

PRESCHOOL READING:
A CASE STUDY
APPROACH

By

Loma Ruth Meyer

Bachelor of Science in Education

University of Minnesota

Minneapolis, Minnesota

1963

Submitted to the faculty of the Graduate School
of the Oklahoma State University
in partial fulfillment of the requirements
for the degree of
MASTER OF SCIENCE
August, 1964

ORIGIN
STATE UNIVERSITY
LIBRARY

JAN 6 1955

PRESCHOOL READING:
A CASE STUDY
APPROACH

Thesis Approved:

Bernard R. Beldin
Thesis Adviser

Sernow Troxel

Mavis D. Martin

J. W. Boyce
Dean of the Graduate School

569844

ACKNOWLEDGMENTS

The writer expresses her gratitude to all persons who contributed toward the completion of this study. Especially does she express appreciation and gratitude to Dr. Bernard R. Belden, Chairman of the Advisory Committee, for his guidance; to Drs. Mavis Martin and Vernon Troxel, members of the Advisory Committee, for their interest and assistance; to principals, teachers, parents and early readers for their cooperation in gathering data for the study.

The writer expresses special gratitude to her husband and children for their patience and sacrifice.

TABLE OF CONTENTS

Chapter	Page
I. PRESENTATION OF THE PROBLEM	1
Introduction.	1
Nature of the Problem	4
II. REVIEW OF THE LITERATURE.	5
III. THEORY, HYPOTHESES AND RESEARCH DESIGN.	20
Introduction.	20
Specific Statement of the Problem	22
Definition of Terms	22
Hypotheses	23
Methodology and Design.	23
Population	25
Instruments.	26
Assumptions of the Study.	33
IV. SUMMARY OF THE CASE STUDIES	35
Pupil A	35
Pupil B	40
Pupil C	45
Pupil D	49
Pupil E	53
Pupil F	58
Pupil G	62

Chapter	Page
Pupil H	67
V. SUMMARY AND CONCLUSIONS	72
Summary of Findings	72
Conclusions	98
Implications.	99
SELECTED BIBLIOGRAPHY.	102
APPENDIX A, Parent Interview, Record Form.	106
APPENDIX B, Teacher Rating Forms (Adjustment Inventory, Personal and Social Development Rating Scale, Physical Characteristics, General Motor Coordination)	107
APPENDIX C, All About Me, Child Interview Form	110

LIST OF TABLES

Table	Page
I. Age of Parents at Time of Birth of Early Readers . . .	73
II. Weight and Length of Early Readers at Birth.	74
III. Various Factors Related to Preschool Reading	75
IV. Preschool Reading of Parents	76
V. Educational Background of Parents.	77
VI. Transiency of Families	78
VII. Position in Family	79
VIII. Number of Children per Family	79
IX. Reading Level at Beginning of First Grade	80
X. Wechsler Intelligence Scale for Children Scaled Scores	81
XI. Primary Mental Abilities Test Scores	82
XII. Physical Characteristics -- Height	84
XIII. Physical Characteristics -- Build	84
XIV. General Motor Coordination -- Speed of Movement.	85
XV. General Motor Coordination -- Control of Movement of Hands and Feet	85
XVI. General Motor Coordination -- Skill in General Motor Coordination	86
XVII. General Motor Coordination -- Poise and Control of Movement	86
XVIII. California Test of Personality, Personal Adjustment, Self Reliance	88

Table	Page
XIX. California Test of Personality, Personal Adjustment, Sense of Personal Worth	89
XX. California Test of Personality, Personal Adjustment, Sense of Personal Freedom	89
XXI. California Test of Personality, Personal Adjustment, Feeling of Belonging	90
XXII. California Test of Personality, Personal Adjustment, Withdrawing Tendencies	90
XXIII. California Test of Personality, Personal Adjustment, Nervous Symptoms	91
XXIV. California Test of Personality, Personal Adjustment, Total	91
XXV. California Test of Personality, Social Adjustment, Social Standards	92
XXVI. California Test of Personality, Social Adjustment, Social Skills	92
XXVII. California Test of Personality, Social Adjustment, Anti-Social Tendencies	93
XXVIII. California Test of Personality, Social Adjustment, Family Relations	93
XXIX. California Test of Personality, Social Adjustment, School Relations	94
XXX. California Test of Personality, Social Adjustment, Community Relations	94
XXXI. California Test of Personality, Social Adjustment, Total	95
XXXII. California Test of Personality, Social Adjustment and Personal Adjustment, Total	95

PRESCHOOL READING:
A CASE STUDY
APPROACH

Introduction

"Teacher, teacher, I can read!" This announcement could have been made by any of the eight first grade pupils in Stillwater, Oklahoma, who came to school knowing how to read in September, 1963.

It is known that some preschoolers do read and this leads to the questions, "Should our preschoolers read?" and "How did they learn to read?".

Is there a change in the caliber of candidates for beginning reading? Are they exposed to more reading in their preschool years than the children of yesterday? Signs, billboards, television, and supermarket labels are some of the countless tantalizers. Could some of these exposures stimulate children to read before grade one? Is it harmful to the child if he begins reading before grade one? Why do some children learn to read while others do not learn to read before grade one? Do children actually learn to read by themselves or is someone helping them to learn to read before they come to school?

p 20, The trend during the recent past has been to delay reading until grade one. Parents were content to let the schools determine when the child was ready to read. This feeling is reflected in the writing

of Sheldon:

The research that is available and the wise conclusions of those who have spent their lives in teaching young children seem to indicate that there is little or no justification for introducing formal reading instruction to children under six years.¹

At the present time, this view is being challenged. Doman, Stevens, and Orem² state that "the best time to teach your child to read with little or no trouble is when he is about two years old. Beyond two years of age, the teaching of reading gets harder every year."

Experiments of Moore,³ Yale University, reveal startling results with teaching the very young to read successfully using an autotelic approach through instrumentalities of the electric typewriter and tachistoscopically presented words.

The Denver Public School System,⁴ aided by a grant from the Carnegie Corporation, has produced a television course for parents including a booklet entitled, Preparing Your Child for Reading.

There have also been changes in the role of the kindergarten during the last decade. In some communities, the kindergarten program has become formal where five-year-old children were subjected

¹William D. Sheldon, "Should the Very Young Be Taught to Read?" NFA Journal, III (November, 1963), p. 22.

²Glenn Doman, George L. Stevens and Reginald C. Orem, "You Can Teach Your Baby to Read," Radios Home Journal, LXXX (May, 1963), p. 62.

³William D. Sheldon, "Teaching the Very Young to Read," The Reading Teacher, XVI (December, 1963), p. 164.

⁴"Should Johnny Be Taught to Read at Three?" Good Housekeeping, CLIV (May, 1962), p. 155.

to the discipline of beginning reading instruction.⁵

Durkin began her studies of preschool readers in California in 1958. She noted the following:

When this research began, there was little apparent interest -- at least not in this country -- in the matter of reading and five-year-olds. Certainly no significant research has been done and certainly, too, it was not a topic up for formal discussion at any of the reading meetings. Today (1962), however, the atmosphere is different. Now, for example, there is much conversation about reading and the kindergarten; there is considerable concern for what might develop in this area . . . And, as with other important issues, it, too, merits a kind of attention that is as full of objectivity and scholarship as it is empty of bias and sentimentality.⁶

Van Wie and Lammers⁷ insinuated that we delay teaching so long that many children, instead of getting ready, get bored waiting to be taught.

Sheldon reported the following:

The pressure to teach children to read in the kindergarten has come mainly from three sources: from parents of precocious children, from teachers in the first grade and some kindergarten teachers, and from commercial sources of materials made for use in the kindergarten.⁸ to p. 8.

Concl. In summary, there are both positive and negative opinions of early reading. It is apparent that there is a need for further investigation into this problem. to p. 8.

⁵Bernard Belden, "A Study of Selected Practices Reported in the Teaching of Reading in the Kindergarten and Primary Grades in New York State," (unpublished doctoral dissertation, Syracuse University, 1955).

⁶Dolores Durkin, "Some Unanswered Questions About Five-Year-Olds and Reading," Changing Concepts of Reading Instruction, IRA Conference Proceedings, J. Allen Figurel, ed. (New York: Scholastic Magazines, 1961), p. 167.

⁷Ethel Van Wie and Donald M. Lammers, "Are We Being Fair to Our Kindergarteners?" The Elementary School Journal, LXII (April, 1962), p. 348.

⁸Sheldon, The Reading Teacher, XVI, p. 166.

Nature of the Problem

The purpose of this investigation is to obtain a better understanding and insight into contributory factors in early reading. Why have these eight children in Stillwater, Oklahoma, learned to read before the first grade? How have they learned to read? What characteristics, if any, do these children have in common? Hopefully, an intensive study of each individual child using the case study method, as well as a comparison of the eight children, will point to the complex interplay of qualities which seem to enter into a child's early reading success.

CHAPTER TWO

REVIEW OF THE LITERATURE

The nature of reading has inspired a great deal of research among educators. The phenomenon of learning to read has elicited a flood of writing which varies in intrinsic value from unfounded suspicions to intensive clinical studies and scientific experimentation. Of all the published research on reading, only a minute percentage deals with the preschool reader.

The studies of Terman and Odean⁹ indicated that at least forty-five per cent of the children studied read before the age of five. It was often suggested that early reading was an ability reserved for the gifted, and was unusual even for average or above average children. Terman's study indicates that the preschool reader is not a new discovery.

Bruner¹⁰ has awakened interest in earlier reading by his suggestion ". . . any subject can be taught effectively in some intellectually honest form to any child at any stage of development."

Durkin feels that the most efficient and meaningful way to assess a child's readiness for learning to read is to give him the

⁹L. M. Terman and Melita Odean, Genetic Studies of Genius, The Gifted Grows Up, IV (Stanford: Stanford University Press, 1947).

¹⁰Jerome S. Bruner, The Process of Education (Cambridge: Harvard University Press, 1961), p. 33.

opportunity to learn. She stated:

. . . it is this new world in combination with the wider experiences now available to a preschool child that makes obsolete much of the reading readiness research completed in past decades. Changes in the child's world inevitably change the child, and, therefore, ought to suggest the need for change in his school program. Without change, or without at least a periodic reassessment, primary education can easily become a holding-back experience.¹¹

Conversely, Sheldon stated:

The issue that keeps plaguing all researchers in both visual and auditory perception is the one of maturity. The question that is always present is, "If we waited, would experience and maturity accomplish in a painless fashion what drill, accompanied by pain, boredom, and expense accomplishes?" I suggest also that if the development took place more naturally, we might eliminate much of the need for remedial instruction on the one hand and decrease the number of emotional disturbances among young children on the other.¹²

Among reading experts, there is general consensus that a child's reading success is related to his reading readiness. However, there was and is significant disagreement as to the factors involved in reading readiness. Tinker asserted:

Readiness is not an all or none proposition. It is not some one thing the child has or does not have. There are many factors involved in reading readiness The factors affecting readiness for reading tend to be complex and to interact with each other. Frequently these interactions are so intermingled in a total pattern that it is difficult to isolate and evaluate the separate factors in the order of their importance as determiners of reading readiness.¹³

¹¹Darwin, NEA Journal, LII, p. 23.

¹²Sheldon, NEA Journal, LIX, p. 22.

¹³Miles A. Tinker and Constance M. McCullough. Teaching Elementary Reading (New York: Appleton-Century-Crofts, Inc., 1962), pp. 53-54.

Morphett and Washburne¹⁴ studied the relation between progress in learning to read and the mental age of children in the first grade. The essential findings were that only a few children whose mental ages were below six years made satisfactory progress in reading. In case of higher mental age measured in months, a larger proportion did satisfactory work. At a mental age of six and one-half years of age and above, three-fourths or more of the children made satisfactory progress in reading. Only a few children with mental ages between seven and one-half and nine years failed to make satisfactory progress.

