore	15	2	13
7. Love	8	5	62
8. Marshall	12	8	66
9. McCurtain	32	13	40
10. McIntosh	5	3	60
11. Pittsburg	25	14	56
12. Pushmataha	10	4	40
Totals	209	114	55

Responses on the 114 usable questionnaires were recorded, counted, and tabulated on large tally sheets identical in form with the questionnaire. Tabulations were made under the headings of Total Use, Extent of Use, and Helpfulness of the Reading Course at Southeastern State College. Total Use refers to the number of teachers who reported using the practice. It included regularly, occasionally, and seldom used practices. Extent of Use is a breakdown under the three separate heads which make up Total Use.

#### Presentation of Data

The data obtained from the responses to the questionnaire with respect to the extent of use of each reading readiness practice were tabulated as shown in Tables V to XIV, inclusive. These tables show



the total number of persons who checked each practice on the questionnaire, or the total responses; the number and per cent who reported using each practice regularly; the number and per cent who reported using each practice occasionally; the number and per cent who reported each practice as seldom used; the number and per cent who indicated never using each practice; and, finally, the sum of the number of teachers reporting regular, occasional, or seldom use of each practice, or total use of the practice.

The frequencies of response were converted into per cents by dividing the number of responses under a given heading by the number of respondents to the item. For example, in Table V, 114 persons indicated that they used the practice, Listening to stories read or told. Ninety-nine respondents indicated that they used the practice regularly. Ninety-nine divided by 114 equals 87 per cent and shows that 87 per cent of the respondents to this item used the practice regularly. All other per cents of extent of use and total use were obtained in the same manner.

The data shown in Tables XV to XXIV, with respect to the helpfulness of the reading methods course at Southeastern State College, were tabulated under the headings of much help, some help, little help, no help, and total number of responses for each practice. The number of responses for each practice, under each heading, was divided by the total number of persons who responded to that item on the questionnaire to obtain the per cents shown in the table. For example, 100 respondents reported receiving help from the reading methods course for the practice, Listening to stories read or told. Seventy-one of the persons responding to this question believed they had received

much help from the course for the stated practice. Seventy-one divided by 100 equals 71 per cent and shows that 71 per cent of the respondents believed they had received much help from the course. All other per cents of degree of helpfulness and total helpfulness were obtained in the same manner.

### Analysis of Data

The data for each category of reading readiness practices were studied and analyzed in terms of use as follows:

Number of persons reporting use of the practices

Practices used by all respondents

Extent of regular use for each practice

Extent of occasional use for each practice

Extent of regular and occasional use combined

The data for each category of reading readiness practices were studied and analyzed in terms of the helpfulness of the reading course at Southeastern State College as follows:

Total responses to helpfulness

Number of respondents reporting much help

Number of respondents reporting some help

Number of respondents reporting much and some help combined

### Total Use and Extent of Use of Reading Readiness Practices

The total use and extent of use of the reading readiness practices, as reported by respondents to the questionnaire, follows.

### Practices for Developing Concepts

An examination of Table V shows that each of the sixteen practices listed under the category was used by from 97 to 114 of the respondents.

The following practices were reported used by all respondents checking them:

1. Listening to stories read or told
2. Keeping school room materials in order
3. Listening to poems read or said
4. Sharing knowledge with others

With respect to extent of use, 50 per cent or more of the respondents indicated that they used regularly the following practices, which are arranged in descending order:

1. Keeping schoolroom materials in order
2. Listening to stories read or told
3. Sharing knowledge with others
4. Playing group games
5. Making collections of interesting things
6. Caring for pets

Fifty per cent or more of the respondents indicated that they used occasionally the following practices, which are arranged in descending order:

1. Participating in dramatics
2. Having parties
3. Taking trips
4. Talking about what was seen on a trip
5. Observing work going on in neighborhood
6. Conducting experiments in classroom
7. Listening to poems read or said
8. Building or making things

TABLE V  
 REPORTED EXTENT OF USE OF READING READINESS PRACTICES  
 FOR DEVELOPING CONCEPTS

Practices	Total Responses	Regularly Per Cent	Occasionally Per Cent	Seldom Per Cent	Never Per Cent	Total Use	Per Cent
Listening to stories read or told	114	99 87	14 12	1 1	0 0	114	100
Talking about what was seen on a trip	112	37 33	67 60	5 4	3 3	109	97
Taking trips about the school and making excursions in the community	114	13 11	68 60	26 23	7 6	107	94
Having show and tell periods	105	46 44	49 47	9 8	1 1	104	99
Participating in dramatics: plays, puppet shows, scroll movies, pantomime, original plays, representative plays, etc.	114	34 30	72 63	7 6	1 1	113	99
Keeping schoolroom materials in order: cleaning up after construction work, caring for tools, etc.	113	112 99	1 1	0 0	0 0	113	100
Listening to poems read or said	114	51 45	62 54	1 1	0 0	114	100
Having parties, picnics, and programs: birthday, other grades, parents, friends, others	113	35 31	70 62	6 5	2 2	111	98
Making collections of interesting things: pictures, rocks, seeds, flowers, leaves, etc.	109	59 54	44 40	5 5	1 1	108	99
Sharing knowledge with others	107	84 79	20 19	3 3	0 0	107	100
Using audio-visual aids: pictures, movies, slides, objects	108	51 47	42 39	10 9	5 5	103	95
Playing group games	110	75 68	32 29	2 2	1 1	109	99
Caring for pets, plants, etc. in the classroom	108	57 53	37 34	9 8	5 5	103	95
Observing work going on in the neighborhood	105	11 10	62 59	24 23	8 8	97	91

Read Table V as follows: One hundred fourteen teachers responded to the practice, Listening to stories read or told. Ninety-nine, or 87 per cent, of the teachers responding to the practice reported using it regularly. Fourteen, or 12 per cent, of the teachers responding reported using the practice occasionally. One, or one per cent, of the teachers responding reported seldom using the practice. No teacher reported never using the practice. All, or 100 per cent, of the teachers responding to this category reported using the practice.

Tables VI through XIV are to be read in the same manner.

TABLE V, Continued

Practices	Total Responses	Regularly Per Cent	Occasionally Per Cent	Seldom Per Cent	Never Per Cent	Total Use	Per Cent
Building or making things: toys, book shelves, play furniture, dioramas, puppet theatre and puppets, paper mache animals, cages for pets, room record book, etc.	106	33 31	54 51	15 14	4 4	102	96
Conducting experiments in the classroom	108	26 24	60 56	19 18	3 3	105	97

Thus, fourteen, or approximately 87 per cent, of the total of sixteen practices in the category were reported used regularly or occasionally by 50 per cent or more of the teachers responding.

#### Practices for Stimulating Interest in Learning to Read

A study of the data shown in Table VI reveals that each of the fourteen practices in the category for stimulating interest in learning to read was reported used by from 102 to 114 of the responding teachers.

The following practices were reported used by all who checked them:

1. Listening to stories read or told by teacher
2. Recognizing their own names. Using name on materials
3. Watching the bulletin board for interesting picture displays and notices
4. Looking at picture books
5. Arranging library corner, with many kinds of books, in the classroom
6. Having discussion periods with whole group participating

7. Choosing particular stories and poems to be read by the teacher
8. Using books and pictures to clarify or correct ideas
9. Browsing and handling books

With respect to extent of use, 50 per cent or more of the respondents indicated that they used regularly the following practices, which are arranged in descending order:

1. Recognizing their own name. Using name on materials
2. Looking at picture books
3. Listening to stories read or told
4. Browsing and handling books
5. Having discussion periods with whole group participating
6. Arranging library corner, with many kinds of books, in the classroom
7. Watching bulletin board for interesting picture displays and notices
8. Using books and pictures to clarify or correct ideas
9. Choosing stories and poems to be read by the teacher

Fifty per cent or more reported using occasionally the following practice:

Making titles and captions for pictures

Thus, ten practices, or approximately 71 per cent of the fourteen practices in the category, were reported used regularly or occasionally by 50 per cent or more of the respondents.

#### Practices for Increasing Language Ability

A study of the data in Table VII reveals that each of the twenty-seven practices in the category was used by from 94 to 113 of the respondents. One respondent omitted checking this page of the

TABLE VI

REPORTED EXTENT OF USE OF READING READINESS PRACTICES  
FOR STIMULATING INTEREST IN LEARNING TO READ

Practices	Total Responses	Regularly Per Cent	Occasionally Per Cent	Seldom Per Cent	Never Per Cent	Total Use Per Cent
Listening to stories read or told by teacher	114	94 82	20 18	0 0	0 0	114 100
Browsing and handling books at a regular time	113	93 82	14 12	5 4	1 1	112 99
Recognizing their own names. Using name on materials	113	107 95	6 5	0 0	0 0	113 100
Watching the bulletin board for interesting picture displays and notices	111	88 70	22 11	1 1	0 0	111 100
Looking at picture books	114	105 92	9 8	0 0	0 0	114 100
Illustrating stories, rhymes, poems, songs	111	53 47	51 45	6 5	1 1	110 99
Arranging library corner, with many kinds of books, in the classroom	114	87 76	20 18	7 6	0 0	114 100
Having discussion periods with whole group participating	113	90 80	22 19	1 1	0 0	113 100
Engaging in unit organized activities	110	53 46	45 41	11 10	1 1	109 99
Choosing particular stories and poems to be read by the teacher	109	54 50	48 44	7 6	0 0	109 100
Dictating chart stories related to unit activities	108	49 45	44 40	12 11	3 3	105 97
Using books and pictures to clarify or correct ideas	111	68 61	35 32	8 7	0 0	111 100
Making booklets, scrapbooks, picture files, picture charts	112	54 48	54 48	4 4	0 0	112 100
Making titles and captions for pictures	104	34 33	61 59	7 7	2 2	102 98

questionnaire. The following practices were reported used by all respondents who checked them:

1. Talking freely about interesting things
2. Talking about pictures

3. Learning names of school equipment and supplies
4. Telling stories
5. Asking questions
6. Showing and telling about things of interest
7. Playing games
8. Talking about new words, their meaning and pronunciation
9. Explaining things
10. Telling teacher what to write
11. Asking riddles

With respect to extent of use, 50 per cent or more of the respondents indicated they used regularly the following practices, which are arranged in descending order:

1. Talking freely about interesting things
2. Talking about new words, their meaning and pronunciation
3. Asking questions
4. Talking about pictures
5. Playing games
6. Showing and telling about things of interest
7. Telling stories
8. Explaining things
9. Learning names of school equipment and supplies
10. Telling teacher what to write
11. Guessing what will happen next
12. Making group plans
13. Telling stories or relating events from a picture chart
14. Illustrating word meanings with pictures



TABLE VII

REPORTED EXTENT OF USE OF READING READINESS PRACTICES  
FOR INCREASING LANGUAGE ABILITY

Practices	Total Responses	Regularly Per Cent	Occasionally Per Cent	Seldom Per Cent	Never Per Cent	Total Use Per Cent
Talking freely about interesting things	113	104 92	8 7	1 1	0 0	113 100
Talking about pictures	112	93 83	19 17	0 0	0 0	112 100
Playing with toy telephone	110	13 12	66 60	15 14	16 15	94 85
Learning names of school equipment and supplies	111	76 69	28 25	7 6	0 0	111 100
Telling stories	113	82 73	31 27	0 0	0 0	113 100
Asking questions	113	97 86	16 14	0 0	0 0	113 100
Showing and telling about things of interest	113	84 74	28 25	1 1	0 0	113 100
Telling stories or relating events from a picture chart	110	60 55	38 35	7 6	5 4	105 95
Playing games	113	88 78	24 21	1 1	0 0	113 100
Playing store	111	17 15	63 57	23 21	8 7	103 92
Looking at a picture, then describing it from memory	113	25 22	67 59	20 18	1 1	112 99
Carrying an oral message to someone	112	43 38	60 54	8 7	1 1	111 99
Talking about new words, their meaning and pronunciation	112	99 88	13 12	0 0	0 0	112 100
Using a series of pictures as a guide in telling a long story	112	50 45	47 42	9 8	6 5	106 94
Explaining things	112	82 73	29 26	1 1	0 0	112 100
Telling teacher what to write	111	58 52	52 47	1 1	0 0	111 100
Making oral reports	109	34 31	63 58	10 9	2 2	107 98
Making story characters seem real through use of pictures, puppetry, flannel graphs, drawings, dramatizations, shadow graphs	110	49 45	48 44	9 8	4 3	106 96
Making group plans	111	62 56	43 39	5 5	1 1	110 99
Guessing what will happen next	111	67 60	39 35	4 4	1 1	110 99
Dictating original poems, songs, stories	107	17 16	52 49	30 28	8 7	99 92
Playing games that have spoken parts	109	41 38	59 55	8 7	1 1	108 99
Playing descriptive guessing games	106	38 36	55 52	12 11	1 1	105 99
Illustrating word meanings with pictures	111	55 50	41 37	12 11	3 3	108 97