Although the Morphett-Washburne study has been cited in many reading texts, Harris¹⁵ criticized the study in that the reading materials used were difficult compared with standards of a later year.

Helen M. Robinson stated:

Experience reveals that some children with mental ages below six make progress in reading while others with higher mental ages do not. If the content is very simple and relates to the appropriate interest and experiences of pupils, they may learn to read more readily with lower mental ages. It is clear that factors other than those measured by current intelligence tests must be considered in evaluating reading readiness.¹⁶

¹⁴M. V. Morphett and C. Washburne, "When Should Children Begin to Read?" The Elementary School Journal, XXXI (March, 1931), pp. 496-503.

¹⁵Albert J. Harris, How to Increase Reading Ability (New York: David McKay Company, Inc., 1940), p. 28.

¹⁶Helen M. Robinson, "What Research Says to the Teacher of Reading," The Reading Teacher, VIII (April, 1955), p. 235.

A study by Gates¹⁷ suggested that the attainment of a certain mental age on an intelligence test is less important for reading readiness than it is often assumed. Difficulty of material used, speed with which the pupils are presented new materials and other elements apparently influence the progress of the child.

The early reader research by Durkin¹⁸ indicated that some of the children initially started reading when they were three years of age, some when they were four, and others, not until five. The IQ's of the forty-nine children studied ranged from 91 to 161.

W. C. Olson¹⁹ and his associates have emphasized the unified character of growth and have employed the term "organismic age" to represent the average of all growth ages at any particular time. This average is derived by combining so-called height age, weight age, dental age, carpal age, grip age, mental age, and reading age. In general, it is held that a child will learn to read without difficulty when his organismic or growth pattern reaches an appropriate level provided he is given learning opportunities. The "~~organismic age~~"

¹⁷ Arthur I. Gates, "The Necessary Mental Age for Beginning Reading," The Elementary School Journal, XXXVII (March, 1937), pp. 497-508.

¹⁸ Durkin, Changing Concepts of Reading Instruction, p. 169.

¹⁹ W. C. Olson and B. O. Hughes, "The Concept of Organismic Age," Journal of Educational Research, XXXV (March, 1942), pp. 525-527.

concept has been viewed with skepticism by some reading authorities including Tinker and McCullough.²⁰

A study by Alice Nicholson²¹ in which 2000 children were involved showed factors which contribute to success in first grade reading. She found that (1) chronological age provided a most insecure basis for first grade admission; (2) a knowledge of the names of letters provided the greatest assurance of learning to read; and (3) mental age did not assure a high learning rate in beginning reading.

Although children with very high mental ages had better letter knowledge, it was apparently the letter knowledge rather than the mental age which produced high learning rate.

Bond and Wagner²² specified the sensory capacities of vision and hearing and the physical factors, speech and health, as being especially important to the beginning reader. The child who is easily fatigued does not have the energy necessary for continued application to a task. His attention wanders, and his "drives" toward his goal are not so forceful nor so sustained.

With regard to visual maturity, Sheldon expressed concern with the development of the vision necessary for early reading:

On the question of the hygiene of vision alone, to say nothing of the effect of symbolic confusion, I would vote for a delay

²⁰Tinker and McCullough, pp. 58-59.

²¹Alice Nicholson, "Background Abilities Related to Reading Success in First Grade," Journal of Education, CXL (February, 1958), pp. 7 - 24.

²²Guy L. Bond and Eva Bond Wagner, Teaching the Child to Read, (3rd ed., New York: The Macmillan Company, 1960), pp. 98 & 105.

in initial reading instruction in the time spent in early reading on the part of even six-year-old children.²³

According to Ranson,²⁴ children who were not ready to read had, on the average, more physical defects, came from poorer homes, were older, had more language defects, had poorer coordination, and had shorter interest and attention span than normal readers.

While there is conflicting evidence of the relationship between motor development and reading readiness, most reading texts indicate that motor development is important as it pertains to special skills which the beginning reader should have. > Burton stated: p. 18

The learner needs kinesthetic coordination, especially the ability to articulate eye, ear, hand and voice reactions. He needs to be able to move his eyes from left to right along a line of type and to sweep them back to the beginning of the next line.²⁵

Social maturity appears to be related to reading achievement. For example, at grade one level, Orear²⁶ found a significant relationship between behavioral attitudes, as measured by the Mum Scale, and success in beginning reading. Conversely, in a study of seventy-eight fifth grade pupils, Detts²⁷ found no significant

²³Sheldon, NEA Journal, III, p. 22.

²⁴Katharine A. Ranson, "A Study of Reading Readiness," Peabody Journal of Education, XVI (January, 1939), pp. 276-284.

²⁵William H. Burton, Reading in Child Development (New York: Bobbs-Merrill Company, 1956), p. 189.

²⁶Margaret Louise Orear, "Social Maturity and First-Grade Achievement," California Journal of Educational Research, II (March, 1951), pp. 84-88.

²⁷Emmett A. Detts, "Reading Problems at the Intermediate Grade Level," The Elementary School Journal, XL (June, 1940), pp. 737-746.

differences in the social-adjustment scores made by the thirty pupils who scored highest and the thirty who scored lowest in reading achievement.

An unexpected finding in the Durkin study was the heterogeneity of the group -- with the exception of personality characteristics.

She stated:

Racially, the group includes Caucasian, Negroes, and Orientals. Economically, the children come from social-class levels varying from lower-lower to upper-middle. But, in personality, they were commonly described by parents, and later by teachers, as persistent, perfectionistic, and competitive children . . . I would, therefore, like to suggest, as another hypotheses to be examined, that certain personality characteristics are important assets in the process of becoming a reader, and, consequently, they should be given attention in any assessment of a child's readiness for reading.²⁸

Other writers have indicated a need for the study of personality as it relates to reading. Eve Malmquist²⁹ at the University of Sweden called for thorough case studies for gaining more knowledge about different kinds of personality and emotional patterns which may be assumed to have an effect upon reading. Educators such as Bradly, Havighurst, Kircher, Sister Mary Agnes and Sister Mary Lorang³⁰ have become increasingly aware of the interrelationship which appears to exist between reading success and personality factors.

²⁸Durkin, Changing Concepts of Reading Instruction, pp. 167-170.

²⁹Eve Malmquist, "What's Happening in Reading in Sweden, II," The Reading Teacher, XI (December, 1958), pp. 98-102.

³⁰Jerry C. Kershian, "Personality Patterns re. Successful Readers," Elementary English, XXXIX (March, 1962), pp. 229-230.

A case study by Kershian³¹ of seventy-two fifth grade pupils indicated that reading success did not appear to be the result of any single factor such as personality or intelligence. Rather, success in reading was the result of a number of factors. No single "personality type" or "personality pattern" emerged as being common among successful readers.

Siegel's³² 1951 study concurred with the above study in that no single personality pattern emerged as being common to poor readers or to successful readers.

Wilson³³ examined 1083 third grade pupils in two school systems and found no significant differences in achievement between students who scored at or below the tenth percentile on the California Test of Personality and those who scored at or above the fiftieth percentile.

A study by Abrams³⁴ indicated that achieving readers experienced better inner control and higher integrative achievement, had greater ability to express their instinctual drives than non-readers had, and, further, exhibited superior control by the more efficient application of attention to a given problem. His study also demonstrated

³¹Kershian, pp. 229-230.

³²Max Siegel, "The Personality Structure of Children with Reading Disabilities as Compared with Children Presenting other Clinical Problems," (unpublished doctoral dissertation, New York University, 1951).

³³J. A. R. Wilson, "Achievement, Intelligence, Age and Promotion Characteristics of Students Scoring at or Below Tenth Percentile on the California Test of Personality," Journal of Educational Research, III (April, 1959), pp. 283 - 292.

³⁴Jules G. Abrams, "A Study of Certain Personality Characteristics of Non-Readers and Achieving Readers," (unpublished doctoral dissertation, Temple University, 1955).

that good readers have a greater ability for adaptive emotional expression and affective control. They gave evidence of a lack of impulsiveness, insecurity, and irritability in their capacity for delay and caution in the total testing situation.

Bouise studied 204 seventh grade pupils and concluded:

Less than one-fourth of the good readers showed any maladjustment symptoms, and only one case, that of a boy, appeared to be serious. On the other hand, approximately half of the poor readers showed such symptoms, with nine cases far more maladjusted than any of the good readers and six of these nine extremely so . . . While insecurity at home may be one of the chief sources of the reading difficulty, the reading difficulty in turn may result in the feeling of insecurity at school. There does appear to be a definite relationship among reading disability and emotional maladjustment.³⁵

McCord³⁶ reported favorable changes in reading ability were related to an improved self-concept as a reader. Private tutoring was combined with hypnotherapy.

In a study by Chronister,³⁷ personality factors were shown to have a positive but slight relationship to reading comprehension and that success in interpersonal relationship had a greater influence on boys' progress in reading comprehension than on girls'.

Robinson found maladjustment in homes or poor inter-family relationships to be contributing causes in 54.5 per cent of the cases studied. She summarized:

The unusual significance is not only that organic and emotional problems of the child influence his learning to read but also

³⁵Louise Metoyer Bouise, "Emotional and Personality Problems of a Group of Retarded Readers," Elementary English, XXXII (December, 1955), pp. 547-548.

³⁶Hallack McCord, "Improving Reading Ability Through Combined Tutoring and Hypnotherapy," Journal of Developmental Reading, VII (Winter, 1964), pp. 142-143.

³⁷Gleam M. Chronister, "Personality and Reading Achievement," The Elementary School Journal, LXIV (February, 1964), pp. 255-259.

the problems apparently remote from the school exert considerable influence. They emphasize the importance of the home and of the social environment on the total adjustment of the child. They imply that a stable, wholesome home environment exerts a definite influence on the school program of the child.³⁸

McKinley³⁹ found that a mother's sensitivity to her child's feelings, or her ability to feel as he does, was related to his success in reading.

Missildine's⁴⁰ evidence supports the hypothesis that parent-child relationships affect reading behavior. Poor readers came from homes in which parents were unreasonably perfectionistic.

Hilliard and Troxell⁴¹ concluded that a rich background strongly equips the child to attack the printed page. A great difficulty encountered in learning to read is lack of understanding of words and ideas. Meanings grow through experiences and contacts.

The role of the parent as related to early reading is specified in the Durkin studies:

All the parents of the early readers and twenty-two parents of non-early readers reported that they read to their children before they started school. There was still another kind of difference, however; the reading done for the early readers was more often of a kind that could help a child learn to read. For instance, parents of early readers tended more often to discuss pictures and to point out particular words

³⁸Robinson, pp. 222-223.

³⁹Douglas P. McKinley, "A Study of Certain Relationships of Maternal Personality and Child-Rearing Attitudes to Children's Reading Performances," Dissertation Abstracts, XIX (Ann Arbor, University Microfilms, 1959), p. 3216.

⁴⁰W. H. Missildine, "The Emotional Background of Thirty Children with Reading Disabilities with Emphasis on Its Coercive Elements," Nervous Child, V (July, 1946), pp. 263-272.

⁴¹George Hilliard and Eleanor Troxell, "Informational Background As a Factor in Reading Readiness and Reading Progress," The Elementary School Journal, XXXVIII (December, 1937), pp. 255-263.

as they read. According to these parents, their behavior was a response to questions the children asked, questions centering, at different times, on the identification of words, on word meanings, and on the spelling and the printing of words.⁴²

In the first study by Durkin,⁴³ eleven of the forty-nine children had parents who wanted to teach their children to read. In one instance, an older daughter had difficulty learning to read and had to repeat first grade. When each of the father's other three children reached the age of five, he started to teach them reading in order to avoid future problems in school.

Another finding of the Durkin⁴⁴ studies was that without exception the early readers, both poor and rich, came from homes in which there were small blackboards, chalk, crayons, and always an abundant supply of paper. They were described as "pencil and paper kids" with good memories.