TABLE VII, Continued

Practices	Total Responses	Regularly Per Cent	Occasionally Per Cent	Seldom Per Cent	Never Per Cent	Total Use	Per Cent
Asking riddles	109	24 22	67 61	18 17	0 0	109	100
Planning construction projects	108	28 26	56 52	19 18	5 5	103	95
Receiving and answering invitations. Dictating letters	109	18 17	63 58	25 23	3 3	106	97

Fifty per cent or more of the respondents indicated that they used occasionally the following practices, which are arranged in descending order:

1. Asking riddles
2. Playing with toy telephone
3. Looking at a picture, then describing it from memory
4. Making oral reports
5. Receiving and answering invitations. Dictating letters
6. Playing store
7. Playing games that have spoken parts
8. Carrying an oral message to someone
9. Playing descriptive guessing games
10. Planning construction projects

Thus, twenty-four, or approximately 88 per cent, of the twenty-seven practices in the category were reported used regularly or occasionally by 50 per cent or more of the teachers responding.

#### Practices for Developing Auditory Discrimination

A study of the data shown in Table VIII reveals that each of the

twenty-one practices in the category for developing auditory discrimination was reported used by from 73 to 110 respondents. Only 110 respondents checked this page of the questionnaire. The following practices were reported used by all respondents who checked them:

1. Detecting rhyming words
2. Imitating sounds made by animals or machines
3. Saying rhymes and poems
4. Detecting gross differences in words that are in a series of rhyming words
5. Telling in what ways words sound alike
6. Speaking in unison. Verse choirs or choral speaking
7. Filling in the omitted rhyming word

With respect to extent of use, 50 per cent or more of the teachers responding indicated that they used regularly the following practices, which are arranged in descending order:

1. Telling a word that begins like another word
2. Telling in what ways words sound alike
3. Identifying the wrong word in a series of words beginning with same sound
4. Detecting rhyming words
5. Identifying the wrong word in a series of rhyming words
6. Detecting initial, final, or medial position of a given sound
7. Hearing differences in loud and soft tones
8. Detecting gross differences in words that are in a series of rhyming words
9. Saying rhymes and poems

TABLE VIII

REPORTED EXTENT OF USE OF READING READINESS PRACTICES  
FOR DEVELOPING AUDITORY DISCRIMINATION

Practices	Total Responses	Regularly		Occasionally		Seldom		Never		Total Use	Per Cent
		Per Cent	Per Cent	Per Cent	Per Cent	Per Cent	Per Cent				
Detecting rhyming words	110	77	70	33	30	0	0	0	0	110	100
Identifying the wrong word in a series of words beginning with same sound	110	80	73	27	25	1	1	2	2	108	98
Telling a word that begins or ends like another word	110	90	82	19	17	0	0	1	1	109	99
Hearing differences in loud and soft tones	108	62	57	36	33	6	6	4	4	104	96
Detecting initial, final, or medial position of a given sound	103	65	63	27	26	9	9	2	2	101	98
Imitating sounds made by animals or machines	105	51	48	50	48	4	4	0	0	105	100
Saying rhymes and poems	110	59	54	47	43	4	4	0	0	110	100
Identifying the wrong word in a series of rhyming words	110	72	65	32	29	4	4	2	2	108	98
Detecting gross differences in words that are pronounced for them	109	61	56	40	37	8	7	0	0	109	100
Telling in what way words sound alike	109	81	74	24	22	4	4	0	0	109	100
Playing blindfold and telling from what direction the sound came	107	22	21	58	54	17	16	10	9	97	91
Using the piano for discriminating between high and low tones	107	17	16	30	28	26	24	34	32	73	68
Making up jingles	107	13	12	53	50	33	31	8	7	99	92
Selecting from three or four words the correct one for completing a rhyme	109	36	33	50	46	20	18	3	3	106	97
Speaking in unison. Verse choirs or choral speaking	110	48	44	45	41	17	15	0	0	110	100
Guessing what object was tapped by the sound made	109	16	15	46	42	37	34	10	9	99	90
Filling in the omitted rhyming word	108	48	44	48	44	12	11	0	0	108	100
Making picture charts of objects that begin with the same sound	106	33	31	42	40	23	22	8	8	98	92
Choosing the word that sounds most like another word	107	53	49	41	38	9	8	4	4	103	96

TABLE VIII, Continued

Practices	Total Responses	Regularly Per Cent	Occasionally Per Cent	Seldom Per Cent	Never Per Cent	Total Use Per Cent
Distinguishing between short and long sounds	106	39 37	49 46	11 10	7 7	99 93
Playing games involving sound of voice. "Sometimes small, Sometimes tall, Guess what I am now."	106	27 25	48 45	23 22	8 8	98 92

Fifty per cent or more of the responding teachers reported using occasionally the following practices, which are arranged in descending order:

1. Playing blindfold and telling from what direction the sound came
2. Making up jingles

Thus, eleven, or approximately 53 per cent, of the practices in the category were reported used regularly or occasionally by 50 per cent or more of the respondents.

#### Practices for Developing Visual Discrimination

A study of Table IX shows that each of the fifteen practices in the category for developing visual discrimination was reported used by from 76 to 111 of the teachers responding. Only 112 respondents checked this page of the questionnaire. The following practices were reported used by all teachers who checked them:

1. Observing size, shape, color, and contour
2. Discriminating between like and unlike pictured objects

TABLE IX

REPORTED EXTENT OF USE OF READING READINESS PRACTICES  
FOR DEVELOPING VISUAL DISCRIMINATION

Practices	Total Responses	Regularly Per Cent	Occasionally Per Cent	Seldom Per Cent	Never Per Cent	Total Use	Per Cent
Seeing differences and likenesses among real objects	110	75 68	32 29	1 1	2 2	108	98
Observing size, color, shape, and contour	110	80 73	29 26	1 1	0 0	110	100
Discriminating between like and unlike pictured objects	110	82 75	23 21	5 4	0 0	110	100
Observing position and place	101	71 70	24 24	5 5	1 1	100	99
Matching forms: geometric, word, letter	110	76 69	26 24	8 7	0 0	110	100
Marking identical pairs	109	72 66	34 31	2 2	1 1	108	99
Playing with form boards, designs, peg-boards, beads, letter blocks	108	52 48	34 31	17 16	5 5	103	95
Working jig-saw puzzles	108	35 32	51 47	15 14	7 7	101	93
Looking at pictures and telling what was seen	109	77 70	29 27	3 3	0 0	109	100
Crossing out a given word every time it occurs in a list	108	60 56	36 33	9 8	3 3	105	97
Sorting, collecting and matching objects or pictures	109	44 40	48 44	15 14	2 2	107	98
Watching clouds for changing shapes. "What do you see?"	105	9 9	43 41	39 37	14 13	91	86
Stringing beads in design	103	14 14	33 33	29 29	27 26	76	73
Playing matching games: Picture "Matcho," "Book of Two"	103	22 22	39 38	25 25	17 17	86	83
Comparing incomplete with complete object or picture. "What is missing?"	112	52 46	46 41	13 12	1 1	111	99

3. Matching forms: geometric, word, letter

4. Looking at pictures and telling what was seen

With respect to extent of use, 50 per cent or more of the teachers reported using regularly the following practices, which are arranged

in descending order:

1. Discriminating between like and unlike pictured objects
2. Observing size, shape, color, and contour
3. Looking at pictures and telling what was seen
4. Observing position and place
5. Matching forms: geometric, word, letter
6. Seeing differences and likenesses among real objects
7. Marking identical pairs
8. Crossing out a given word every time it occurs in a list

No practice was reported as used occasionally by 50 per cent or more of the respondents.

Thus, eight practices, or approximately 53 per cent, of the practices in the category were used regularly by 50 per cent or more of the respondents.

#### Practices for Developing Muscular Control

An examination of Table X shows that each of the twenty-three practices in the category for developing muscular control was reported used from 59 to 113 of the respondents. Only 113 persons checked this page of the questionnaire. The following practices were reported used by all teachers who checked them:

1. Cutting with scissors
2. Taking part in rhythmical activities, such as climbing, running, skipping
3. Taking off and putting on wraps, overshoes, aprons, etc.
4. Helping with housekeeping duties in the schoolroom
5. Bouncing balls

TABLE X

REPORTED EXTENT OF USE OF READING READINESS PRACTICES  
FOR DEVELOPING MUSCULAR CONTROL

Practices	Total Responses	Regularly		Occasionally		Seldom		Never		Total Use	
		Per Cent	Per Cent	Per Cent	Per Cent	Per Cent	Per Cent	Per Cent	Per Cent	Per Cent	
Cutting with scissors	111	92	83	19	17	0	0	0	0	111	100
Taking part in rhythmical activities, such as climbing, running, skipping	112	79	70	31	28	2	2	0	0	112	100
Taking off and putting on wraps, overshoes, aprons, etc.	112	96	86	12	11	4	4	0	0	112	100
Helping with housekeeping duties in the classroom	113	102	90	10	9	1	1	0	0	113	100
Bouncing balls	107	70	65	37	35	0	0	0	0	107	100
Pitching bean bags	112	37	33	38	34	23	21	14	13	98	87
Playing freely, in and out doors	109	101	93	5	5	1	1	2	2	107	98
Painting	111	70	63	35	32	4	4	2	2	109	98
Modeling clay	112	66	59	41	37	4	4	1	1	111	99
Watering flowers	108	58	54	32	30	11	10	7	7	101	93
Working puzzles	110	45	41	46	42	15	14	4	4	106	96
Arranging designs and pasting	108	48	44	47	44	11	10	2	2	106	98
Playing with "Tinker Toys," peg boards, form boards, flannel boards, etc.	108	56	52	30	28	10	9	12	11	96	88
Coloring, staying inside the line	112	92	82	14	13	3	3	3	3	109	97
Copying word and letter forms	112	90	80	17	15	4	4	1	1	111	99
Building with floor blocks	108	37	34	36	33	11	10	24	22	84	77
Finger painting	105	24	23	36	34	24	23	21	20	84	80
Stringing large beads or spools	105	30	29	34	32	24	23	17	16	88	84
Tracing around pattern or over broken lines	112	52	46	45	40	13	12	2	2	110	98
Taking part in rhythm band	105	28	27	24	23	7	7	46	44	59	56
Hammering nails	106	11	10	34	32	32	30	29	27	77	72
Mixing paint	102	11	11	32	31	30	29	29	28	73	71
Playing games like "Musical Chairs," "Cowboy," "Fruit Basket"	109	30	28	64	59	13	12	2	2	107	98



With respect to extent of use, 50 per cent or more of the respondents indicated that they used the following practices regularly:

1. Playing freely in and out of doors
2. Helping with housekeeping duties in the schoolroom
3. Taking off and putting on wraps, overshoes, aprons, etc.
4. Cutting with scissors
5. Coloring, staying inside the line
6. Copying word and letter forms
7. Taking part in rhythmical activities
8. Bouncing balls
9. Painting
10. Modeling clay
11. Watering flowers
12. Playing with "Tinker Toys," peg boards, form boards, flannel boards, etc.

Fifty per cent or more of the respondents indicated that they used the following practice occasionally:

Playing games like "Musical Chairs," "Cowboy," and "Fruit Basket"

Thus, thirteen practices, or approximately 57 per cent of the practices in the category, were reported used regularly or occasionally by 50 per cent or more of the teachers responding.

#### Practices for Developing Left-to-Right Progression

The data in Table XI show that each of the twelve practices in the category for developing left-to-right progression was used by from 99 to 109 respondents. Only 110 teachers checked this section of the questionnaire. The following practices were reported used by all the teachers checking them.

1. Following pointer with eye as teacher indicates left to right eye movement on chart, poster, bulletin or chalk board
2. Reading pictures in sequential order from left to right
3. Identifying left and right hands
4. Playing games that involve left and right
5. Reading the calendar
6. Marching, left, right

With respect to extent of use, 50 per cent or more of the teachers responding indicated that they used the following practices regularly:

1. Following the pointer with eye as teacher indicates left to right eye movement on chart, poster, bulletin or chalk board
2. Reading pictures in sequential order from left to right
3. Identifying left and right hands
4. Tracing and copying from left to right
5. Playing games that involve left and right
6. Reading the calendar
7. Arranging material in left to right sequential order
8. Discussing pictures: "What is on the left side?" "What is on the right side?"

No practice was reported used occasionally by 50 per cent or more of the respondents.

Thus, eight practices, or 75 per cent of the twelve practices in the category, were used regularly by 50 per cent or more of the respondents.

TABLE XI

REPORTED EXTENT OF USE OF READING READINESS PRACTICES  
FOR DEVELOPING LEFT-TO-RIGHT PROGRESSION

Practices	Total Responses	Regularly Per Cent	Occasionally Per Cent	Seldom Per Cent	Never Per Cent	Total Use	Per Cent
Following pointer with eye as teacher indicates left to right eye movement on chart, poster, bulletin or chalk board notice	108	98 91	7 7	3 3	0 0	108	100
Reading pictures in sequential order from left to right	108	93 86	12 11	3 3	0 0	108	100
Identifying left and right hands	109	88 81	19 17	2 2	0 0	109	100
Playing games that involve left and right	108	67 62	33 31	8 7	0 0	108	100
Reading the calendar	109	66 61	34 31	9 8	0 0	109	100
Arranging material in left to right sequential order	107	65 61	35 33	6 6	1 1	106	99
Playing traffic games	106	24 23	45 42	30 28	7 7	99	93
Tracing and copying from left to right	108	72 87	26 24	9 8	1 1	107	99
Discussing pictures: "What is on the left side?" "What is on the right side?"	110	63 57	36 33	10 9	1 1	109	99
Playing memory games; naming objects in left to right order	107	39 36	37 35	23 21	8 7	99	92
Marching, left, right	108	45 42	50 46	13 12	0 0	108	100
Making a calendar and keeping a record of the days by marking them off from left to right	107	44 41	35 33	20 19	8 7	99	92

Practices for Increasing Listening Ability

A study of Table XII reveals that each of the sixteen practices in the category for increasing listening ability was used by from 32 to 111 respondents. Only 111 usable responses were found for this page of the questionnaire. The following practices were reported used by all respondents who checked them:

1. Listening closely to follow directions
2. Listening to skillful reading by the teacher or others
3. Carrying out requests and delivering oral messages
4. Listening to stories of special interest
5. Listening to poetry and music
6. Arranging, verbally, events in the order in which they happened
7. Listening to draw conclusions
8. Talking about different meanings for the same word
9. Listening to find details

With respect to extent of use, 50 per cent or more of the teachers reporting indicated that they used the following practices regularly:

1. Listening closely to follow directions
2. Listening to skillful reading by the teacher or others
3. Listening to stories of special interest
4. Listening to find the main point of the story
5. Talking about different meanings for the same word
6. Listening to find details
7. Carrying out requests and delivering oral messages
8. Listening to a story in order to ask questions or make comments
9. Choosing the better way to read a sentence to get intended meaning
10. Listening to poetry and music
11. Listening to draw conclusions

With respect to occasional use, no practice was reported used occasionally by 50 per cent or more of the teachers.

Thus, eleven practices, or approximately 69 per cent of the sixteen practices, were in regular use by 50 per cent or more of the respondents.

TABLE XII

REPORTED EXTENT OF USE OF READING READINESS PRACTICES  
FOR INCREASING LISTENING ABILITY

Practices	Total Responses	Regularly Per Cent	Occasionally Per Cent	Seldom Per Cent	Never Per Cent	Total Use Per Cent
Listening closely to follow directions	110	103 94	6 5	1 1	0 0	110 100
Listening to skillful reading by the teacher or others	111	84 76	24 22	3 3	0 0	111 100
Carrying out requests and delivering oral messages	110	64 58	45 41	1 1	0 0	110 100
Listening to stories of special interest	109	75 69	33 30	1 1	0 0	109 100
Listening to poetry and music	110	57 52	50 45	3 3	0 0	110 100
Arranging, verbally, events in the order in which they happened	107	50 47	45 42	12 11	0 0	107 100
Listening to draw conclusions	109	56 51	44 40	9 8	0 0	109 100
Listening to find the main point of a story	111	73 66	30 27	6 5	2 2	109 98
Guessing, from a context clue, an important omitted word in a sentence	110	48 44	51 45	9 8	2 2	108 98
Talking about different meanings for the same word	108	65 60	34 32	9 8	0 0	108 100
Listening to tape recordings of own stories or talks	99	7 7	15 15	10 10	67 68	32 32
Deciding on the meaning of a word in a particular selection	109	46 42	43 39	15 14	5 5	104 95
Listening to find details	108	63 58	39 36	6 6	0 0	108 100
Listening to a story so as to ask questions or make comments	109	60 55	40 37	8 7	1 1	108 99
Choosing the better way to read a sentence to get intended meaning	109	59 54	34 31	10 9	6 6	103 94
Guessing from a picture clue the omitted word in a spoken sentence	110	46 42	50 45	11 10	3 3	107 97

### Practices for Developing Clear Thinking

A study of Table XIII shows that each of the twenty-two practices in the category for developing clear thinking was used by from 76 to 108 of the respondents. Only 108 usable returns were obtained for this category.

The following practices were reported used by all respondents who checked them:

1. Suggesting ways of improving work
2. Following simple oral directions
3. Expressing ideas in original ways through: language, construction, art media, dramatization
4. Following planned sequence of procedure
5. Recalling related experiences
6. Judging the success of activities
7. Deciding on future needs
8. Dictating incidents for teacher to list on chalk board
9. Answering "why" questions
10. Carrying out a series of requests in proper order
11. Retelling stories

With respect to extent of use, 50 per cent or more of the respondents indicated that they used regularly the following practices, which are arranged in descending order:

1. Following simple oral directions
2. Selecting necessary materials for work
3. Expressing ideas in original ways through: language, construction, art media, and dramatization
4. Answering "why" questions
5. Suggesting ways of improving work

TABLE XIII

REPORTED EXTENT OF USE OF READING READINESS PRACTICES  
FOR DEVELOPING CLEAR THINKING

Practices	Total Responses	Regularly Per Cent	Occasionally Per Cent	Seldom Per Cent	Never Per Cent	Total Use Per Cent
Suggesting ways of improving work	107	70 65	35 33	2 2	0 0	107 100
Following simple oral directions	108	95 88	13 12	0 0	0 0	108 100
Expressing ideas in original ways through: language, construction, art media, dramatization	107	74 69	31 29	2 2	0 0	107 100
Retelling stories	106	63 59	43 41	0 0	0 0	106 100
Seeing relationships: needle and thread, soap and water, etc.	107	56 52	46 43	4 4	1 1	106 99
Planning what to make and how to make it	103	49 48	46 45	6 6	2 2	101 98
Relating steps in an experience	107	46 43	54 50	6 6	1 1	106 99
Classifying into groups: toys, animals, colors, etc.	108	58 54	44 41	5 5	1 1	107 99
Following planned sequence of procedure	102	57 56	39 38	6 6	0 0	102 100
Selecting necessary materials for work	107	81 76	21 20	4 4	1 1	106 99
Recalling related experiences	102	38 37	39 38	5 5	0 0	102 100
Telling stories while drawing on chalk board or arranging pictures on flannel board to show sequence of events	105	33 31	45 43	22 21	5 5	100 95
Discussing pertinent experiences	104	45 43	52 50	6 6	1 1	103 99
Collecting and organizing pictures, objects	105	43 41	54 51	7 7	1 1	104 99
Judging the success of activities	102	45 44	43 42	14 14	0 0	102 100
Deciding on future needs	106	40 38	49 46	17 16	0 0	106 100
Dictating incidents for teacher to list on chalk board	104	42 41	56 54	6 6	0 0	104 100
Recalling events in logical order	104	42 41	53 51	7 7	2 2	102 98
Answering "Why" questions	103	71 69	27 26	5 5	0 0	103 100
Selecting relevant ideas or pictures	103	46 45	40 39	16 15	1 1	102 99
Carrying out a series of requests in the proper order	104	42 40	48 46	14 13	0 0	104 100
Making and presenting movies of familiar stories	101	12 12	32 32	32 32	25 25	76 75

6. Retelling stories
7. Following planned sequence of procedure
8. Classifying into groups: toys, animals, colors, etc.
9. Seeing relationships: needle and thread; soap and water

Fifty per cent or more of the teachers responding indicated that they used occasionally the following practices, which are arranged in descending order:

1. Dictating incidents for teacher to list on chalk board
2. Collecting and organizing pictures and objects
3. Recalling events in logical order
4. Relating steps in an experience
5. Discussing pertinent experiences

This made a total of fourteen practices, or approximately 64 per cent of the twenty-two practices in the category, which were in regular or occasional use by 50 per cent or more of the respondents.

#### Practices for Developing Interpretative Skills

An examination of Table XIV shows that each of the ten practices in the category for developing interpretative skills was used by from 92 to 111 respondents. Only 111 respondents checked this page of the questionnaire. The following practices were reported used by all teachers who checked them:

1. Identifying characters and actions of stories
2. Inferring how characters of story felt, their reasons for actions, and what they might say
3. Relating stories to own real life experiences
4. Responding to story. If funny, laugh, etc.
5. Answering thought questions about story material or experience



TABLE XIV

REPORTED EXTENT OF USE OF READING READINESS PRACTICES  
FOR DEVELOPING INTERPRETATIVE SKILLS

Practices	Total Responses	Regularly Per Cent	Occasionally Per Cent	Seldom Per Cent	Never Per Cent	Total Use	Per Cent
Identifying characters and actions of stories. "Who huffed and puffed?"	109	79 73	28 26	2 2	0 0	109	100
Inferring how characters of story felt, their reasons for actions, and what they might say	109	72 66	33 30	4 4	0 0	109	100
Relating stories to own real life experiences	110	69 63	38 35	3 3	0 0	110	100
Responding to story. If funny, laugh., etc.	111	96 86	13 12	2 2	0 0	111	100
Illustrating events in sequence. Scroll movie	107	19 18	47 44	26 24	15 14	92	86
Answering thought questions about story material or experiences	108	77 71	27 25	4 4	0 0	108	100
Associating events in sequence: What happens first, next, etc.	110	76 69	29 26	5 5	0 0	110	100
Using books, magazines, posters, commercial readiness books to tell what pictures say and why	110	80 73	18 16	12 11	0 0	110	100
Observing and associating ideas: "Mary is by the playhouse. Girls like to play house."	110	67 61	33 30	9 8	1 1	109	99
Cutting out pictures of things to buy at the grocery store, etc.	111	45 41	48 43	13 12	5 5	106	95

6. Associating events in sequence: What happens first, next, etc.

7. Using books, magazines, posters, commercial readiness books to tell what pictures say and why

With respect to extent of use, 50 per cent or more of the respondents indicated that they used regularly the following practices, which are

arranged in descending order:

1. Responding to story. If funny, laugh, etc.
2. Identifying characters and actions of stories
3. Using books, magazines, posters, commercial readiness books to tell what pictures say and why
4. Answering thought questions about story material or experience
5. Associating events in sequence: What happens next, etc.
6. Inferring how characters of story felt, their reasons for action, and what they might say
7. Relating stories to own real life experiences
8. Observing and associating ideas

No practice in this category was reported used by 50 per cent or more of the respondents occasionally.