In Durkin's first study,⁴⁵ each of the forty-nine families had from one to eight children, the average number being three. An older sibling, especially a sister about two years older than the early reader and one who liked to play school, appeared to have something to do with early reading ability. Early readers in the second study conducted by Durkin⁴⁶ came from smaller families of two or fewer

⁴²Dolores Durkin, "Children Who Read Before Grade 1: A Second Study," The Elementary School Journal, LXIV (December, 1963), p. 147.

⁴³Dolores Durkin, "Children Who Learned to Read at Home," The Elementary School Journal, LXII (October, 1961), pp. 14-18.

⁴⁴Dolores Durkin, "A Study of Children Who Learned to Read Prior to First Grade," California Journal of Educational Research, X (May, 1959), pp. 109-113.

⁴⁵Durkin, The Elementary School Journal, LXII, pp. 14-18.

⁴⁶Durkin, The Elementary School Journal, LXIV, p. 147.

children. The influence of siblings in promoting early reading was much less in the second study in New York than it was in the first study conducted in California. In the California study she noted that in no instance did the forty-nine early readers learn to read by themselves.⁴⁷ No concise statement could be found regarding the New York study.

Parental attitudes regarding their child's having learned to read differed as follows in the Durkin study:

Interviews with parents in the lower socioeconomic classes consistently revealed a ready and even an enthusiastic acceptance of preschool reading ability. In contrast, parents in the higher socioeconomic classes showed concern and even guilt feelings about their children's ability to read before entering school.⁴⁸

In the second study by Durkin⁴⁹ it was shown that parents of early readers felt they could give their preschool children help with reading with the provision that the children were interested and that help would not contribute to problems for the children in the future. On the contrary, the parents of the non-early readers more often than not felt that reading should be taught by a trained person and that parental help might serve to confuse the child when he entered grade one. There was also some feeling that early help with reading might tend to lessen the child's interest in learning to read in school. According to reports from the parents, these feelings were fostered by the teachers of older children in the family.

⁴⁷Durkin, The Elementary School Journal, LXII, pp. 14-18.

⁴⁸Ibid., p. 16.

⁴⁹Durkin, The Elementary School Journal, LXIV, p. 148.

In the California study, preliminary research included both Kuhlmann-Anderson Intelligence scores and the Revised Stanford-Binet Scale scores. For the early readers the Kuhlmann-Anderson scores consistently underestimated the intelligence of the brighter children as measured by the Revised Stanford-Binet Scale scores. Therefore, only those children who had been given the Revised Stanford-Binet Scale by a school psychometrist were later included. For the early readers, the range on the Stanford-Binet was 91 to 161, with the median intelligence quotient for the group being 111.3. Since over one-third of the children in the study had IQ's of less than 110, it was suggested that there was a possible test inadequacy as well as the existence of important intellectual factors or abilities not included in IQ tests.⁵⁰

In a longitudinal study by Eddings,⁵¹ five variables as they relate to reading growth were considered. These variables were physical condition, intelligence, environmental and experiential background, social development and emotional development. She found that individuals tend to progress in reading in harmony with their mental ability. Favorable characteristics such as mental ability, proper visual and auditory functioning, educational background of parents, and emotional and social maturity apply to pupils achieving

⁵⁰Marlin, The Elementary School Journal, LKIV, p. 112.

⁵¹Inez C. Eddings, "Patterns of Reading Growth: A Longitudinal Study of Patterns of Reading Growth Throughout the Six Grades in Two Elementary Schools," Dissertation Abstracts, XVII (Ann Arbor, University Microfilms, 1957), pp. 1253-1254.

successfully in reading. Unfavorable traits characterize those pupils achieving less satisfactorily. Her investigation indicated that the educational background of the parents rather than their occupational status proved to be significantly related to the reading progress of the pupils.

Burkin stated that:

. . . there is still a dearth of information about how a child's desire to become a reader is affected by (1) his perception of what reading is, and (2) his perception of how he himself will become a reader; it seems logical to assume a child's perception of the processes of reading and of learning could, on the one hand, build mental blocks, and on the other hand, mental bridges to his own success with it.⁵²

From the research cited, it is evident that learning to read is a complex act composed of many interrelated factors and differs with the highly individualized patterns of various children. Care must be exercised in relating literature cited concerning children in the various grades as compared to the preschool reader. The effects upon the personality of the child experiencing reading difficulty in school is quite different from the effects upon the personality of the child experiencing success in preschool reading. Strong warns that "even in theory it is difficult to differentiate from correlates and symptoms."⁵³ A plausible explanation of the different findings with respect to personality may also be due to different instruments used as well as different grade levels. *over*

⁵² Burkin, Changing Concepts of Reading Instruction, p. 169.

⁵³ Ruth Strong, "Diagnosis and Remediation," Reading in General Education (Washington, D.C.: American Council on Education, 1940), p. 310.

The literature reviewed points to controversy in early reading and leads to questions still unanswered. Although early reading is not a new discovery, there is more concern as to positive and negative aspects upon the child. Readiness for learning is being re-evaluated in the light of giving children the opportunity to learn rather than making it a "holding back" process.

The research cited points to the need for further study concerning the relationship of intelligence, as measured by standardized tests, to early reading; the role of personality as a contributing factor to early reading; the importance of the home in fostering learning attitudes and in providing learning opportunities; and the child's perception of what it means to "read."

The writer considered the developmental history of each of the eight early readers in this study because of its significance to early reading. Mental maturity, physical and motor development, social maturity, personality factors, and the influence of the home were studied. While intelligence is sometimes considered fixed by inheritance, the function of an enriched environment through preschool experience in the acceleration of reading was assumed to be a contributory factor to early reading.

CHAPTER III

THEORY, HYPOTHESES AND RESEARCH DESIGN

Intro.

There have been many expressions for and against early reading. Nursery and kindergarten teachers are concerned about the imposition of highly formalized and rigid procedures at the early levels. The Association for Childhood Education International,⁵⁴ the major professional organization of early childhood education, felt it necessary to publish a book entitled, Reading in the Kindergarten??, in which the position is taken that formal reading programs for kindergarten are inappropriate. Opposition by many experts is based upon principles involving various factors of readiness such as physical maturity, mental maturity, perceptual maturity, sensory acuity, linguistic maturity, social and emotional adjustment and background of experiences.

Although the specific term "readiness" is relatively new in education, the concept goes back many hundred years. Pestalozzi⁵⁵ insisted that the instruction of man is only the art of helping Nature to develop in her own way. He felt that forcing the child to learn before his powers are ready to develop is injurious.

⁵⁴ Reading in the Kindergarten??, Editor: Margaret Rasmussen, Association for Childhood Education International, 1962, Washington, D.C.

⁵⁵ Frederick Eby, The Development of Modern Education, Second Edition (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1952), pp. 446-447.

John Dewey in 1898 said:

Forcing children at a premature age to devote their entire attention to these refined and cramped adjustments has left behind it a sad record of injured nervous systems and of muscular disorder and distortions.⁵⁶

Gertrude Hildreth⁵⁷ stated that pushing reading skills far ahead of writing skills means the two cannot be learned together and mutually reinforce each other to the fullest extent. Consequently, writing, in contrast to reading, will seem to be a tedious, difficult task.

Conversely, Jack Kough stated:

The best minds of today and the future have such a great amount to learn that they must develop reading, their basic learning skill, at just as early an age as possible. Society can no longer afford the luxury of waiting to teach reading to bright children until the average child is ready to read.⁵⁸

Both parents and educators are concerned with the trend toward adopting and adapting conventional reading teaching techniques to younger children. Research is badly needed which will give us new vistas on the questions of learning to read at an early age as it is related to future growth and development as well as more insight into the factors that influenced early reading.

⁵⁶ Encyclopedia of Educational Research, Chester W. Harris, ed., (3rd ed., New York: Macmillan Company, 1960), p. 1081.

⁵⁷ Gertrude Hildreth, "Early Writing as an Aide to Reading," Elementary English, XL (January, 1963), pp. 15-20.

⁵⁸ Jack Kough, "Administrative Provisions for the Gifted Reader of 1980," Changing Concepts of Reading Instruction, IRA Conference Proceedings, J. Allen Figurel, ed. (New York: Scholastic Magazines, 1961), p. 117.

Specific Statement of the Problem

Behind the decision to study the eight children in the first grade in Stillwater, Oklahoma who were reading before their entrance to grade one is a belief in the possibility of building generalizations from an extended consideration of individuals in all their wholeness, uniqueness, and organization. Variables were studied in the nature of the child as well as in the physical, social, or psychological nurture provided by the environment as it relates to early reading.

In an exploratory study utilizing the case-study approach, the quantitative analysis alone would be limiting and narrow. Processes of change and growth within the individual child are too complex for adequate interpretation with available statistical procedures. Clinical judgments of the dynamics of growth and the synthesis of nonquantitative information from observations and case studies yield information not revealed in a statistical approach.

Many investigators have made statistical and technical studies of various aspects of reading. It was the intention of this writer to look at each of the eight children as an individual in the light of physical, emotional, social, mental, and environmental factors.

Definition of Terms

Preschool Age: Any age below five years-ten months, chronological age.

Early Reading: Children reading independently before entrance to grade one as measured by the Gates Primary Reading Tests.

Reading Readiness: That developmental stage in a child's life when the reading task presented can be undertaken with a reasonable degree of confidence and assurance that success will result.

Reading: A complex mental process involving the perception and recognition of words, a meaningful, thoughtful reaction, and integration of comprehension with background of experiences.

Hypotheses

It is the opinion of the writer that the causes of early reading are multiple and vary with each individual. Although one factor may have more bearing on reading than another, the writer believes that data indicate a multiplicity of contributory factors which would not be determined except by careful analysis through the case-study method. The combined forces of parents, teachers, administrators, specialists, and the child himself must be utilized in order to determine the complexity of factors involved.

Methodology and Design

For this investigation, the case-study method was used in order to obtain a more accurate impression of the interaction of factors contributing to early reading.

Strang⁵⁹ stressed the need for intensive study of the child. Study of the reading process should start with the organism, the child, the reader. Anatomical, physiological, emotional, intellectual, environmental and social factors are involved. The quality of the

⁵⁹ Ruth Strang, "A Dynamic Theory of the Reading Process," Merrill-Palmer Quarterly of Behavior and Development, VII (October, 1961), pp. 239-246.

nervous system, the child's visual and auditory structures, eye and brain function, self-concept, other people's attitudes, interests, values, goals, and standards all may serve as contributing factors.

Selltiz states:

Social scientists who work with this approach (case material) have frequently found that the study of a few instances may produce a wealth of new insights, whereas a host of others will yield few new ideas.⁶⁰

Hillway presents the view that:

. . . new and more objective techniques will be developed as time goes on; meanwhile, the (case-study) method has proved so productive that its weaknesses need not prevent its use if the investigator exercises due discretion. As a matter of fact, it has in recent years been more and more widely employed in certain fields, such as education, and with marked success... The relationship of isolated factors often can be seen more clearly through intensive case study than through mere quantitative analysis The case study, especially when used in conjunction with a quantitative survey, often draws attention to information that cannot be obtained successfully in any other way and thus can be justified scientifically.⁶¹

Brueckner and Bond⁶² emphasize the importance of a careful diagnosis of reading cases to study in detail the performance and achievement of the individual. They recommend the case study as a means of correlating significant information and as a way for studying the individual child "more systematically and methodically and to a deeper level of specificity" than can be done with ordinary methods.

⁶⁰Selltiz, Claire, Marie Jahoda, Morton Deutsch, and Steward W. Cook, Research Methods in Social Relations, (New York: Holt-Dryden, 1960), p. 61.

⁶¹T. Hillway, Introduction to Research, (Boston: Houghton Mifflin, 1956), p. 2 and 222.

⁶²Leo J. Brueckner and Guy L. Bond. The Diagnosis and Treatment of Learning Difficulties, (New York: Appleton-Century-Crofts, Inc., 1955), pp. 61-63.