Thus, eight practices, or 80 per cent of the ten practices listed in the category, were used regularly by 50 per cent or more of the respondents.

#### Helpfulness of the Reading Methods Course at Southeastern State College

Since the major purpose of the second section of the questionnaire was to determine the opinions of teachers with respect to the helpfulness of the reading methods course, only total help, much help, and some help responses are discussed. Tables XV to XXIV show the data for each of the ten categories.

#### Practices for Developing Concepts

A study of Table XV shows that 90 per cent or more of the teachers reported receiving help from the methods course in effecting all sixteen practices for developing concepts.

TABLE XV

**REPORTED HELPFULNESS OF THE READING METHODS COURSE AT  
SOUTHEASTERN STATE COLLEGE IN EFFECTING READING  
READINESS PRACTICES FOR DEVELOPING CONCEPTS**

Practices	Total Response	Much		Some		Little		None		Total Help	Per Cent
		Per Cent	Per Cent	Per Cent	Per Cent	Per Cent	Per Cent				
Listening to stories read or told	100	71	71	24	24	2	2	3	3	97	97
Talking about what was seen on a trip	96	49	51	37	39	6	6	4	4	92	95
Taking trips about the school and making excursions in the community	95	39	41	41	43	11	12	4	4	91	95
Having show and tell periods	96	41	43	42	44	9	9	3	3	93	97
Participating in dramatics: plays, puppet shows, scroll movies, pantomime, original plays, representative plays, etc.	97	51	53	33	34	9	9	4	4	93	96
Keeping schoolroom materials in order: cleaning up after construction work, caring for tools, etc.	97	48	49	37	38	7	7	5	5	92	95
Listening to poems read or said	98	43	44	45	46	7	7	3	3	95	97
Having parties, picnics, and programs: birthday, other grades, parents, friends, others	91	30	33	44	48	8	9	9	10	82	90
Making collections of interesting things: pictures, rocks, seeds, flowers, leaves, etc.	94	51	54	31	33	6	6	6	6	88	94
Sharing knowledge with others	90	54	60	27	30	3	3	6	7	84	93
Using audio-visual aids: pictures, movies, slides, objects	88	51	58	23	26	7	8	7	8	81	92
Playing group games	90	52	58	29	32	7	8	2	2	88	97
Caring for pets, plants, etc. in the classroom	89	35	38	39	44	9	10	6	7	83	93

Read Table XV as follows: One hundred teachers responded to the practice, Listening to stories read or told. Seventy-one, or 71 per cent, of the teachers responding believed that they had received much help from the reading methods course in effecting the practice. Twenty-four, or 24 per cent, of the teachers responding believed that they had received some help from the course in effecting the practice. Two, or 2 per cent, of the teachers responding believed they had received little help from the course in effecting the practice. Three, or 3 per cent, of the teachers responding believed they had received no help from the course in effecting the practice. Ninety-seven, or 97 per cent, of the teachers responding to this category believed they had received help from the reading methods course in effecting the practice.

Tables XVI through XXIV are to be read in the same manner.

TABLE XV, Continued

Practices	Total Responses	Much		Some		Little		None		Total Help	
		Per Cent	Per Cent	Per Cent	Per Cent	Per Cent	Per Cent	Per Cent	Per Cent		
Observing work going on in the neighborhood	87	19	22	47	54	13	15	8	9	79	91
Building or making things: toys, book shelves, play furniture, dioramas, puppet theatre and puppets, paper mache animals, cages for pets, room record book, etc.	91	42	46	37	41	7	8	5	5	86	95
Conducting experiments in the classroom	91	33	36	38	42	11	12	9	10	82	90

Fifty per cent or more of the teachers reported that the course had been of much help in effecting the following practices, which are arranged in descending order:

1. Listening to stories read or told
2. Sharing knowledge with others
3. Using audio-visual aids
4. Playing group games
5. Making collections of interesting things
6. Participating in dramatics
7. Talking about what was seen on a trip.

Fifty per cent or more of the respondents believed that the reading methods course had been of some help to them in effecting the following practice:

Observing work going on in the neighborhood

Thus, 50 per cent or more of the responding teachers believed that they received much or some help from the reading methods course at Southeastern State College in effecting 8, or 50 per cent, of the total 16 practices in the category.

Practices for Stimulating Interest in Learning to Read

A study of Table XVI shows that 91 per cent or more of the teachers reported receiving help from the methods course in effecting all fourteen practices of the category for stimulating interesting in learning to read.

Fifty per cent or more of the teachers reported that the course had been of much help in effecting the following practices, which are arranged in descending order:

1. Recognizing own name and using it on materials
2. Listening to stories read or told by teacher
3. Looking at picture books
4. Watching bulletin board for interesting picture display and notices
5. Browsing and handling books at a regular time
6. Having discussion periods with whole group participating
7. Engaging in unit organized activities
8. Making booklets, scrap-books, picture files, picture charts
9. Dictating chart stories relating to unit organized activities
10. Using books and pictures to clarify or correct ideas
11. Arranging library corner with many kinds of books in the classroom

Fifty per cent or more of the respondents believed that the reading methods course had been of some help to them in effecting the following practice:

Making titles and captions for pictures

Thus, 50 per cent or more of the respondents believed that they received much or some help from the reading methods course at Southeastern

TABLE XVI

REPORTED HELPFULNESS OF THE READING METHODS COURSE AT  
SOUTHEASTERN STATE COLLEGE IN EFFECTING READING  
READINESS PRACTICES FOR STIMULATING  
INTEREST IN LEARNING TO READ

Practices	Total Responses	Much		Some		Little		None		Total Help	Per Cent
		Per Cent	Per Cent	Per Cent	Per Cent	Per Cent	Per Cent				
Listening to stories read or told by teacher	98	64	65	27	28	2	2	5	5	93	95
Browsing and handling books at a regular time	97	60	62	25	26	7	7	5	5	92	95
Recognizing their own names. Using name on materials	98	66	67	21	21	6	6	5	5	93	95
Watching the bulletin board for interesting picture displays and notices	96	60	63	27	28	2	2	7	7	89	91
Looking at picture books	97	62	64	27	28	4	4	4	4	93	96
Illustrating stories, rhymes, poems, songs	94	40	43	42	45	7	7	5	5	89	95
Arranging library corner, with many kinds of books, in the classroom	98	50	51	32	33	10	10	6	6	92	94
Having discussion periods with whole group participating	98	59	60	26	27	8	8	5	5	93	95
Engaging in unit organized activities	94	55	59	27	29	9	10	3	3	91	97
Choosing particular stories and poems to be read by the teacher	91	44	48	32	35	7	8	8	9	83	91
Dictating chart stories related to unit activities	94	54	57	31	33	4	4	5	5	89	94
Using books and pictures to clarify or correct ideas	96	53	55	29	30	10	10	4	4	92	96
Making booklets, scrapbooks, picture files, picture charts	97	54	59	30	31	8	8	5	5	92	95
Making titles and captions for pictures	96	27	28	48	50	13	14	8	8	86	93

State College in effecting 12, or 85 per cent, of the total 14 practices in the category.

### Practices for Increasing Language Ability

A study of Table XVII shows that 87 per cent or more of the teachers reported receiving help from the methods course in effecting all twenty-seven practices for increasing language ability.

Fifty per cent or more of the teachers reported that the course had been of much help in effecting the following practices, which are arranged in descending order:

1. Talking freely about interesting things
2. Showing and telling about things of interest
3. Telling stories
4. Talking about pictures
5. Talking about new words, their meaning and pronunciation
6. Making group plans
7. Asking questions
8. Playing games
9. Making story characters seem real through pictures, puppetry, etc.
10. Telling stories or relating events from a picture chart

Fifty per cent or more of the respondents indicated that the reading methods course had been of some help to them in effecting the following practice:

Asking riddles

Thus, 50 per cent or more of the teachers responding believed that they had received much or some help from the reading course at Southeastern State College in effecting 11, or approximately 41 per cent, of the total 27 practices in the category.

TABLE XVII

REPORTED HELPFULNESS OF THE READING METHODS COURSE AT SOUTHEASTERN  
STATE COLLEGE IN EFFECTING READING READINESS PRACTICES  
FOR INCREASING LANGUAGE ABILITY

Practices	Total Responses	Much		Some		Little		None		Total Help	Per Cent
		Per Cent	Per Cent	Per Cent	Per Cent	Per Cent	Per Cent				
Talking freely about interesting things	98	68	69	22	22	5	5	3	3	95	97
Talking about pictures	99	62	63	30	30	5	5	2	2	97	98
Playing with toy telephone	87	24	28	41	47	12	14	10	11	77	87
Learning names of school equipment and supplies	94	39	41	35	37	11	12	9	10	85	90
Telling stories	96	61	64	27	28	4	4	4	4	92	96
Asking questions	95	52	55	32	34	7	7	4	4	91	95
Showing and telling about things of interest	96	63	66	26	27	4	4	3	3	93	97
Telling stories or relating events from a picture chart	94	49	52	27	29	12	13	6	6	88	93
Playing games	97	52	54	33	34	9	9	3	3	94	97
Playing store	90	25	28	43	48	16	18	6	7	84	93
Looking at a picture, then describing it from memory	94	32	34	36	38	16	17	10	11	84	88
Carrying an oral message to someone	94	34	36	35	37	18	19	7	7	87	92
Talking about new words, their meaning and pronunciation	95	53	56	30	32	8	8	4	4	91	96
Using a series of pictures as a guide in telling a long story	98	41	42	40	41	12	12	5	5	93	95
Explaining things	94	43	46	38	40	9	10	4	4	90	96
Telling teacher what to write	96	44	46	33	34	12	13	7	7	89	93
Making oral reports	92	40	43	33	36	17	18	2	2	90	98
Making story characters seem real through use of pictures, puppetry, flannel graphs, drawings, dramatizations, shadow graphs	94	50	53	28	30	8	9	8	9	86	91
Making group plans	93	51	55	31	33	6	6	5	5	88	95
Guessing what will happen next	99	44	45	35	36	17	17	3	3	96	96
Dictating original poems, songs, stories	95	27	28	39	41	22	23	7	7	88	93
Playing games that have spoken parts	91	33	36	44	48	10	11	4	4	87	96
Playing descriptive guessing games	97	34	35	47	48	11	11	5	5	92	95
Illustrating word meanings with pictures	97	46	48	32	33	14	15	5	5	92	95
Asking riddles	93	22	24	50	54	16	17	5	5	88	94
Planning construction projects	93	44	47	33	35	10	11	6	6	87	93
Receiving and answering invitations. Dictating letters	96	30	31	41	43	13	14	12	13	84	88



### Practices for Developing Auditory Discrimination

A study of Table XVIII shows that 73 per cent or more of the teachers reported receiving help from the methods course in effecting all twenty-one practices for developing auditory discrimination.

Fifty per cent or more of the teachers reported that the course had been of much help in effecting the following practices, which are arranged in descending order:

1. Identifying the wrong word in a series of words beginning with the same sound
2. Telling a word that begins or ends like another word
3. Detecting rhyming words
4. Telling in what way words sound alike
5. Hearing differences in loud and soft tones
6. Detecting initial, final, or medial position of a given sound

Fifty per cent or more of the responding teachers did not indicate that they believed they had received some help from the reading methods course in effecting the practices for the category.

Thus, 50 per cent or more of the respondents believed that they received much help from the reading methods course at Southeastern State College in effecting 6, or approximately 28 per cent, of the total 21 practices in the category.

### Practices for Developing Visual Discrimination

An examination of Table XIX shows that 77 per cent or more of the teachers reported receiving help from the methods course in effecting all fifteen practices for developing visual discrimination.

Fifty per cent or more of the teachers reported that the course had been of much help in effecting the following practices, which are

TABLE XVIII

REPORTED HELPFULNESS OF THE READING METHODS COURSE AT SOUTHEASTERN  
STATE COLLEGE IN EFFECTING READING READINESS PRACTICES  
FOR DEVELOPING AUDITORY DISCRIMINATION

Practices	Total Responses	Much Per Cent	Some Per Cent	Little Per Cent	None Per Cent	Total Help Per Cent
Detecting rhyming words	97	54 56	26 27	12 12	5 5	92 96
Identifying the wrong word in a series of words beginning with same sound	86	57 66	20 23	11 13	8 9	78 90
Telling a word that begins or ends like another word	95	59 62	18 19	10 11	8 9	87 91
Hearing differences in loud and soft tones	94	49 52	21 22	12 13	12 13	82 87
Detecting initial, final, or medial position of a given sound	93	47 50	20 22	15 16	11 13	82 88
Imitating sounds made by animals or machines	93	36 39	32 34	17 18	8 9	85 92
Saying rhymes and poems	95	43 45	32 34	14 15	6 6	89 95
Identifying the wrong word in a series of rhyming words	96	47 49	25 26	16 17	8 8	86 89
Detecting gross differences in words that are pronounced for them	94	42 45	25 27	16 17	11 12	83 88
Telling in what way words sound alike	95	52 55	22 23	12 13	9 9	86 91
Playing blindfold and telling from what direction the sound came	93	26 28	32 34	22 24	13 14	80 86
Using the piano for discriminating between high and low tones	76	19 25	23 30	14 18	20 26	56 73
Making up jingles	91	20 22	36 40	22 24	14 15	77 85
Selecting from three or four words the correct one for completing a rhyme	94	38 40	28 30	18 19	10 11	84 90
Speaking in unison. Verse choirs or choral speaking	95	39 41	36 38	13 14	7 7	88 94
Guessing what object was tapped by the sound made	92	20 22	30 33	24 26	18 20	74 80
Filling in the omitted rhyming word	94	33 35	36 38	15 16	10 11	84 90
Making picture charts of objects that begin with the same sound	92	39 42	31 34	11 12	11 12	81 90

TABLE XVIII, Continued

Practices	Total Responses	Much Per Cent	Some Per Cent	Little Per Cent	None Per Cent	Total Help Per Cent
Choosing the word that sounds most like another word	89	40 45	28 31	11 12	10 11	79 80
Distinguishing between short and long sounds	90	36 40	33 37	11 12	10 11	80 88
Playing games involving sound of voice.						
"Sometimes small, Sometimes tall, Guess what I am now."	92	30 33	35 37	15 16	12 13	80 87

arranged in descending order:

1. Observing size, color, shape, and contour
2. Discriminating between like and unlike pictured objects
3. Looking at pictures and telling what was seen

Thus, 50 per cent or more of the respondents believed that they received much help from the reading methods course at Southeastern State College in effecting 3, or 20 per cent, of the total 15 practices in the category.

Fifty per cent or more of the responding teachers did not indicate that they believed they had received some help from the reading methods course in effecting the practices for the category.

#### Practices for Developing Muscular Control

A study of Table XX shows that 65 per cent or more of the teachers reported receiving help from the methods course in effecting all twenty-three practices for developing muscular control.

TABLE XIX

REPORTED HELPFULNESS OF THE READING METHODS COURSE AT SOUTHEASTERN  
STATE COLLEGE IN EFFECTING READING READINESS PRACTICES  
FOR DEVELOPING VISUAL DISCRIMINATION

Practices	Total Responses	Much Per Cent	Some Per Cent	Little Per Cent	None Per Cent	Total Help Per Cent
Seeing differences and likenesses among real objects	97	48 49	21 22	13 13	9 9	88 91
Observing size, color, shape, and contour	94	52 55	23 24	13 14	6 6	88 94
Discriminating between like and unlike pictured objects	94	50 53	20 21	17 18	7 7	87 92
Observing position and place	89	43 48	23 26	15 17	8 9	81 91
Matching forms: geometric, word, letter	93	42 45	24 26	18 19	9 10	84 90
Marking identical pairs	94	44 47	27 29	17 18	6 6	88 94
Playing with form boards designs, peg-boards, beads, letter blocks	91	37 41	29 32	14 15	11 12	80 88
Working jig-saw puzzles	87	24 28	34 39	21 24	8 9	79 91
Looking at pictures and telling what was seen	95	50 53	27 28	14 15	4 4	91 96
Crossing out a given word every time it occurs in a list	90	42 47	26 29	15 17	7 8	83 92
Sorting, collecting and matching objects or pictures	91	36 40	27 30	19 21	9 10	82 90
Watching clouds for changing shapes. "What do you see?"	89	18 20	30 34	25 28	16 18	73 82
Stringing beads in design	84	21 25	21 25	23 27	19 23	65 77
Playing matching games: Picture "Matcho," "Book of Two"	88	21 24	31 35	18 20	18 20	70 79
Comparing incomplete with complete object or picture. "What is missing?"	92	37 40	35 38	12 13	8 9	84 91

Fifty per cent or more of the teachers reported that the course had been of much help in effecting the following practices, which are arranged in descending order:

1. Cutting with scissors
2. Copying word and letter forms
3. Taking part in rhythmical activities, such as climbing, running, skipping
4. Modeling clay
5. Playing freely, in and out of doors
6. Helping with housekeeping duties in classroom

Thus, 50 per cent or more of the respondents believed that they received much help from the reading methods course at Southeastern State College in effecting 6, or approximately 26 per cent, of the total 23 practices in the category.

Fifty per cent or more of the responding teachers did not indicate that they believed they had received some help from the reading methods course in effecting the practices for the category.

#### Practices for Developing Left-to-Right Progression

A study of Table XXI shows that 83 per cent or more of the teachers reported receiving help from the methods course in effecting all twelve practices for developing left-to-right progression.

Fifty per cent or more of the teachers reported that the course had been of much help in effecting the following practices, which are arranged in descending order:

1. Following pointer with eye as teacher indicates left to right eye movement on chart, poster, chalk board or bulletin board

TABLE XX

REPORTED HELPFULNESS OF THE READING METHODS COURSE AT SOUTHEASTERN  
STATE COLLEGE IN EFFECTING READING READINESS PRACTICES  
FOR DEVELOPING MUSCULAR CONTROL

Practices	Total Responses	Much Per Cent	Some Per Cent	Little Per Cent	None Per Cent	Total Help Per Cent
Cutting with scissors	101	58 57	22 22	14 14	7 7	94 93
Taking part in rhythmical activities, such as climbing, running, skipping	97	52 54	26 27	9 9	10 10	87 90
Taking off and putting on wraps, overshoes, aprons, etc.	100	43 43	31 31	18 18	8 8	92 92
Helping with housekeeping duties in the classroom	93	47 51	26 28	12 13	8 9	85 91
Bouncing balls	96	43 45	30 31	13 14	10 10	86 90
Pitching bean bags	94	31 33	37 39	16 17	10 11	84 90
Playing freely, in and out doors	93	47 51	26 28	12 13	8 9	85 91
Painting	92	44 48	30 33	12 13	6 7	86 94
Modeling clay	93	48 52	27 29	12 13	6 6	87 93
Watering flowers	92	27 29	37 40	12 13	16 17	76 83
Working puzzles	92	32 35	29 32	19 21	12 13	80 87
Arranging designs and pasting	92	39 42	30 33	13 14	12 13	80 87
Playing with "Tinker Toys," peg boards, form boards, flannel boards, etc.	90	31 34	33 37	16 18	10 11	80 89
Coloring, staying inside the line	91	45 49	29 32	10 11	7 8	84 92
Copying word and letter forms	93	51 55	26 28	6 6	10 11	83 90
Building with floor blocks	80	27 34	28 35	15 18	10 13	70 88
Finger painting	77	29 38	23 30	13 17	12 16	65 85
Stringing large beads or spools	84	25 30	28 33	17 20	14 17	70 83
Tracing around pattern or over broken lines	92	30 33	32 35	24 26	7 8	85 92
Taking part in rhythm band	73	23 32	21 29	17 23	16 22	57 78
Hammering nails	80	17 21	23 29	17 21	23 29	57 71
Mixing paint	77	14 18	28 36	15 19	20 26	50 65
Playing games like "Musical Chairs," "Cowboy," "Fruit Basket"	90	26 29	38 42	13 15	13 15	77 86

TABLE XXI

REPORTED HELPFULNESS OF THE READING METHODS COURSE AT SOUTHEASTERN  
STATE COLLEGE IN EFFECTING READING READINESS PRACTICES  
FOR DEVELOPING LEFT-TO-RIGHT PROGRESSION

Practices	Total Responses	Much Per Cent	Some Per Cent	Little Per Cent	None Per Cent	Total Help Per Cent
Following pointer with eye as teacher indicates left to right eye movement on chart, poster, bulletin or chalk board notice	94	66 70	17 18	8 9	3 3	91 97
Reading pictures in sequential order from left to right	94	59 63	24 26	7 7	4 4	90 96
Identifying left and right hands	93	54 58	26 28	7 8	6 6	87 93
Playing games that involve left and right	91	48 53	28 31	3 3	12 13	79 87
Reading the calendar	92	40 43	34 37	6 7	12 13	80 87
Arranging material in left to right sequential order	94	46 49	29 31	8 9	11 12	83 90
Playing traffic games	88	31 35	28 32	14 16	15 17	73 90
Tracing and copying from left to right	94	50 53	24 26	9 10	11 12	83 90
Discussing pictures: "What is on the left side?" "What is on the right side?"	93	47 51	23 25	9 10	14 15	79 85
Playing memory games; naming objects in left to right order	87	34 39	28 32	10 11	15 17	72 83
Marching, left, right	101	39 39	38 38	13 13	11 11	90 89
Making a calendar and keeping a record of the days by marking them off from left to right	90	39 43	29 32	7 8	15 17	75 83

2. Reading pictures in sequential order from left to right
3. Identifying right and left hands
4. Playing games that involve left and right
5. Tracing and copying from left to right
6. Discussing pictures: "What is on the left side?" "What is on the right side?"

Thus, 50 per cent or more of the respondents believed that they received much help from the reading methods course at Southeastern State College in effecting 6, or 50 per cent, of the total 12 practices in the category.

Fifty per cent or more of the responding teachers did not indicate that they believed they had received some help from the reading methods course in effecting the practices for the category.

#### Practices for Increasing Listening Ability

A review of Table XXII shows that 63 per cent or more of the teachers reported receiving help from the methods course in effecting all sixteen practices for increasing listening ability.

Fifty per cent or more of the teachers reported that the course had been of much help in effecting the following practices, which are arranged in descending order:

1. Listening to skillful reading by the teacher or others
2. Listening closely to follow directions
3. Listening to poetry and music
4. Listening to find the main point of a story
5. Listening to stories of special interest
6. Listening to a story so as to ask questions or make comments
7. Carrying out requests and delivering oral messages
8. Talking about different meanings of same word
9. Listening to find details

Thus, 50 per cent or more of the respondents believed that they received much help from the reading methods course at Southeastern State College in effecting 9, or approximately 56 per cent, of the total 16 practices in the category.