Intensive study of the individual was recommended by Traxler and Townsend:

Perhaps the most important point which has been emphasized repeatedly by reading specialists who have discussed diagnosis is that the reading difficulties of a pupil should not be considered in isolation, but the whole background, history, and personality of the individual should be thoroughly investigated.⁶³

In considering future research in reading, Gates asserts:

Many persons seem to feel that statistical procedures have been advanced in the last half-century to a point where they are about equal to any demand that could be made upon them by workers in our field. This is regrettably untrue Many statistical procedures work well only when the data fall into certain straitjackets. Often when it is said that the data are not good enough to make a valid statistical analysis, a more significant statement would be that statistical methods now available are unequal to the task of revealing facts that are probably there. It is for this reason, in part, that many able investigators resort to the use of "clinical" and other methods of generalization when trying to detect complex relationship.⁶⁴

The case study, a pattern of descriptive research, is utilized in this investigation to make a detailed study of a limited number of representative cases.

Population

In September, 1963, the six public elementary schools and one parochial elementary school in Stillwater, Oklahoma, were asked for names of pupils who came to school in the first grade already knowing how to read. First grade teachers submitted nine names. During

⁶³ Arthur E. Traxler and Agatha Townsend, Another Five Years of Research in Reading (New York: Educational Records Bureau, October, 1946), pp. 61-62.

⁶⁴ Arthur I. Gates, "The Future of Research in Reading," Education (May, 1962), p. 550.

September, 1963, the Gates Primary Reading tests were administered to these nine children. One pupil was eliminated from the study because of his score on the Gates Primary Reading tests and after further consultation with his grade one teacher. The other eight children placed above 2.0 reading grade on the Word Recognition test.

Instruments

Instruments utilized were:

1. Intelligence tests:
 - a. Primary Mental Abilities Test (group intelligence test administered by the classroom teacher)
 - b. Wechsler Intelligence Scale for Children (individual intelligence test)
2. Reading tests:
 - a. Gates Primary Reading Test (word recognition, sentence reading, paragraph reading)
 - b. Gates Advanced Primary Reading Test (administered to three pupils who scored at or near the top level on the Gates Primary Reading Test -- word recognition, paragraph reading)
 - c. Spache Diagnostic Reading Scales
3. Social maturity:
 - a. Vineland Social Maturity Scale
4. Personality test:
 - a. California Test of Personality, Primary, Form AA
5. Structured Interview with Parent(s): (See APPENDIX A)
 - a. Child's developmental history
 - b. Family history (including whether or not either mother or father read before grade one)
 - c. Occupation of parents
 - d. Education of parents
 - e. Parental attitude on child rearing
 - f. Parental description of child's personality
6. Structured Interview with Teacher: (See APPENDIX B)
 - a. Adjustment Inventory
 - b. Personal and Social Development

7. Structured Interview with Child: (See APPENDIX C)
- a. Likes and dislikes of child
 - b. Interests
 - c. Future ambition
 - d. History of reading
 - e. Library habits
 - f. Television interests

The Primary Mental Abilities tests⁶⁵ measures five abilities inherent in the traditional concept of "intelligence." The five subtests of this group intelligence test are as follows:

- a. Verbal Meaning: the ability to understand ideas expressed in words;
- b. Perception: the ability to recognize likenesses and differences between objects or symbols, quickly and accurately;
- c. Quantitative: the ability to understand the meaning of numbers, and to recognize quantitative differences;
- d. Motor: the ability to coordinate hand and eye movements;
- e. Space: the ability to visualize and to think about objects in two or three dimensions.

These tests were administered in the fall of 1963 in the regular classroom setting by the classroom teacher. The tests yield both mental age scores and quotient scores.

The Wechsler Intelligence Scale for Children⁶⁶ is an individual intelligence test consisting of twelve tests which are divided into two subgroups identified as Verbal and Performance. The tests of the Scale are as follows:

- A. Verbal: Information, Comprehension, Arithmetic, Similarities, Vocabulary, Digit Span.

⁶⁵Thelma Gina Thurstone and L. L. Thurstone, Examiner Manual for the SCA Primary Mental Abilities (Chicago: Science Research Associates, Inc., 1953).

⁶⁶David Wechsler, Wechsler Intelligence Scale for Children Manual (New York: The Psychological Corporation, 1949).

B. Performance: Picture Completion, Picture Arrangement, Block Design, Object Assembly, Coding, Mazes.

Digit Span and Mazes are considered supplementary tests to be added when time permits or used as alternate tests when some other test in the appropriate part is invalidated. Five individual intelligence tests were administered by qualified examiners other than the writer, three in an available room at the child's school, and two at the Reading Center, Oklahoma State University. The other three individual intelligence tests were administered by the writer at the child's school during the school day. These tests were administered during the second semester of the 1963-1964 school term.

The Gates Primary Reading Tests were administered individually during the week of September 30, 1963, to the eight children in an available room in the elementary school at which they were in attendance. This was done during the regular school hours. This paper and pencil test measures Word Recognition, Sentence Reading, and Paragraph Reading in a silent reading situation.

The Gates Advanced Primary Reading Tests were administered individually by the writer during the week of October 14, 1963, to the eight children in an available room in the elementary school at which they were in attendance during regular school hours. This silent reading, paper and pencil test, measures Word Recognition and Paragraph Reading.

The Diagnostic Reading Scales by George D. Spache were administered individually by the writer during the week of October 14, 1963, to the eight children in an available room in the elementary school at which they were in attendance during regular school hours. This test

battery consists of three Word Recognition Lists, twenty-two reading passages of graduated difficulty, and six supplementary phonics tests. The word lists are used to test the pupil's skills at word recognition and analysis and to determine the level at which he should be introduced to the reading passages.

The various levels are explained as follows:

The term "Instructional Level" is used to designate the child's grade level in oral reading. It implies the level and quality of reading which most teachers find acceptable in group or classroom practice, and the grade level of basal or other reading materials to which the child should or would be exposed in the typical classroom....The "Independent Level" is that grade level of supplementary instructional and recreational reading materials which the pupil can read to himself with adequate comprehension, even though he may experience some word-recognition difficulties....The "Potential Level" indicates whether a child is capable of understanding materials of even greater difficulty than those he can read orally or silently. This might be considered the level to which his reading can grow under favorable conditions. Theoretically, a pupil can progress to his "Potential Level" when his difficulties with mechanics or vocabulary are overcome.⁶⁷

The California Test of Personality, Form AA, Primary, was administered by the writer during the week of January 20, 1964, to each pupil during the regular school day at the school in which he was in attendance. It is organized around the "concept of life adjustment as a balance between personal and social adjustment."⁶⁸

⁶⁷George D. Spache, Examiner's Manual, Diagnostic Reading Scales, (Monterey, California: California Test Bureau, 1963), p. 6.

⁶⁸Louis P. Thorpe, Willis W. Clark, and Ernest W. Tiegs, Manual, California Test of Personality, 1953 Revision (Los Angeles: California Test Bureau, 1953), p. 3.

Personal adjustment is assumed to be based on feelings of personal security and social adjustment on feelings of social security.

Definitions of the Components include the following:

1A Self-Reliance: An individual may be said to be self-reliant when his overt actions indicate that he can do things independently of others, depend upon himself in various situations, and direct his own activities. The self-reliant person is also characteristically stable emotionally, and responsible in his behavior.

1B Sense of Personal Worth: An individual possesses a sense of being worthy when he feels he is well regarded by others, when he feels that others have faith in his future success, and when he believes that he has average or better than average ability. To feel worthy means to feel capable and reasonably attractive. (The writer has paralleled this component with "self-concept" later in the study.)

1C Sense of Personal Freedom: An individual enjoys a sense of freedom when he is permitted to have a reasonable share in the determination of his conduct and in setting the general policies that shall govern his life. Desirable freedom includes permission to choose one's own friends and to have at least a little spending money.

1D Feeling of Belonging: An individual feels that he belongs when he enjoys the love of his family, the well-wishes of good friends, and a cordial relationship with people in general. Such a person will as a rule get along well with his teachers or employers and usually feels proud of his school or place of business.

1E Withdrawing Tendencies: The individual who is said to withdraw is the one who substitutes the joys of a fantasy world for actual successes in real life. Such a person is characteristically sensitive, lonely and given to self-concern. Normal adjustment is characterized by reasonable freedom from these tendencies.

1F Nervous Symptoms: The individual who is classified as having nervous symptoms is the one who suffers from one or more of a variety of physical symptoms such as loss of appetite, frequent eye strain, inability to sleep, or a tendency to be chronically tired. People of this kind may be exhibiting physical expressions of emotional conflicts.

2A Social Standards: The individual who recognizes desirable social standards is the one who has come to understand the rights of others and who appreciates the necessity of subordinating certain desires to the needs of the group. Such an

individual understands what is regarded as being right or wrong.

2B. Social Skills: An individual may be said to be socially skillful or effective when he shows a liking for people, when he inconveniences himself to be of assistance to them, and when he is diplomatic in his dealings with both friends and strangers. The socially skillful person subordinates his or her egoistic tendencies in favor of interest in the problems and activities of his associates.

2C Anti-Social Tendencies: An individual would normally be regarded as anti-social when he is given to bullying, frequent quarreling, disobedience, and destructiveness to property. The anti-social person is the one who endeavors to get his satisfactions in ways that are damaging and unfair to others. Normal adjustment is characterized by reasonable freedom from these tendencies.

2D Family Relations: The individual who exhibits desirable family relationships is the one who feels that he is loved and well-treated at home, and who has a sense of security and self-respect in connection with the various members of his family. Superior family relations also include parental control that is neither too strict nor too lenient.

2E School Relations: The student who is satisfactorily adjusted to his school is the one who feels that his teachers like him, who enjoys being with other students, and who finds the school work adapted to his level of interest and maturity. Good school relations involve the feeling on the part of the student that he counts for something in the life of the institution.

2F Community Relations: The individual who may be said to be making good adjustments in his community is the one who mingles happily with his neighbors, who takes pride in community improvement, and who is tolerant.⁶⁹

Parent interviews, including the administration of the Vineland Social Maturity Scale, were held during February, March, and April with mothers in seven cases and mother and father in one case in the homes of the individual pupils. Duration of the interview was from

⁶⁹Louis P. Thorpe, Willis W. Clark, and Ernest W. Tiegs, op. cit., pp. 3-4.

one to three hours, seven homes being visited during the day and one in the evening. The interview form, as seen in APPENDIX A, was developed by the writer after the study of various interview forms and after a personal interview with the mother of one of the pupils. This personal interview caused the writer to include the questions concerning preschool reading of the parents of the early readers. The interview form was used as a guideline during the conversation in the home and all responses to the structured form were recorded during the interview and other pertinent information was noted in writing at the time of the interview.

The Vineland Social Maturity Scale⁷⁰ has proved useful for evaluating the degree of social competence by way of measurement of personal social maturation. This Scale was administered to the mother who answered for the child at the time of the parent interview.

The teacher rating blanks were completed during January and February, 1964. This material was developed by the writer after study and adaptation of clinical information presented by Beller⁷¹ and Millard⁷².

Pupil interviews were held for about five to ten minutes before the administration of each of the five standardized tests. A

70

Edgar A. Doll, Manual of Directions, Vineland Social Maturity Scale, (Minneapolis: Educational Test Bureau, 1947).

⁷¹E. Kuno Beller, Clinical Process (New York: The Free Press of Glencoe, Inc., 1962).

⁷²Cecil V. Millard, Case Inventory for the Study of Child Development (Minneapolis: Burgess Publishing Company, 1950).

longer interview (about twenty minutes) was held with each child during the administration of the inventory, "All About Me." A preliminary interview, involving three of the early readers and utilizing A Book About Me⁷³ (for kindergarten and grade one) in which a number of situations are sketched and by his choice of pictures the pupil shows his attitudes, interests, and activities of life as he sees it proved unsatisfactory for the maturity of these early readers. The interview form, "All About Me," from the files of the Reading Center at Oklahoma State University, was read with interest by the pupil and responses were recorded by the pupil. Interviews were held throughout the school year during the school day in an available room at the child's school.