TABLE XXII

REPORTED HELPFULNESS OF THE READING METHODS COURSE AT SOUTHEASTERN  
STATE COLLEGE IN EFFECTING READING READINESS PRACTICES  
FOR INCREASING LISTENING ABILITY

Practices	Total Responses	Much Per Cent	Some Per Cent	Little Per Cent	None Per Cent	Total Help Per Cent
Listening closely to follow directions	93	60 65	23 25	9 10	1 1	92 99
Listening to skillful reading by the teacher or others	93	61 66	21 23	10 11	1 1	92 99
Carrying out requests and delivering oral messages	93	47 50	32 34	10 11	4 4	89 96
Listening to stories of special interest	94	53 56	30 31	5 5	6 6	88 94
Listening to poetry and music	93	53 57	31 33	4 4	5 5	88 95
Arranging, verbally, events in the order in which they happened	94	39 42	39 42	7 7	7 7	87 93
Listening to draw conclusions	91	40 44	34 37	11 12	6 7	85 93
Listening to find the main point of a story	91	52 57	25 27	11 12	3 3	88 97
Guessing, from a context clue, an important omitted word in a sentence	92	39 42	34 37	16 18	3 3	89 98
Talking about different meanings for the same word	92	46 50	32 35	8 9	6 7	86 94
Listening to tape recordings of own stories or talks	62	16 26	14 23	9 14	23 37	39 63
Deciding on the meaning of a word in a particular selection	88	41 47	26 30	12 14	9 10	79 90
Listening to find details	90	45 50	29 32	12 13	4 4	86 96
Listening to a story so as to ask questions or make comments	91	47 52	30 33	11 12	3 3	88 97
Choosing the better way to read a sentence to get intended meaning	88	42 48	25 28	12 14	9 10	79 90
Guessing from a picture clue the omitted word in a spoken sentence	92	39 42	29 34	14 14	10 11	82 90

Fifty per cent or more of the responding teachers did not indicate that they believed they had received some help from the reading methods course in effecting the practices for the category.

#### Practices for Developing Clear Thinking

A study of Table XXIII shows that 87 per cent or more of the teachers reported receiving help from the methods course in effecting all twenty-two practices for developing clear thinking.

Fifty per cent or more of the teachers reported that the course had been of much help in effecting the following practices, which are arranged in descending order:

1. Expressing ideas in original ways through: language, constructions, art media, dramatizations
2. Following simple oral directions
3. Selecting necessary materials for work

Thus, 50 per cent or more of the respondents believed that they received much help from the reading methods course at Southeastern State College in effecting 3, or approximately 14 per cent, of the total 22 practices in the category.

Fifty per cent or more of the responding teachers did not indicate that they believed they had received some help from the reading methods course in effecting the practices for the category.

#### Practices for Developing Interpretative Skills

A study of Table XXIV shows that 84 per cent or more of the teachers reported receiving help from the methods course in effecting all of the ten practices for developing interpretative skills.

Fifty per cent or more of the teachers reported that the course had been of much help in effecting the following practices, which are

TABLE XXIII

REPORTED HELPFULNESS OF THE READING METHODS COURSE AT SOUTHEASTERN  
STATE COLLEGE IN EFFECTING READING READINESS PRACTICES  
FOR DEVELOPING CLEAR THINKING

Practices	Total Responses	Much Per Cent	Some Per Cent	Little Per Cent	None Per Cent	Total Help Per Cent
Suggesting ways of improving work	103	49 48	42 41	10 10	2 2	101 98
Following simple oral directions	92	53 58	28 30	8 9	3 3	89 97
Expressing ideas in original ways through: language, construction, art media, dramatization	93	56 60	28 30	5 5	4 4	89 96
Retelling stories	92	45 49	36 39	5 5	6 7	86 94
Seeing relationships: needle and thread, soap and water, etc.	90	41 45	35 39	9 10	6 7	84 93
Planning what to make and how to make it	90	38 42	36 40	8 9	8 9	82 91
Relating steps in an experience	92	38 41	40 43	7 8	7 8	85 92
Classifying into groups: toys, animals, colors, etc.	93	42 45	35 38	12 13	4 4	89 96
Following planned sequence of procedure	89	43 48	29 33	12 13	5 6	84 94
Selecting necessary materials for work	88	49 56	27 31	7 8	5 6	83 93
Recalling related experiences	86	35 41	40 47	9 10	2 2	84 98
Telling stories while drawing on chalk board or arranging pictures on flannel board to show sequence of events	89	39 44	26 29	16 18	8 9	81 91
Discussing pertinent experiences	87	33 38	37 43	13 15	4 5	83 95
Collecting and organizing pictures, objects	89	37 42	34 38	14 16	4 5	85 95
Judging the success of activities	86	38 44	32 37	12 14	4 5	82 98
Deciding on future needs	87	31 36	33 38	17 20	6 7	81 93
Dictating incidents for teacher to list on chalk board	88	39 44	33 38	13 15	2 2	86 98
Recalling events in logical order	84	38 45	33 39	9 11	4 5	80 95
Answering "Why" questions	85	41 48	28 33	9 11	7 8	78 92
Selecting relevant ideas or pictures	85	34 40	31 36	13 15	7 8	78 92
Carrying out a series of requests in the proper order	84	37 44	31 37	8 10	8 10	76 90
Making and presenting movies of familiar stories	79	29 37	25 32	15 19	10 13	69 87

TABLE XXIV

REPORTED HELPFULNESS OF THE READING METHODS COURSE AT SOUTHEASTERN  
STATE COLLEGE IN EFFECTING READING READINESS PRACTICES  
FOR DEVELOPING INTERPRETATIVE SKILLS

Practices	Total Responses	Much Per Cent	Some Per Cent	Little Per Cent	None Per Cent	Total Help Per Cent
Identifying characters and actions of stories. "Who huffed and puffed?"	96	61 64	23 24	9 9	3 3	93 97
Inferring how characters of story felt, their reasons for action, and what they might say	94	53 56	30 32	7 7	4 4	90 96
Relating stories to own real life experiences	94	50 53	34 36	6 6	4 4	90 96
Responding to story. If funny, laugh., etc.	93	53 57	31 33	5 5	4 4	89 96
Illustrating events in sequence. Scroll movie	86	28 33	34 38	10 12	14 16	72 84
Answering thought questions about story material or experiences	91	50 55	29 32	10 11	2 2	89 98
Associating events in sequence: What happens first, next, etc.	97	49 51	30 31	14 14	4 4	93 96
Using books, magazines, posters, commercial readiness books to tell what pictures say and why	94	58 62	26 28	6 6	4 4	90 96
Observing and associating ideas: "Mary is by the playhouse. Girls like to play house."	95	46 48	32 34	10 10	7 7	88 93
Cutting out pictures of things to buy at the grocery store, etc.	94	37 39	35 37	14 15	8 9	86 92

arranged in descending order:

1. Identifying characters and actions of stories
2. Using books, magazines, posters, commercial readiness books to tell what pictures say and why
3. Responding to story. If funny, laugh, etc.

4. Inferring how characters of story felt, their reasons for action, and what they might say
5. Answering thought questions about story material or experiences
6. Relating stories to own real life experiences
7. Associating events in sequence: What happens first, next, etc.

Thus, 50 per cent or more of the respondents believed that they received much help from the reading methods course at Southeastern State College in effecting 7, or 70 per cent, of the total 10 practices in the category.

Fifty per cent or more of the responding teachers did not indicate that they believed they had received some help from the reading methods course in effecting the practices for the category.

#### Summary

##### Summary of Data Relative to Use of Reading Readiness Practices

An analysis of the data in Tables V through XIV reveals that reading readiness programs existed in the first grades of the schools in southeastern Oklahoma in which the respondents were teaching during the school year 1955-1956.

#### According to Use by Practices

Practices for Developing Concepts. Each of the practices in this category was reported used to some extent by 91 per cent or more of the respondents.

Fourteen of the sixteen practices, or 87 per cent of the category, were reported used regularly or occasionally by 50 per cent or more of the teachers who responded to these items.

Practices for Stimulating Interest for Learning to Read. Each of the practices in this category was reported used to some extent by 97 per cent or more of the respondents.

Ten of the fourteen practices, or 71 per cent of the category, were reported used regularly or occasionally by 50 per cent or more of the teachers who responded to these items.

Practices for Increasing Language Ability. Each practice in this category was reported used to some extent by 85 per cent or more of the respondents.

Twenty-four of the twenty-seven practices, or 88 per cent of the category, were reported used regularly or occasionally by 50 per cent or more of the teachers who responded to these items.

Practices for Developing Auditory Discrimination. Each practice in this category was reported used to some extent by 68 per cent or more of the respondents.

Eleven of the twenty-one practices, or 52 per cent of the category, were reported used regularly or occasionally by 50 per cent or more of the teachers who responded to these items.

Practices for Developing Visual Discrimination. Each practice in this category was reported used to some extent by 73 per cent or more of the respondents.

Eight of the fifteen practices, or 53 per cent of the category, were reported used regularly by 50 per cent or more of the teachers who responded to these items.

Practices for Developing Muscular Control. Each of the practices in this category was reported used to some extent by 56 per cent or more of the respondents.

Thirteen of the twenty-three practices, or 56 per cent of the category, were reported used regularly or occasionally by 50 per cent or more of the teachers who responded to these items.

Practices for Developing Left-to-Right Progression. Each of the practices in this category was reported used to some extent by 92 per cent or more of the respondents.

Eight practices, or 67 per cent of the category, were reported used regularly by 50 per cent or more of the teachers who checked them.

Practices for Increasing Listening Ability. Each practice in this category was reported used to some extent by 32 per cent or more of the respondents.

Eleven practices, or 68 per cent of the category, were reported used regularly by 50 per cent or more of the teachers who checked them.

Practices for Developing Clear Thinking. Each of the practices in this category was reported used to some extent by 75 per cent or more of the respondents.

Thirteen of the twenty-two practices, or 59 per cent of the category, were reported used regularly or occasionally by 50 per cent or more of the teachers who responded to these items.

Practices for Developing Interpretative Skills. Each of the practices in this category was reported used to some extent by 86 per cent or more of the respondents.

Eight practices, or 80 per cent of the category, were reported used regularly by 50 per cent or more of the teachers who checked them.

#### According to Use by Categories

With respect to per cent of total use of the practices by the respondents, the categories ranked in descending order as follows:

1. Interest in Learning to Read
2. Left-to-Right Progression
3. Concepts
4. Interpretative Skills
5. Language
6. Clear Thinking
7. Visual Discrimination
8. Auditory Discrimination
9. Muscular Control
10. Listening

With respect to per cent of regular and occasional use of the practices by 50 per cent or more of the respondents, the categories ranked in descending order as follows:

1. Language
2. Concepts
3. Interpretative Skills
4. Left-to-Right Progression
5. Interest in Learning to Read
6. Listening
7. Clear Thinking
8. Muscular Control
9. Auditory Discrimination
10. Visual Discrimination

#### Summary of Data Relative to Helpfulness of Reading Methods Course

The data concerning the helpfulness of the reading methods course as offered at Southeastern State College have been summarized by categories



or factors of reading readiness amenable to teaching. The categories have been ranked according to total helpfulness, much and some help.

According to Helpfulness by Categories

With respect to the total helpfulness of the course, the categories ranked in descending order as follows:

1. Interest in Learning to Read
2. Concepts
3. Clear Thinking
4. Language
5. Interpretative Skills
6. Left-to-Right Progression
7. Visual Discrimination
8. Auditory
9. Muscular Control
10. Listening

With respect to much help and some help, the categories ranked in the following descending order:

1. Interest in Learning to Read
2. Language
3. Listening
4. Concepts
5. Interpretative Skills
6. Muscular Control
7. Auditory Discrimination
8. Left-to-Right Progression
9. Visual Discrimination
10. Clear Thinking

In Chapter V a summary of the study, the findings, conclusions, and recommendations will be presented.