Test conditions, as set forth in the manual of directions that accompany each test were strictly observed throughout the testing programs. Tests were administered during the regular school day according to a schedule cleared with the school principal, classroom teacher, and the writer. There were five elementary schools and eight classroom teachers involved in the study.

Assumptions of the Study

It is assumed that the case study method (including standardized tests, structured interviews, questionnaires, rating scales and observation) is a valid approach to the study of early reading. It

⁷³Edith S. Jay, A Book About Me, (Chicago: Science Research Associates, Inc., 1952).

also is assumed that subjects responded with true feelings in the various testing and interview situations.

CHAPTER FOUR

SUMMARY OF THE CASE STUDIES

For this investigation, the case-study method was used in order to obtain a more accurate impression of the interaction of factors in early reading with the assumption that learning to read is part of a large developmental, complex process.

In order to preserve the anonymity of the individuals studied, no names will be used. When reporting scores on individual intelligence tests, score range rather than exact scores will be reported.

Pupil A

Pupil A expressed her conviction that she "hates" television but "loves" to read books. She learned to read when she was about four years old from her brother, then in grade one and having some difficulty in learning to read, because she "liked to." Books used by her brother in teaching Pupil A were The Cat in the Hat Came Back and Are You My Mother? Pupil A exclaimed proudly, "I still have those books!" Her latest achievement is learning the fundamentals of bridge.

Neonatal History: Age of Father at birth of Pupil A: 25 years
Age of Mother at birth of Pupil A: 23 years

Weight at birth: 5 pounds, 14½ ounces
Length at birth: 19½ inches

Emotional disposition as described by mother:
 "Active; slept as little as possible; gave up
 naps early."

Used pacifier.

Developmental
 History:

(Recorded in baby book)
 Sits unsupported: 6 months
 Pulls self upright: 6 months
 "Talks", imitates sounds, 5 or 6 months
 Stands alone: 6 - 7 months
 Crawled: 5 months
 Walked alone: 12 months (all over)
 Toilet training: in one day at 22 months
 Gave up naps between 18 months and 24 months
 Talked "early"
 Speech difficulty with "s" at first; continued
 speech difficulty with "r"
 Very independent: 3 years

Test results on the Gates Primary Reading Test, Form 1, administered
 during the week of September 30, 1963, were as follows:

	<u>Reading Grade</u>	<u>Reading Age</u>
Word Recognition	3.4	8-7
Sentence Reading	3.9	9-1
Paragraph Reading.	4.4	9-7

Because it was felt that the above test did not measure Pupil A's
 potential because of her performance near the upper level of the test,
 the Gates Advanced Primary Reading Test, Form 1, was administered
 during the week of October 14, 1963:

	<u>Reading Grade</u>	<u>Reading Age</u>
Word Recognition	3.8	9-0
Paragraph Reading.	3.5	8-8

Scores on the Diagnostic Reading Scales, administered during
 the week of October 14, 1963, were as follows:

	<u>Grade Placement</u>
Word Recognition	4.7
Instructional level.	4.5
Independent level.	4.5
Potential level.	5.5
Consonant sounds	3.0
Consonant blends	4.0
Common syllables	3.0
Letter sounds	3.2

Quotient scores on the Primary Mental Abilities Test placed Pupil A in the following range:

Verbal	Superior
Perceptual	Bright normal
Number	Very superior
Motor	Average
Spatial.	Average
Total.	Superior

Test results on the WISC placed Pupil A in the following range:

Verbal	Superior
Performance.	Average
Full Scale	Bright normal

Physical Characteristics:

When compared with the average of other children in her room, Pupil A was rated by her teacher as average in height and build; strong, healthy, and energetic.

General Motor Coordination:

Teacher rating placed Pupil A as follows:
 Speed of movement: Average
 Control of movement: Well-controlled
 Skill in general motor coordination: Average
 Poise and control of movement: moves easily

Personal and Social Development Rating Scale (APPENDIX B):

Pupil A was rated by her teacher as #1 or #2 in each area.

The Social-Age Value on the Vineland Social Maturity Scale was 10.8. Originality of ideas, foresight, and creative ability were rated "good" by her teacher; memory was rated "very good."

Personality:

As described by her mother, Pupil A is highly competitive, very persistent, average in feelings of perfection. She is particularly competitive with her brother and tries

to do "everything he does." Carefree and happy, she loves other children and is very sensitive to the feelings of others.

During the week of January 20, 1964, the California Test of Personality, Form AA, was administered with the following results:

<u>Personal adjustment:</u>	<u>Percentile</u>
Self reliance	20
Sense of personal worth	20
Sense of personal freedom	70
Feeling of belonging	90
Withdrawing tendencies	40
Nervous symptoms	20
TOTAL:	30

<u>Social adjustment:</u>	
Social standards	60
Social skills	50
Anti-social tendencies	30
Family relations	50
School relations	80
Community relations	60
TOTAL:	50

Total for Personal Adjustment and Social Adjustment: 40

Pupil A was brought up in an environment which the mother termed as being "considered strict by my friends." The teacher's rating on the Adjustment Inventory (APPENDIX B) was as follows:

Friendly, makes friends easily
 Well-poised
 Calm and self-controlled
 Generally alert
 Assumes responsibility willingly
 Spontaneous interest
 Occasionally requires motivating
 Happy
 Well-behaved

Family History: Brother, 2 years older
 Sister, 4 years younger
 Father: bachelor's degree, business
 Mother: 2 years college

Formal Training: 1 year church-related kindergarten

The ABC's were learned in order from the "Alphabet Song" before grade one; the sounds and names of most of the letters were also familiar. Pupil A's strong spirit of competition with her brother was expressed by the mother as the characteristic which contributed most to her early reading. While helping the older brother with sounds and reading, the parents were laying the foundations for early reading on the part of Pupil A. The mother also indicated that she had read to Pupil A during her preschool years.

The following information was recorded on the "All About Me"

interview form with Pupil A:

Grandmother or Grandfather in the home: no.
 Favorite subject: reading.
 Subject liked least: playing games.
 Public library: visited often.
 Library card: no.
 Favorite television program: none.
 Comic books: do not like to read.
 Dictionary in the home: yes.
 Reads because she likes to read each day.
 Bed-time: 8:30 p.m.; does not go to sleep immediately.
 Eats breakfast.
 Eyes hurt sometimes.
 Dancing lessons: No.
 Instrument lessons: No.
 Tries to read the newspaper.
 No schedule for work and play.
 Ambition: to be a "Mommy".
 Subject needing improvement: arithmetic.
 Likes to "read" best of all.
 Likes to "play games" least of all.
 Favorite color: green.
 Favorite game: none.
 Would like to have a pen pal.
 Playmates: older and younger.

Pupil A's mother also read before grade one. In the previous generation, both Grandmother and Grandfather (who are teachers) of Pupil A learned to read before they began grade one. There are many types of books in this home where reading is shared by all members of the family.

Pupil B

Pupil B learned to read between the ages of four and five because she wanted to. The person who helped her learn to read was her mother, who read pages from the Dr. Seuss books to Pupil B, who then read the pages to her mother.

Neonatal History: Age of Father at birth of Pupil B: 29 years
Age of Mother at birth of Pupil B: 30 years

Weight at birth: 8 pounds

Emotional disposition as described by mother:
"self-contained, restful, healthy, relaxed."

No pacifier used.

Developmental History:

(Baby book not available)
Walked alone: nine months
No thumb-sucking;
No fingernail biting;
Trained herself easily at about 21 months;
Very independent;
Talked "early" and distinctly;
No letter difficulties;
Tied shoes at four years; did not teach her this.

Test results on the Gates Primary Reading Test, Form 1, administered during the week of September 30, 1963, were as follows:

	<u>Reading Grade</u>	<u>Reading Age</u>
Word Recognition	2.77	8-0
Sentence Reading	2.78	8-0
Paragraph Reading	3.8	9-0

Scores on the Diagnostic Reading Scales, administered during the week of October 14, 1963, were as follows:

	<u>Grade Placement</u>
Word Recognition	2.3
Instructional level	2.3
Independent level	2.8
Potential level	4.5
Consonant sounds	3.0
Consonant blends	3.0
Common syllables	(did not place)
Letter sounds	4.0

Quotient scores on the Primary Mental Abilities Test placed Pupil B in the following range:

Verbal	Bright normal
Perceptual	Average
Number	Bright normal
Spatial.	Average
Total.	Average

Test results on the WISC placed Pupil B in the following range:

Verbal	Bright normal
Performance.	Bright normal
Full Scale	Bright normal

Physical Characteristics:

When compared with the average of other children in her room, Pupil B was rated by her teacher as taller in height, average in build; strong, healthy, and energetic.

General Motor Coordination:

Teacher rating placed Pupil B as follows:
 Speed of movement: Average
 Control of movement: Accurate, precise
 Skill in general motor coordination: Skillful
 Poise and control of movement: moves easily

Personal and Social Development Rating Scale (APPENDIX B):

Pupil B was rated by her first grade teacher as #1 or #2 in each area except perfectionism, which was rated #3.

The Social-Age Value on the Vineland Social Maturity Scale was 11.7. Attention and memory were rated "excellent" by the teacher; she uses foresight in planning her work; creativity is displayed particularly in the writing of many original stories with good plots.

Personality: As described by her mother, Pupil B is very active, aggressive, competitive, and persistent. She is not

perfectionistic. She adjusts well to new situations and adapts easily to her varied surroundings. Other children fascinate her and she enjoys playing with them, many times in a leadership role. She is especially kind to younger children.

During the week of January 20, 1964, the California Test of Personality, Form AA, was administered with the following results:

<u>Personal adjustment:</u>	<u>Percentile</u>
Self reliance	80
Sense of personal worth	80
Sense of personal freedom	40
Feeling of belonging	90
Withdrawing tendencies	60
Nervous symptoms	20
TOTAL:	50

<u>Social adjustment:</u>	
Social standards	80
Social skills	70
Anti-social tendencies	30
Family relations	50
School relations	60
Community relations	30
TOTAL:	50

Total for Personal Adjustment and Social Adjustment: 50

The grade one teacher's rating on the Adjustment Inventory

(APPENDIX B) was as follows:

Friendly, makes friends easily
 Well-poised
 Calm and self-controlled
 Responsive and alert
 Assumes responsibility willingly
 Spontaneous interest
 Industrious
 Happy
 Well-behaved

A personality profile completed while Pupil B was in nursery school (age five) included the following:

Her lingual ability is advanced for her age. Few children of her chronological development would state that the reason

the recording was scratchy was because "the record is scarred." Her general conversation reflects general comprehension of rudimentary bases of correct speech. There is no need to remind her to say "Please" and "May I?".

She seems to have developed a definite concept of self. Her feelings of self-importance are reflected in her assurance that the other children will do as she says.... She mingles with the other children in group play, but likes to be the leader. (Let's all do . . .) She is not self-centered, but watches out for the others. For example, noticing that a little boy was having trouble tying his shoes, she tied them for him. Too, she shows respect for the property of others. This trait was demonstrated expressly when she told another child that she had used his towel.

. . . Her general emotional status is one of happiness and her personality is one of gaiety and bubbling enthusiasm. When she is happy, the world knows it for she sings as she plays, either a song that she knows or an intonation of nonsense syllables. Just as her happiness is evident, so is her moodiness. At times, she avoids social contact, and she is then very quiet. She may sit on her cot and merely observe the activities of the other children.

Pupil B seldom plays with specific toys, but finds delight in playing in sand. Her creativity finds an outlet here. She pretends that she is cooking or participating in some other definite activity. Her imagination is also shown in her participation in dramatization of actions of animals. She is also curious and desirous of more knowledge. Not knowing how a duck waddles, she inquired of another to find the answer.