## CHAPTER V

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

#### Introduction

The need, purposes, and plan of the current study are presented in Chapter I. The problem of the study was to find out what reading readiness practices were being used and the extent to which they were being used in certain first grades in southeastern Oklahoma during the school year 1955-1956, and to secure the opinions of the teachers of these first grades as to the helpfulness of the reading methods course at Southeastern State College in developing their reading readiness programs. The study was limited to graduates of Southeastern State College, between the years 1925 and 1955, who were teaching first grade during 1955-1956 in the twelve counties which comprise the southeast district of Oklahoma. A check list of reading readiness practices was compiled from authoritative writings and was submitted to a jury of 26 jury educators.

From the check list the questionnaire used in the investigation was developed and subjected to a trial run. The questionnaire was then mailed. Returns were received from 114 of the persons to whom the questionnaire had been sent.

A survey of research and literature related to the need for reading readiness programs, general factors of reading readiness, factors

amenable to teaching, and types of practices for developing the factors is included in Chapter II.

The development of the questionnaire is presented in Chapter III. A check list of 214 reading readiness practices was developed from the literature surveyed in Chapter II. The reading readiness practices were grouped under ten categories, suggested by authorities as amenable to teaching. The ten factors or categories were: (1) Concepts, (2) Interest, (3) Language, (4) Auditory discrimination, (5) Visual discrimination, (6) Muscular control, (7) Left to right progression, (8) Listening, (9) Clear thinking, and (10) Interpretative skills. The check list was submitted to an advisory committee, a jury of 26 educators, and a trial run. Refinement of the check list resulted in a list of 176 reading readiness practices, grouped under the ten categories. The practices were arranged in questionnaire form and submitted to the respondents of the study, limited as discussed in Chapter I. The questionnaire had two parts: (1) items related to use of practices and (2) items related to helpfulness of the reading methods course at Southeastern State College.

The method of procurement of the data of the study and the plan for presentation of the data are discussed in Chapter IV.

Data for the study were secured by asking the respondents to check the 176 reading readiness practices in relation to use under the headings Regularly, Occasionally, Seldom, and Never. Space was provided for respondents to give reasons if they reported never using a practice. The total number of responses to each item was tabulated. This was called Total Response. The number of responses to regularly used, occasionally used, seldom used, and never used were tabulated. The

number of responses to regularly used, occasionally used, and seldom used were added. The sum was called Total Use.

Per cent of total use was obtained by dividing total use by total response. All other per cents, relating to use, were obtained in the same manner.

Tables V through XIV show the number and per cent of persons using each of the 176 practices for developing reading readiness.

Additional data for the study were provided by asking the respondents to check the 176 reading readiness practices in relation to the helpfulness of the reading methods course at Southeastern State College under the headings Much, Some, Little, and None. The total number of responses to each of the 176 practices was tabulated. This was called Total Response.

The total number of responses to much, little, some, and none were tabulated.

The number of responses to much, little, and some were added. The sum was called Total Helpfulness. Per cent of total helpfulness was obtained by dividing total helpfulness by total response. All other per cents, relating to helpfulness, were obtained in the same manner.

Tables XV through XXIV show, for each of the 176 practices, the number and per cent of persons who believed that the reading methods course at Southeastern State College had been helpful.

The data in the twenty tables were analyzed (1) with respect to use of individual practices within categories, including total use and regular and occasional use by 50 per cent or more of the respondents and (2) with respect to helpfulness of the reading methods course in

relation to individual practices, including responses of much, little, and some help. These data were summarized according to practices within the ten categories and then with respect to the categories as wholes.

The limitations of the study were: the acknowledged limitations of the questionnaire technique for securing data, the limited population, the limited sampling, the subjectivity of responses, and the lack of verification of responses.

### Findings

With respect to use of practices, data in Tables V through XIV indicate the following findings:

1. Each of the 176 practices on the questionnaire was reported used by 32 per cent or more of the respondents.
2. Seventy-three, or approximately 41 per cent, of the 176 practices were reported used by all respondents who checked them.
3. One hundred twenty-one, or approximately 68 per cent, of the 176 practices were reported used regularly or occasionally by 50 per cent or more of the respondents.
4. In terms of total use of reading readiness practices within each category as reported by the respondents, the five top categories, ranked in descending order, were: Interest in learning to read, Left to right progression, Concepts, Interpretative skills, and Language.
5. In terms of regular or occasional use of practices within the categories by 50 per cent or more of the respondents, the five top categories, ranked in descending order, were: Language,

Concepts, Interpretative skills, Left to right progression, and Interest in learning to read.

With respect to the helpfulness of the course, data in Tables XV through XXIV reveal the following findings:

1. The reading methods course at Southeastern State College was reported to have been helpful with respect to each of the 176 practices listed on the questionnaire.
2. In terms of total helpfulness of the course relative to reading readiness practices within the categories, the five top categories, ranked in descending order, were: Interest in learning to read, Concepts, Clear thinking, Language, and Interpretative skills.
3. In terms of much help, the five top ranking categories in descending order were: Interest in learning to read, Language, Listening, Concepts, and Interpretative skills.

With respect to relationships between use of reading readiness practices and the helpfulness of the reading methods course at Southeastern State College, the data show the following findings:

1. In terms of total use and total helpfulness, there is agreement among four of the five top ranking categories: Interest in learning to read, Concepts, Interpretative skills, and Language.
2. In terms of regular and occasional use by 50 per cent or more of the respondents, and total helpfulness of the course, there is agreement among four of the five top ranking categories: Interest in learning to read, Concepts, Interpretative skills, and Language.

### Conclusions

From the findings, based upon the replies of 114 graduates of Southeastern State College who were teaching first grade in the twelve counties comprising the southeastern district of Oklahoma during the school year 1955-1956, the following conclusions are drawn:

1. Reading readiness programs existed in all reporting schools.
2. The 73 practices, or approximately 41 per cent of the 176 reading readiness practices in the questionnaire, which were reported used by all respondents, were common to the reading readiness programs of the respondents.
3. The 121 practices, or approximately 68 per cent of the 176 reading readiness practices on the questionnaire, which were used regularly or occasionally by 50 per cent or more of the respondents were, therefore, relatively common to the reading readiness programs of the respondents.
4. The five top ranking categories of practices in terms of use, Interest in learning to read, Left to right progression, Concepts, Interpretative skills, and Language, made up a common core of categories used in the reading readiness programs of the respondents.
5. The reading readiness programs of the respondents were closely related to the help reported given to the respondents by the reading methods course at Southeastern State College in as much as the respondents report that they use most frequently those practices and categories for which they report having received most help.



### Recommendations

Based upon the findings and conclusions, the following recommendations are made:

1. Strengthen the areas of the reading methods course for those categories which were reported least used and for which teachers reported receiving least help. These are: Left to right progression, Visual discrimination, Auditory discrimination, Muscular control, and Listening.
2. Supplement the current study by a follow-up investigation to check by observation and interview reported practice against actual practice.

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**APPENDIXES**



NUMBER AND DESCRIPTION OF THE READING METHODS COURSE  
AT SOUTHEASTERN STATE COLLEGE, DURANT, OKLAHOMA,  
FROM 1925 TO 1955\*

1925-1927 Education 28A, Primary Reading

A study of literature for children in sufficient detail to give a basis for the appreciation, selection and presentation of the best and most suitable material for the kindergarten and primary school. Folk and fairy tales, myths, fables, legends, realistic stories, literary wholes, rhymes and poetry will be considered. A careful classification of this material will be made according to its fitness for various ages and purposes. Two hours' credit.

1927-1935 Education 10 (28A), Primary Reading

A study of literature for children in sufficient detail to give a basis for the appreciation, selection, and representation of the best and most suitable material for kindergarten and primary methods; folk and fairy tales, myths, fables, legends; realistic stories, rhymes and poetry, a careful classification of this material according to its fitness for various ages and purposes. Prerequisites, Psychology 1 and Education 1. Two hours credit.

1935-1937 Education 10, Primary Reading

A study of reading, including an analysis of what reading is, the various purposes for reading, the selection of content, and effective methods of instruction applicable to the primary grades. Demonstrations. Prerequisite: Education 2. (2 hours credit)

1937-1952 Education 342, Materials and Methods of Teaching English in the Elementary Grades

Objectives and methods in teaching elementary reading and language; development of necessary habits, attitudes, skills, and appreciations. Emphasis upon work of the primary grades. (Credit, 2 hours)

1952-1954 Education 342, Methods and Materials in Elementary Language Arts

Objectives and methods in teaching elementary reading and language; development of the necessary habits, attitudes, skills, and appreciation. Emphasis upon the work of the primary grades. Credit: two hours.

1954-1955 Education 343, Methods and Materials in Elementary Language Arts

Objectives and methods in teaching elementary reading and language; development of necessary habits, attitudes, skills, and appreciation. Emphasis upon the work of the primary grades. Credit: three hours.

\*The course numbers and descriptions were copied from the catalogues of Southeastern State College, Durant, Oklahoma.

COLLEGE INSTRUCTORS WHO HAVE TAUGHT THE READING METHODS COURSE  
AT SOUTHEASTERN STATE COLLEGE BETWEEN  
1925 AND 1955\*

O. R. Bridges

Bertha Byrns

Bonnie Lela Crump

Sally Leonard

Elizabeth McKinney

Effie Montgomery

Clara Belle Morgan

Effie Saffold

Irene Scrivener

Anne Semple

Marion Severance

C. B. Trammell

\*This list may not be complete but it includes all those that a check of available college records substantiates as having taught the course.

ADVISORY COMMITTEE FOR THE JURY CHECK LIST

The advisory committee included the following personnel from the  
Oklahoma Agricultural and Mechanical College, Stillwater, Oklahoma:

Dr. Ida T. Smith, Chairman  
Associate Professor of Education

Dr. J. Andrew Holley  
Dean of the School of Education

Dr. Roy Sommerfeld  
Associate Professor of Educational Psychology

Dr. Morris S. Wallace  
Professor of Educational Administration

Dr. Virginia Messenger Stapley  
Head of the Department of Family Relations and Child Development

703 N. Third Ave.  
Durant, Oklahoma  
September 1, 1955

Registrar

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Dear Sir:

Please send me by return mail, if possible, the name and address of the person who teaches the methods course, The Teaching of Reading in the Elementary Grades, in your Department of Education.

I need this information for a survey that I am making under the direction of the Graduate School of Oklahoma A. and M. College.

Your co-operation and help will be greatly appreciated.