Family History: Brother, 5 years older
 Father: Ph. D. candidate
 Mother: Master's degree (teacher)

Formal 2 years nursery school
Training: 1 year kindergarten

Pupil B's mother recalled that Pupil B was fed solid food at the age of three days and this may have helped her contentment. She was a "good eater" which may have helped to give her the energy needed to "climb to the moon."

Pupil B was brought up in a free, relaxed atmosphere including some routine such as a set bed-time, and the reading of a story every day before nap-time. Books in the home include encyclopedias and dictionaries.

The mother feels that Pupil B's curiosity contributed most to her early reading along with a strong drive and competitive spirit. Another factor involved was the association with a playmate who read before grade one also, to a greater extent than Pupil B. A long interest span, coupled with an environment rich with books, are also contributing factors. At the age of four, Pupil B started reading road signs. The mother ordered some Dr. Seuss books but Pupil B did not seem too interested in learning to read at that time. Pupil B indicated that her mother had helped her most in learning to read by answering her questions and helping her read in the Dr. Seuss books. It is interesting to note that her favorite books still are the Dr. Seuss books.

Pupil B knew the ABC's in order before going to school as well as the letter sounds. Funny papers, Jack and Jill, and Highlights magazines are read along with a variety of books.

The following information was recorded on the "All About Me" interview form with Pupil B:

Grandmother or Grandfather in the home: no
 Favorite subject: workbook
 Subject liked least: mean boys on the playground
 Public library: does not visit
 Library card: no
 Favorite television program: cartoons, "Beverly Hillbillies,"
 "Wizard of Oz"
 Comic books: likes to read them
 Dictionary in the home: yes

Reads because she likes to read each day.
 Bed-time: 9:00 p.m.; does not go to sleep immediately.
 Eats breakfast.
 Eyes hurt sometimes.
 Dancing lessons: no.
 Instrument lessons: no.
 Tries to read the newspaper.
 No schedule for work and play.
 Ambition: to be a "Teacher".
 Plans to go to college.
 Likes to play best of all.
 Likes to "wash hair" least of all.
 Favorite color: red
 Favorite game: mousetrap
 Would like to have a pen pal.
 Playmates: older and younger, girls and boys.

Pupil B was promoted to the second grade at the beginning of the second semester. Pupil B's mother read before grade one and there is some belief that the father may have read before grade one also. The father "skipped" two grades during the elementary grades and graduated from high school at the age of fifteen.

Pupil C

Pupil C had a strong drive to learn to read at an early age. She was interested in words on road signs, television advertising, and cereal boxes. The combined efforts of a sister two years older than Pupil C, (who also read before grade one), the parents and a kindergarten teacher aided Pupil C in learning to read at about age five. She commented that she had learned to read because you would "get all F's if you couldn't read." Her first books included those by Dr. Seuss. The kindergarten teacher assisted with formal teaching, including workbooks.

Neonatal History: Age of Father at birth of Pupil C: 30 years
 Age of Mother at birth of Pupil C: 24 years

Weight at birth: 5 pounds, 11 ounces
 Length at birth: 19½ inches

Emotional disposition as described by mother:
 "Slept all night at six weeks; active, but not
 fussy; laughed easily."

Developmental
 History:

(Baby book not available)
 Walked alone at about 14 months.
 First complete sentence at about 12 months.
 Nail biting until 5.
 Speech difficulty with "r" until 4.

Test results on the Gates Primary Reading Test, Form 1,
 administered during the week of September 30, 1963, were as follows:

	<u>Reading Grade</u>	<u>Reading Age</u>
Word Recognition	2.23	7-4
Sentence Reading	2.35	7-6
Paragraph Reading	1.9	7-1

Scores on the Diagnostic Reading Scales, administered during
 the week of October 14, 1963, were as follows:

	<u>Grade Placement</u>
Word Recognition	1.9
Instructional level.	2.3
Independent level.	2.8
Potential level.	3.8
Consonant sounds	4.0
Consonant blends	3.0
Common syllables	2.0
Letter sounds	4.0

Quotient scores released by the school on the Primary Mental
 Abilities Test placed Pupil C in the following range:

Perceptual	Superior
Number	Superior

Permission from the parents could not be obtained for the
 administration of the WISC, an individual intelligence test.

Physical
 Characteristics:

When compared with the average of other children
 in her room, Pupil C was rated by her teacher as

shorter in height, average in build, average in health, and energetic.

General Motor
Coordination:

Teacher rating placed her as follows:

Speed of movement: Fast
Control of movement: Well-controlled
Skill in general motor coordination: Average
Poise and control of movement: Average

Personal and Social
Development Rating
Scale (APPENDIX B):

Pupil C was rated by her first grade teacher as #1 or #2 in each area.

The Social-Age Value on the Vineland Social Maturity Scale was 11.7.

Personality: The mother described the child as very competitive and persistent. Curiosity was also mentioned as a contributing factor to early reading. Discipline in the home was termed "strict."

During the week of January 20, 1964, the California Test of Personality, Form AA, was administered with the following results:

<u>Personal adjustment:</u>	<u>Percentile</u>
Self reliance	20
Sense of personal worth	80
Sense of personal freedom	20
Feeling of belonging	30
Withdrawing tendencies	60
Nervous symptoms	30
TOTAL:	<hr/> 30
<u>Social adjustment:</u>	
Social standards	60
Social skills	50
Anti-social tendencies	50
Family relations	80
School relations	60
Community relations	40
TOTAL:	<hr/> 50
<u>Total for Personal Adjustment and Social Adjustment:</u>	40

The teacher's rating on the Adjustment Inventory (APPENDIX B)

was as follows:

Friendly, makes friends easily
Well-poised
Calm and self-controlled
Responsive and alert
Assumes responsibility willingly
Spontaneous interest
Occasionally requires motivating
Happy
Sometimes annoys other children

Family
History:

Sister, 2 years older (who also read before grade one)
Sister, 6 years younger

Father: Ph. D. candidate
Mother: Married at 18

Formal
Training:

Nursery School
Kindergarten

Pupil C knew the ABC's in order before going to school, recognized both small and large letters, and knew most of their sounds. Books in the home include encyclopedias, children's books, and a large variety of other books.

The following information was recorded on the "All About Me" interview form by Pupil C:

Grandmother or Grandfather in the home: no.
Favorite subject: writing.
Subject liked least: arithmetic.
Public library: visited often.
Library card: yes.
Favorite television program: cartoons, family programs.
Comic books: do not like to read.
Dictionary in the home: no.
Reads because she likes to read each day.
Bed-time: 8:00 p.m.; does not go to sleep immediately.
Eats breakfast.
Eyes hurt sometimes.
Dancing lessons: no.
Instrument lessons: no.

Tries to read the newspaper.
 No schedule for work and play.
 Ambition: to be a doctor.
 Plans to go to college.
 Subject needing improvement: arithmetic.
 Likes to "play" best of all.
 Likes to "clean" least of all.
 Favorite color: pink.
 Favorite game: baseball.
 Would like to have a pen pal.
 Playmates: mostly older, boys and girls.

Pre-school reading has become a family tradition in this home where father, mother, older sister, and Pupil C all read before grade one.

Pupil D

This bi-lingual first grade pupil was in Ethiopia with her family during her early childhood for two years. She learned to speak the native language, Amharic, at the same time she learned to speak English. Pupil D indicated that her father had helped her learn to read with special books since she was four years old.

Neonatal History: Age of father at birth of Pupil D: 43 years
 Age of mother at birth of Pupil D: 39 years

Weight at birth: 7 pounds
 Length at birth: 21½ inches

Emotional disposition as described by mother: colicky; has not napped since six months old; very active; "born with thumb in mouth."

Used pacifier until 13 months.

Developmental History:

(Baby book not available)
 Rolled over: 3 months
 Sits unsupported: 5 months
 Pulls self upright: 6 or 7 months
 Stands alone: 6 or 7 months
 Walks alone: 10 months
 Talked "early"; no baby talk; sentences well-constructed

Toilet trained herself at 2 years, 5 months.
Tied shoes at 1 $\frac{1}{2}$ years.

Test results on the Gates Primary Reading Test, Form I, administered during the week of September 30, 1963, were as follows:

	<u>Reading Grade</u>	<u>Reading Age</u>
Word Recognition	2.33	7-6
Sentence Reading	1.55	6-10
Paragraph Reading	1.65	6-11

Scores on the Diagnostic Reading Scales, administered during the week of October 14, 1963, were as follows:

	<u>Grade Placement</u>
Word Recognition	1.6
Instructional level	1.6
Independent level	1.6
Potential level	1.8
Consonant sounds	2.0
Consonant blends0
Common syllables	2.0
Letter sounds	3.0

Quotient scores on the Primary Mental Abilities Test placed Pupil A in the following range: (two released by the school)

Perceptual	Bright normal
Number	Average

Test results on the WISC placed Pupil D in the following range:

Verbal	Average
Performance	Bright normal
Full Scale	Bright normal

Physical Characteristics:

When compared with the average of other children in her room, this child was rated by her teacher as average in height, build, and energy.

General Motor Coordination: Teacher rating placed her as follows:
 Speed of movement: Average
 Control of movement: Well-controlled
 Skill in General Motor Coordination: Average
 Poise and Control of Movement: moves easily

Personal and Social Development Rating Scale (APPENDIX B): Pupil D was rated by her first grade teacher as #1 or #2 in each area.

The Social-Age Value on the Vineland Social Maturity Scale was 10.8.

Personality: The mother described Pupil D as active, happy, independent, and creative. She is very much a perfectionist and exhibits a sense of competition.

During the week of January 20, 1964, the California Test of Personality, Form AA, was administered with the following results:

<u>Personal adjustment:</u>	<u>Percentile</u>
Self reliance	95
Sense of personal worth	80
Sense of personal freedom	90
Feeling of belonging	70
Withdrawing tendencies	90
Nervous symptoms	60
TOTAL:	90

<u>Social adjustment:</u>	
Social standards	80
Social skills	90
Anti-social tendencies	70
Family relations	80
School relations	80
Community relations.	30
TOTAL:	70

Total for Personal Adjustment and Social Adjustment: 80

The mother feels it is important for the child to have an interesting rather than an immaculately-kept room. Freedom is

fostered in most instances. When obedience is requested, parents attempt to be consistent.

The teacher's rating on the Adjustment Inventory (APPENDIX B) was as follows:

Friendly, makes friends easily
Well-poised
Calm and self-controlled
Responsive and alert
Assumes responsibility willingly
Spontaneous interest
Industrious
Happy
Well-behaved

Family History: Brother, 18 years old
Sister, 14 years old

Father: Ph. D.
Mother: Master's degree candidate

Formal Nursery school
Training: Kindergarten

The ABC's were learned in order from the ABC song before grade one. Pupil D also knew the names and sounds of letters before grade one as well as how to write them. The mother indicated that Pupil D was very curious and liked to be read to. She had been interested in letters and sounds for some time before grade one. This interest was nurtured while the family toured Europe when Pupil D was very young. The family passed the time by playing rhyming games and other sound games while traveling from place to place.

The following information was recorded on the "All About Me" interview form by Pupil D:

Grandmother or Grandfather in the home: no.
Favorite subject: drawing.

Subject liked least: likes all subject.
 Public library: visited sometimes.
 Library card: yes.
 Favorite television program: "Bugs Bunny".
 Comic books: likes to read.
 Dictionary in the home: yes.
 Reads because she likes to read each day.
 Bed-time: 8:00 p.m.; goes to sleep soon after going to bed.
 Eats breakfast.
 Eyes hurt sometimes (when it's too bright; not when she reads).
 Dancing lessons: no.
 Instrument lessons: no.
 Tries to read the newspaper.
 No schedule for work and play.
 Ambition: to be an artist.
 Plans for college: not sure.
 Likes to "play with Daddy best of all".
 Likes least: nothing; like everything.
 Favorite color: blue, purple, red.
 Favorite game: Uncle Wiggly
 Would like to have a pen pal.
 Playmates: older and younger.