Yours very truly,

Marion Severance  
Associate Professor of Education  
Southeastern State College

## JURY OF COLLEGE INSTRUCTORS

Dr. Ida T. Smith  
Associate Professor of Education  
Oklahoma A and M College  
Stillwater, Oklahoma

Dr. J. Andrew Holley  
Dean, School of Education  
Oklahoma A and M College  
Stillwater, Oklahoma

Dr. Virginia M. Stapley  
Head, Department of Family  
Relations and Child Development  
Oklahoma A and M College  
Stillwater, Oklahoma

Dr. Roy E. Sommerfeld  
Associate Professor of Educa-  
tional Psychology  
Oklahoma A and M College  
Stillwater, Oklahoma

Mrs. Virginia L. Marsden  
Assistant Professor of Education  
Oklahoma A and M College  
Stillwater, Oklahoma

Miss Mattie L. Driskill  
Associate Professor of Education  
Southwestern State College  
Weatherford, Oklahoma

Miss Mattie Lyday  
Instructor in Education  
Northwestern State College  
Alva, Oklahoma

Miss Loris DeFigh  
Assistant Professor of Education  
Tulsa University  
Tulsa, Oklahoma

Mrs. Clyde Ferguson  
Department of Education  
Central State College  
Edmond, Oklahoma

Dr. Ernest A. Jones  
Reading Laboratory  
Northeastern State College  
Tahlequah, Oklahoma

Miss Nell Dean  
Department of Education  
East Central State College  
Ada, Oklahoma

Miss Ruth Elder  
Associate Professor of Education  
University of Oklahoma  
Norman, Oklahoma

Dr. William B. Ragan  
Professor of Education  
University of Oklahoma  
Norman, Oklahoma

Dr. Bernice Owens  
Department of Education  
Phillips University  
Enid, Oklahoma

Mr. O. R. Bridges  
Associate Professor of Education  
Southeastern State College  
Durant, Oklahoma

Dr. Sally Leonard  
Associate Professor of Education  
Southeastern State College  
Durant, Oklahoma

Miss Elizabeth McKinney  
Associate Professor of Education  
Southeastern State College  
Durant, Oklahoma

Miss Clara Belle Morgan  
Associate Professor of Education,  
Emeritus  
Southeastern State College  
Durant, Oklahoma

Miss Irene Scrivener  
Associate Professor of English  
Southeastern State College  
Durant, Oklahoma

Dr. Anne Semple  
Associate Professor of Education  
Southeastern State College  
Durant, Oklahoma

Dr. C. B. Trammell  
Associate Professor of Education  
Southeastern State College  
Durant, Oklahoma

Miss Vivian Downs  
Associate Professor of Speech  
Southeastern State College  
Durant, Oklahoma

Miss Constance Spruce  
405 North Donald  
Bethany Nazarene College  
Bethany, Oklahoma

Miss Lenna Smock  
531 West University  
Oklahoma Baptist University  
Shawnee, Oklahoma

Mrs. Velma Riordan  
Oklahoma City University  
Oklahoma City, Oklahoma

Louie E. Harris  
Associate Professor of Education  
Oklahoma College for Women  
Chickasha, Oklahoma

Miss Rada Rarick  
Associate Professor of Education  
Panhandle A and M College  
Goodwell, Oklahoma

## JURY OF EXPERIENCED FIRST-GRADE TEACHERS

Mrs. Maude Henry Jones  
Madill, Oklahoma

Mrs. Anna Mae Massey  
Kingston, Oklahoma

Mrs. Elvin Cook  
Durant, Oklahoma

Mrs. Ozella Shipp  
Blue, Oklahoma

Mrs. Mary Wilson  
Caddo, Oklahoma

Mrs. Vera Murphy  
Bokchito, Oklahoma

Mrs. Louise Carroll  
Calera, Oklahoma

Mrs. Eunice Graham  
204 West Willow  
Durant, Oklahoma

Mrs. Mary Jane Houghton  
Box 186  
Durant, Oklahoma

Miss Aileen Johnson  
910 West Duke  
Hugo, Oklahoma

Miss Esther Blackwell  
Checotah, Oklahoma

Mrs. Rosalie Bennett  
Orr, Oklahoma

Mrs. M. H. Laney  
Bennington, Oklahoma

Mrs. Hattie Byrd  
Madill, Oklahoma

Mrs. Lottie A. Trimmer  
Oakland, Oklahoma



Durant, Oklahoma  
October 8, 1955

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_:

Under the direction of the Graduate School of Oklahoma A. and M. College, 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 reading readiness practices being used by graduates of Southeastern State College, from 1925 to 1955, who are now teaching first grades in the twelve counties of southeastern Oklahoma and to find out to what extent the college course in reading theory has helped these teachers with their reading readiness programs.

A list of practices has been compiled from authoritative writings on reading readiness. These practices have been grouped into ten areas. The areas represent phases of reading readiness which most authorities agree can be influenced by teaching and guidance.

A jury, composed of college teachers of reading theory and of public school teachers with at least ten years of first grade 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 grade teachers in southeastern Oklahoma.

Will you please check the enclosed list of reading readiness practices and return it, if possible, by October 24. I hope you will feel free to add suggestions or criticisms. Your cooperation will be greatly appreciated.

Sincerely,

Marion Severance  
Associate Professor of Education  
Southeastern State College

Enclosures - 2

Durant, Oklahoma  
January 13, 1956

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_:

Under the direction of the Graduate School of Oklahoma A. and M. College, 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 reading readiness practices being used by graduates of Southeastern State College, from 1925 to 1955, who are now teaching first grades in the twelve counties of southeastern Oklahoma and to find out to what extent the college course in reading theory has helped these teachers with their reading readiness programs.

A list of practices has been compiled from authoritative writings on reading readiness. These practices have been grouped into ten areas. The areas represent phases of reading readiness which most authorities agree can be influenced by teaching and guidance.

A jury, composed of college teachers of reading theory and of public school teachers with at least ten years of first grade teaching experience, has validated by value judgment these items or practices for the survey questionnaire.

The objective behind the immediate study is to assist teachers and future teachers in planning reading readiness programs for their schools so that these programs will be more helpful to children who are learning to read.

Will you please check the enclosed questionnaire and return it, if possible, by January 28. The following directions will help you in checking the questionnaire: If the practice is an integral part of your reading readiness program and you use the practice habitually, check Regularly. If the practice is an integral part of your program but you use it only now and then, depending on its need and appropriateness, check Occasionally. If the practice is at sometime a part of your prereading program but rarely, check Seldom. If the practice is not a part of your program and under no circumstances do you use it, check Never. Judgments will be held in confidence. Results will be tabulated anonymously. Your cooperation and promptness will be greatly appreciated.

If you wish a copy of the results of the questionnaire, please indicate by marking item #15 of GENERAL INFORMATION.

Sincerely,

Marion Severance  
Associate Professor of Education  
Southeastern State College

Enclosures - 2

READING READINESS PRACTICES IN BEGINNING FIRST GRADES  
OF SOUTHEASTERN OKLAHOMA

I. GENERAL INFORMATION

1. Name of teacher reporting: \_\_\_\_\_
2. Name of school: \_\_\_\_\_
3. Classification of School: Dependent \_\_\_\_\_ Independent \_\_\_\_\_ (Check)
4. How many years have you taught school: 1,2,3,4,5,6,7,8,9,10,More  
(Circle)
5. How many years have you taught first grade: 1,2,3,4,5,6,7,8,9,10,More  
(Circle)
6. When did you graduate from S.S.C.: 1925-1930 \_\_\_\_\_ 1931-1935 \_\_\_\_\_  
1936-1940 \_\_\_\_\_ 1941-1945 \_\_\_\_\_ 1946-1950 \_\_\_\_\_ 1951-1955 \_\_\_\_\_ (Check)
7. What degrees do you hold: A.B. \_\_\_\_\_ A.B. in Ed. \_\_\_\_\_ B.S. \_\_\_\_\_  
B.S. in Ed. \_\_\_\_\_ M.A. \_\_\_\_\_ M.A. in Ed. \_\_\_\_\_ M.S. \_\_\_\_\_ M.S. in Ed. \_\_\_\_\_  
M.T. \_\_\_\_\_ Ed.D. \_\_\_\_\_ Ph.D. \_\_\_\_\_ Others \_\_\_\_\_  
(Check)
8. Have you had a methods course in the teaching of reading at S.S.C.:  
Yes \_\_\_\_\_ No \_\_\_\_\_ Elsewhere: Yes \_\_\_\_\_ No \_\_\_\_\_  
(Check) (Check)
9. Do you have a reading readiness program in your first grade:  
Yes \_\_\_\_\_ No \_\_\_\_\_  
(Check)
10. In general, if you took a course in reading methods, do you believe  
that the course helped you to develop a satisfactory reading readi-  
ness program: Much \_\_\_\_\_ Some \_\_\_\_\_ Little \_\_\_\_\_ None \_\_\_\_\_  
(Check)
11. Do you keep records of behavior to furnish objective evidence of  
growth toward readiness:
  - a. Anecdotal Yes \_\_\_\_\_ No \_\_\_\_\_
  - b. Cumulative Yes \_\_\_\_\_ No \_\_\_\_\_ (Check)
  - c. Work Samples Yes \_\_\_\_\_ No \_\_\_\_\_
  - d. Others. Describe briefly \_\_\_\_\_
12. Do you use rating scales or tests of:
  - a. Social Maturity Yes \_\_\_\_\_ No \_\_\_\_\_
  - b. Emotional Maturity Yes \_\_\_\_\_ No \_\_\_\_\_
  - c. Mental Maturity Yes \_\_\_\_\_ No \_\_\_\_\_ (Check)
  - d. Readiness Yes \_\_\_\_\_ No \_\_\_\_\_
  - e. Others. Describe briefly \_\_\_\_\_

13. Do you take the entire class through the same readiness program:  
 Yes\_\_\_ No\_\_\_ If the answer is NO, how do you determine the groups:
- |                       |        |       |         |
|-----------------------|--------|-------|---------|
| a. Teacher Judgment   | Yes___ | No___ |         |
| b. Readiness Tests    | Yes___ | No___ |         |
| c. Observation        | Yes___ | No___ |         |
| d. Mental Age         | Yes___ | No___ | (Ckeck) |
| e. Teacher Made Tests | Yes___ | No___ |         |
| f. Rating Scales      | Yes___ | No___ |         |
| g. Records of Growth  | Yes___ | No___ |         |
14. How many weeks do you usually devote to the readiness program:  
 0,1,2,3,4,5,6,7,8,9,10,More  
 (Circle)
15. Do you want a copy of the results of the questionnaire: Yes\_\_\_ No\_\_\_  
 (Check)\_\_\_

## II. PRACTICES USED AND JUDGMENT OF COURSE CONTRIBUTION

Direction for checking: please indicate your opinions by marking (✓) in the appropriate spaces.

Practices for Developing Readiness for Reading in Beginning First Grades	Extent to Which Practices are Used				Extent to Which Reading Course Helped
	Regularly	Occasionally	Seldom	Never	
A. EXPERIENCES FOR DEVELOPING CONCEPTS					
1. Listening to stories read or told.					
2. Talking about what was seen on a trip.					
3. Taking trips about the school and making excursions in the community.					
4. Having show and tell periods.					
5. Participating in dramatics: plays, puppet shows, scrolls, movies, pantomime, original plays, representative plays, etc.					
6. Keeping schoolroom materials in order: cleaning up after construction work, caring for tools, etc.					
7. Listening to poems read or said.					
8. Having parties, picnics, and programs: birthday, other grades, parents, friends, others.					
9. Making collections of interesting things: pictures, rocks, seeds, flowers, leaves, etc.					
10. Sharing knowledge with others.					
11. Using audio-visual aids: pictures, movies, slides, objects.					
12. Playing group games.					
13. Caring for pets, plants, etc. in the classroom.					













Practices for Developing Readiness for Reading in Beginning First Grades	Extent to Which Practices are Used				Extent to Which Reading Course Helped
	Regularly	Occasionally	Seldom	Never	
D. EXPERIENCES FOR DEVELOPING AUDITORY ACUITY, Continued					
19. Choosing the word that sounds most like another word.					
20. Distinguishing between short and long sounds.					
21. Playing games involving sound of voice. "Sometimes small, Sometimes tall, Guess what I am now."					

















VITA

Marion Severance

Candidate for the Degree of  
Doctor of Education

Thesis: READING READINESS PRACTICES OF CERTAIN FIRST GRADE TEACHERS  
IN SOUTHEASTERN OKLAHOMA

Major Field: Elementary Education

Biographical:

Personal data: Born at Hope, Arkansas, the daughter of Mary E.  
West Severance and Arthur L. Severance.

Education: Graduated from Oklahoma Presbyterian College, 1916;  
graduated from Southeastern State Normal School, 1917;  
graduated from Christian College, 1918; attended the University  
of Oklahoma from 1918 to 1920; received the Bachelor of Arts  
degree from the University of Oklahoma in June, 1920; attended  
Columbia University, 1924-1925, and received the Master of  
Arts degree in June, 1925; attended Teachers College, Columbia  
University, in the summers of 1937, 1949, and 1950; attended  
the Oklahoma Agricultural and Mechanical College from 1952 to  
1956; completed requirements for the Doctor of Education degree  
in August, 1956.

Professional experience: Taught in elementary and high schools of  
Oklahoma from 1920 to 1924; taught at Southeastern State  
College from 1925 to 1956.

Has membership in the Oklahoma Education Association; the  
National Education Association; Kappa Delta Pi; the Associa-  
tion for Childhood Education, International; the American  
Association for University Women; Delta Kappa Gamma; and the  
International Reading Association.