Both mother and father read before grade one. The mother was taught to read at the age of four by her brother. She finished grade one at the age of five. The mother recalls visiting the library at the age of four with her brother and reading library books at this age. Books in this home include the Encyclopedia Britannica and others of every description.

PUPIL E

This highly-verbal early reader enjoys "reading" the daily newspaper as well as the Harvard Classics. According to his mother, Pupil E began to read at the age of two; at the age of two years, 10 months, he could read his Christmas recitation by himself and memorized it readily. He now reads for both facts and entertainment, having begun to read for facts at the age of four. It is difficult for the parents to remember a time in the

life of this child when he did not read.

Neonatal History: Age of Father at birth of Pupil E: 34 years
Age of Mother at birth of Pupil E: 27 years

Weight at birth: 8 $\frac{1}{2}$ pounds
Length at birth: 21 $\frac{1}{2}$ inches

Emotional disposition: active; liked people
at an early age.

Developmental
History

(Baby book not available)
Strong baby.
Sat unsupported: 6 months
First steps: 7 $\frac{1}{2}$ months
Walked alone: 8 months
Not a big eater — "couldn't care less" for food.
Talked early; few words at 9 months
Little lisp — "s".

Test results on the Gates Primary Reading Test, Form 1, administered during the week of September 30, 1963, were as follows:

	<u>Reading Grade</u>	<u>Reading Age</u>
Word Recognition	3.6	8-9
Sentence Reading	3.9	9-1
Paragraph Reading	4.1	9-3

Because it was felt that the above test did not measure Pupil E's potential because of his performance near the upper level of the test, the Gates Advanced Primary Reading Test, Form 1, was administered during the week of October 14, 1963:

	<u>Reading Grade</u>	<u>Reading Age</u>
Word Recognition	4.8	10-0
Paragraph Reading	5.0	10-2

Scores on the Diagnostic Reading Scales, administered during the week of October 14, 1963, were as follows:

	<u>Grade Placement</u>
Word Recognition	6.5
Instructional level.	4.5
Independent level.	7.5
Potential level.	7.5
Consonant sounds	4.0
Consonant blends	4.0
Common syllables	4.0
Blending	4.0
Letter sounds.	4.0

Quotient scores on the Primary Mental Abilities Test placed

Pupil E in the following range:

Verbal	Bright normal
Perceptual	Bright normal
Number	Average
Spatial.	Average
Total.	Bright normal

Test results on the WISC placed Pupil E in the following range:

Verbal	Very superior
Performance.	Superior
Full Scale	Very superior

Physical
Characteristics:

When compared with the average of other children in his room, this pupil was rated by his teacher as average in height and health; skinny and spindly in build; energetic.

General
Motor
Coordination:

Teacher rating placed him as follows:
Speed of movement: very fast
Control of movement: well-controlled
Skill in general motor coordination: skillful
Poise and control of movement: moves easily

Additional comments by the teacher indicate that Pupil E learns new material quickly and retains it readily. He is independent and creative in thought and has the ability to look forward to his work and future with ideas and plans.

Personal and Social Development Rating Scale (APPENDIX B): Pupil E was rated by his teacher as #1 or #2 in each category except "competitive", where he was rated #3.

The Social-Age Value on the Vineland Social Maturity Scale was 10.8.

Personality: The mother rated "persistence" as one of Pupil E's strongest characteristics. At present, he prefers activities involving the use of mind rather than hands. Conversation is relaxed with either adults or children. An outstanding memory and persistent questions are other qualities noted by the mother.

During the week of January 20, 1964, the California Test of Personality, Form AA, was administered with the following results:

<u>Personal adjustment:</u>	<u>Percentile</u>
Self reliance	60
Sense of personal worth	80
Sense of personal freedom	1
Feeling of belonging	30
Withdrawing tendencies.	60
Nervous symptoms.	1
TOTAL:	20

<u>Social adjustment:</u>	<u>Percentile</u>
Social standards.	80
Social skills	10
Anti-social tendencies.	5
Family relations.	20
School relations.	20
Community relations	60
TOTAL:	10

Total for Personal Adjustment and Social Adjustment: 20

The teacher's rating on the Adjustment Inventory (APPENDIX B) was as follows:

Friendly, makes friends easily
 Well-poised
 Uneasy, bites fingernails
 Responsive and alert
 Assumes responsibility willingly
 Spontaneous interest
 Industrious
 Happy
 Well-behaved

Family
History:

Brother: 7 years older
 Sister: 4 years older

Father: 11½ years of school
 Mother: 12 years of school

The names and sounds of letters were known to Pupil E before grade one. As a very young child, he was especially interested in television commercials. When looking through magazines, he recognized various television commercial products. His sister, about four years older than he, helped him with some aspects of reading. The mother read stories, such as fairy tales, to him. The Golden books and Dr. Seuss' books were his first books.

One of the first purchases after the marriage of Pupil E's parents was the set of encyclopedia which the father had long-wanted previously. The mother stated that the environment is very important in bringing up a child, along with loving parents and good books.

The following information was recorded on the "All About Me" (APPENDIX C) interview form by Pupil E:

Grandmother or Grandfather in the home: no.
 Favorite subject: drawing.

Subject liked least: arithmetic.
 Public library: visited sometimes.
 Library card: no.
 Favorite television program: cartoons.
 Comic books: likes to read them.
 Dictionary in the home: yes.
 Does not read each day.
 Bed-time: 8:00 p.m.; does not go to sleep immediately.
 Eats breakfast.
 Eyes hurt sometimes.
 Dancing lessons: no.
 Instrument lessons: no.
 Reads the newspaper.
 Has a schedule for work and play.
 Plans to go to college.
 Subject needing improvement: arithmetic.
 Likes to "play" best of all.
 Likes to "work" least of all.
 Favorite color: blue
 Would not like to have a pen pal.
 Playmates: older and younger.

Neither mother or father read before grade one but they rate reading among their greatest pleasures.

Pupil F

This first grade pupil knew the ABC's in order as well as a few words by sight before entrance into kindergarten. Formal reading instruction was provided during her kindergarten year in Colorado. During this time, her mother recalls that Pupil F arrived home from kindergarten soon after 11:30 a.m. with a "new" book. She read the same book until 5:00 p.m., at which time she felt she had learned all of the new words in the book.

Neonatal History: Age of Father at birth of Pupil F: 21
 Age of Mother at birth of Pupil F: 18

Weight at birth: 5 pounds, 12 ounces
 Length at birth: 18½ inches

Emotional disposition: slept well; very active; did not cry much.

Developmental History:

(Recorded in baby book)

Sat unsupported: 5 months

Pulls self upright: 6½ months

Stands alone: 8 months

Walks alone: 11½ months

Talks: by 12 months could "say any word she wanted to such as Grandma, kitten, daddy."

15 months: identified animals and what they say.

17 months: sentence recorded: "I dropped my dolly in the dirt."

No nail biting; no thumb-sucking.

No speech problems.

Test results on the Gates Primary Reading Test, Form L, administered during the week of September 30, 1963, were as follows:

	<u>Reading Grade</u>	<u>Reading Age</u>
Word Recognition	2.67	7-11
Sentence Reading	2.73	7-11
Paragraph Reading	2.83	8-0

Scores on the Diagnostic Reading Scales, administered during the week of October 14, 1963, were as follows:

	<u>Grade Placement</u>
Word Recognition	2.6
Instructional Level	2.8
Independent Level	2.8
Potential Level	4.5
Consonant sounds	4.0
Consonant blends	3.0
Common syllables	3.0
Blending	2.0
Letter sounds	4.0

Quotient scores on the Primary Mental Abilities Test placed Pupil F in the following range:

Verbal	Dull normal
Perceptual	Dull normal
Number	Bright normal
Spatial	Average
Total	Average

Test results on the WISC placed Pupil F in the following range:

Verbal Average
 Performance Bright normal
 Full Scale Average

Physical Characteristics:

When compared with the average of other children in her room, this pupil was rated much shorter in height; skinny, spindly in build; average in health and energy.

General Motor Coordination:

Teacher rating placed her as follows:
 Speed of movement: average
 Control of movement: well-controlled
 Skill in general motor coordination: average
 Poise and control of movement: moves easily

Personal and Social Development Rating Scale (APPENDIX B):

Pupil F was rated by her first grade teacher as #1 or #2 in each area except perfectionism and persistence, where she was rated #3.

The Social-Age Value on the Vineland Social Maturity Scale was 10.3.

Attention and memory were rated "good" by her teacher; originality of ideas and creative ability were rated "average".

Personality:

The mother described Pupil F as very lively, competitive, and persistent. It may be noted that this is in contrast to the teacher's rating. Pupil F has been brought up in an environment where children should be "made to mind" but where very little corporal punishment is needed to achieve this goal.

During the week of January 20, 1964, the California Test of Personality, Form AA, was administered with the following results:

<u>Personal adjustment:</u>	<u>Percentile</u>
Self reliance.	60
Sense of personal worth.	80
Sense of personal freedom.	50
Feeling of belonging	50
Withdrawing tendencies	40
Nervous symptoms	30
TOTAL:	40

<u>Social adjustment:</u>	<u>Percentile</u>
Social standards	80
Social skills	30
Anti-social tendencies	50
Family relations	80
School relations	60
Community relations.	90
TOTAL:	60

Total for Personal Adjustment and Social Adjustment: 50

The teacher's rating on the Adjustment Inventory (APPENDIX B) was as follows:

Friendly, makes friends easily
 Well-poised
 Calm and self-controlled
 Responsive and alert
 Assumes responsibility willingly
 Spontaneous interest
 Industrious
 Happy
 Sometimes annoys other children (talking)

Family Sister, 1 year younger
History: Brother, 5 years younger

Father: candidate for master's degree
 Mother: married while a senior in high school

Formal
Training: Kindergarten

The first books read by Pupil F were the Scott, Foresman and Company basal readers used for formal instruction in the kindergarten.

The following information was recorded on the "All About Me"

(APPENDIX C) interview form by Pupil F:

Grandmother or Grandfather in the home: no.
 Favorite subject: drawing;
 Subject liked least: arithmetic.
 Public library: visited often.
 Library card: yes.
 Favorite television program: "Lucy".
 Comic books: likes to read them.
 Dictionary in the home: yes.
 Does not read each day.
 Bed-time: 8:00 p.m.; does not go to sleep immediately.
 Eats breakfast.
 Eyes hurt sometimes.
 Dancing lessons: no.
 Instrument lessons: no.
 Tries to read the newspaper.
 No schedule for work and play.
 Ambition: to be a nurse.
 Plans to go to college.
 Likes to "play" best of all.
 Likes to "work" least of all.
 Favorite color: purple.
 Favorite game: Drop-the-Hanky.
 Would not like to have a pen pal.
 Playmates: older and younger.

Books in the home include Childcraft and a few others. There is no television in the home. Neither mother nor father read before grade one.

Pupil G

This well-traveled first grade pupil was born overseas and plans to move to a western state soon. The oldest of five children, she is described by her mother as very responsible and reliable. She learned to read when she was about five years old. Her father helped her sound out words; flash cards were also used.

Neonatal History: Age of Father at birth of Pupil G: 24 years
 Age of Mother at birth of Pupil G: 22 years
 Weight at birth: 7 pounds, 2 ounces
 Length at birth: 20½ inches

Emotional disposition: "Little fussy";
susceptible to noise and sounds; did
not require much sleep.

Developmental
History:

(Recorded in baby book)
Sits unsupported: 4-5 months
Crawls: 5 months
Stands alone: 7 months
Walks alone: 9 months (at 10 months on boat --
had good walking balance)
No nail biting
No thumb sucking
Talking: by age of 2, very plain speech
Speech difficulty: "f"
Trained easily at 18 months.
Very independent.
Enjoyed working puzzles at 2 years.

Test results on the Gates Primary Reading Test, Form 1,
administered during the week of September 30, 1963, were as
follows:

	<u>Reading Grade</u>	<u>Reading Age</u>
Word Recognition	2.45	7-7
Sentence Reading	2.0	7-2
Paragraph Reading.	2.1	7-3

Scores on the Diagnostic Reading Scales, administered during
the week of October 14, 1963, were as follows:

	<u>Grade Placement</u>
Word Recognition	2.2
Instructional level.	1.8
Independent level	1.8
Potential level	3.8
Consonant sounds.	4.0
Consonant blends.	4.0
Common syllables.	3.0
Blending0
Letter sounds.	4.0

Quotient scores on the Primary Mental Abilities Test placed
Pupil G in the following range:

Verbal Bright normal
 Perceptual Average
 Number Average
 Spatial. Bright normal
 Total. Bright normal

Test results on the WISC placed Pupil G in the following range:

Verbal Average
 Performance. Very superior
 Full Scale Superior

Physical
 Characteristics:

When compared with the average of other children in her room, this pupil was rated by her teacher as average in height; thin, wiry in build; strong, healthy, and very energetic.

General Motor
 Coordination:

Teacher rating:
 Speed of movement: very fast
 Control of movement: accurate, precise
 Skill in general motor coordination:
 very skillful
 Poise and control of movement: moves easily

Personal and Social
 Development Rating
 Scale (APPENDIX B):

Pupil G was rated by her first grade teacher #1 or #2 in all areas except dominance and leadership, where she was rated #3.

Additional comments by the teacher indicated that Pupil G possesses excellent creative ability and originality of ideas.

Memory was rated "good."

The Social-Age Value on the Vineland Social Maturity Scale was 12.6.

Personality:

Pupil G's mother described her as shy, imaginative, competitive and perfectionistic. Love and discipline

are considered important in the rearing of children.

During the week of January 20, 1964, the California Test of Personality, Form AA, was administered with the following results:

<u>Personal adjustment:</u>	<u>Percentile</u>
Self reliance	40
Sense of personal worth	90
Sense of personal freedom	20
Feeling of belonging	70
Withdrawing tendencies	80
Nervous symptoms	40
TOTAL:	50

<u>Social adjustment:</u>	
Social standards	60
Social skills	20
Anti-social tendencies	30
Family relations	50
School relations	40
Community relations	60
TOTAL:	40

Total for Personal Adjustment and Social Adjustment: 40

The teacher's rating on the Adjustment Inventory (APPENDIX B) was as follows:

Unfriendly
Well-poised
Calm and self-controlled
Generally alert
Assumes responsibility willingly
Spontaneous interest
Industrious
Happy
Well-behaved

Family History: Brother, 3 years younger
Twin sisters, 4 years younger
Baby, now 7 months (April)

Father: candidate for bachelor's degree
Mother: 2 years of college (taught grade five for two years)

Formal training: Kindergarten
Nursery school

The ABC's were learned in order, being taught by the father, before grade one. A year of nursery school in Hawaii and a year of kindergarten in South Carolina, where phonics and letter names were taught, were also contributory factors to early reading. The father also used flash cards to aid Pupil G with early reading. Her first books included Golden books and Dr. Seuss' books.

The following information was recorded on the "All About Me"

(APPENDIX C) form by Pupil G:

Grandmother or Grandfather in home: no.
 Favorite subject: drawing.
 Subject liked least: arithmetic.
 Public library: not visited.
 Library card: no.
 Favorite television program: cartoons.
 Comic books: likes to read them.
 Dictionary in the home: yes.
 Does not read each day.
 Bed-time: 8:00 p.m.; does not go to sleep immediately.
 Eats breakfast: yes.
 Eyes hurt sometimes.
 Dancing lessons: no.
 Instrument lessons: no.
 Does not try to read the newspaper.
 No schedule for work and play.
 Ambition: to be a school teacher.
 Plans to go to college.
 Subject needing improvement: writing.
 Likes to "play" best of all.
 Likes to "work" least of all.
 Favorite color: blue.
 Favorite game: "Chase".
 Would like to have a pen pal.
 Playmates: older.

The father of Pupil G also read before grade one. The mother of Pupil G feels that intense interest in words and puzzles contributed to early reading.

Pupil H

Pupil H learned to read during his kindergarten year, although the objective of the kindergarten was not the teaching of reading in a formal way. The letter sounds and alphabet were presented and Pupil H "took off" in reading. The kindergarten teacher, a high school graduate with no teacher-training background, stated that most of the other children learned sounds and a few words but did not learn to read. Pupil H read "everything he could get his hands on." He joined a book club during the summer between his kindergarten year and first grade and read fifty books. After three weeks in the first grade, he was promoted to the second grade. He liked second grade better because "you have to work harder."

Neonatal History: Age of Father at birth of Pupil H: 31 years
Age of Mother at birth of Pupil H: 29 years

Weight at birth: 8 pounds, 11 ounces
Length at birth: 21 inches

Emotional disposition: quiet baby; slept restfully.

Developmental History:

(No Baby Book available)
Sits unsupported: 7 months
Walks alone: 12 months
Eating habits: "terrible"
No pacifier used.
No nail-biting or thumb-sucking.

Test results on the Gates Primary Reading Test, Form 1, administered during the week of September 30, 1963, were as follows:

	<u>Reading Grade</u>	<u>Reading Age</u>
Word Recognition.	3.7	8-10
Sentence reading.	3.9	9-1
Paragraph reading	4.1	9-3

Because it was felt that the preceding test did not measure Pupil H's potential because of his performance near the upper level of the test, the Gates Advanced Primary Reading Test, Form 1, was administered during the week of October 14, 1963:

	<u>Reading Grade</u>	<u>Reading Age</u>
Word Recognition	4.5	9-8
Paragraph Reading	5.0	10-2

Scores on the Diagnostic Reading Scales, administered during the week of October 14, 1963, were as follows:

	<u>Grade Placement</u>
Word Recognition	5.7
Instructional level	5.5
Independent level	6.5
Potential level	8.5
Consonant sounds	4.0
Consonant blends	4.0
Common syllables	3.5
Blending	3.5
Letter sounds	4.0

Quotient scores on the Primary Mental Abilities Test placed Pupil H in the following range:

Verbal	Superior
Perceptual	Very superior
Number	Very superior
Motor	Average
Spatial	Superior
Total	Superior

Test results on the WISC placed Pupil H in the following range:

Verbal	Very superior
Performance	Very superior
Full Scale	Very superior

Physical Characteristics:

When compared with the average of other children in his room, this pupil was rated by his first grade teacher as average in build, health, and

energy; shorter in height.

General Motor
Coordination

Teacher rating:

Speed of movement: slow
Control of movement: average
Skill in general motor coordination:
average
Poise and control of movement: average

Personal and Social
Development Rating
Scale (APPENDIX B):

Pupil G was rated by his first grade teacher as #1 or #2 in each area except dominance, where he was rated #3.

Additional comments by the teacher indicated that Pupil H has an excellent memory and plans his work with foresight.

The Social-Age Value on the Vineland Social Maturity Scale was 11.3.

Personality: The mother described Pupil H as quiet, cautious, independent in thought and play. Since starting school, he has been more apt to join in cowboy games and other more rough and tumble activity. When learning a new skill such as bike riding, he is apt to "give up" as he is very cautious.

During the week of January 20, 1964, the California Test of Personality, Form AA, was administered with the following results:

<u>Personal Adjustment:</u>	<u>Percentile</u>
Self reliance	60
Sense of personal worth	50
Sense of personal freedom	70
Feeling of belonging	50
Withdrawing tendencies	90
Nervous symptoms	90
TOTAL:	80

<u>Social adjustment:</u>	<u>Percentile</u>
Social standards	80
Social skills	70
Anti-social tendencies	90
Family relations	50
School relations	80
Community relations.	60
TOTAL:	<hr/> 80

Total for Personal Adjustment and Social Adjustment: 80

The mother reads to her children as much as possible. She feels that discipline is very important although it is very difficult to follow through with consistency. Special efforts are made not to "talk down" to the children.

The teacher's rating on the Adjustment Inventory (APPENDIX B) was as follows:

Friendly, makes friends easily
 Well-poised
 Calm and self-controlled
 Generally alert
 Assumes responsibility willingly
 Spontaneous interest
 Industrious
 Happy
 Well-behaved

Family History: Sisters, ages 9, 8, 6, 2
 Brother, age 4

Father: Ph. D. candidate
 Mother: bachelor's degree

Formal Training: Kindergarten

About four years of age, Pupil H built intricate constructions with tinker toys and an erector set. His concentration span and patience were unique at an early age.

The ABC's were known in order before kindergarten as well as the names of the letters. Books in the home include encyclopedias and a variety of textbooks. A strong desire to learn was indicated by the mother as the chief contributing factor to early reading. Pupil H is very much interested in books containing factual information such as science books, information about other parts of the world, and outdoor life.

The following information was recorded on the "All About Me" (APPENDIX C) form by Pupil H:

Grandmother or Grandfather in the home: no.
 Favorite subject: arithmetic.
 Public library: visited often.
 Library card: yes.
 Favorite television program: "Red Skelton"
 Comic books: likes to read them.
 Dictionary in the home: yes.
 Reads each day because he likes to.
 Bed-time: 9:00 p.m.; goes to sleep immediately.
 Eats breakfast.
 Eyes do not hurt.
 Dancing lessons: no.
 Instrument lessons: no.
 Reads the newspaper.
 Schedule for work and play.
 Ambition: to be a poet.
 Plans to go to college.
 Subject needing improvement: reading (need more expression).
 Likes to read best of all.
 Likes to take a bath least of all.
 Favorite color: silver.
 Favorite game: kickball.
 Would like to have a pen pal.
 Playmates: older and younger.

Although none of the older sisters read before grade one, Pupil H's mother was taught to read by a school-teacher aunt before grade one.

CHAPTER V

SUMMARY AND CONCLUSIONS

Eight pupils from five elementary schools and eight classrooms were involved in this study concerning preschool reading. All schools were located in Stillwater, Oklahoma. The gathering of data during the 1963-1964 school year involved the permission and cooperation of the assistant superintendent of schools, the five principals, the eight classroom teachers, the preschool readers and their parents.

Summary of Findings

For this project, the case study method was selected in order to obtain a more accurate impression of the interaction of factors involved in early reading and to help in understanding the whole personality and environment of the child in the consideration that learning to read is a part of a large developmental process.

The following is the approximate order in which information for each child was gained:

1. Contact with each first grade teacher in Stillwater, Oklahoma, for identification of preschool readers.
2. Test each child individually:
 - a. Gates Primary Reading Test
 - b. Gates Advanced Primary Reading Test
 - c. Diagnostic Reading Scales (George D. Spache)

- d. California Test of Personality
 - e. Wechsler Intelligence Scale for Children
3. Group test scores from the cumulative record:
 - Primary Mental Abilities Test
 4. Informal tests and observations:
 - All About Me
 5. Teacher Rating Forms:
 - a. Adjustment Inventory
 - b. Personal and Social Development
 - c. Physical Characteristics
 - d. General Motor Coordination
 6. Home Visits
 - a. Structured interview
 - b. Vineland Social Maturity Scale
 7. Summaries to determine which factors may have contributed to early reading of these eight children.

Because the factors which caused early reading occurred in varied patterns in each individual, the eight case studies were summarized separately to give an impression of the total situation. Although each of the cases has its own distinct pattern, there are some common elements which become apparent upon close examination and comparison of the individuals in the study.

TABLE I

AGE OF PARENTS AT TIME OF BIRTH
OF EARLY READERS

	RANGE	MEDIAN
Age of Father	21 - 43	30.5
Age of Mother	18 - 39	25.5

TABLE II
WEIGHT AND LENGTH OF EARLY READERS AT BIRTH

	RANGE	MEDIAN
Weight	5 lb. 11 oz. - 8 lb. 11 oz.	7 lbs. 1 oz.
Length	18 $\frac{1}{2}$ inches - 21 $\frac{1}{2}$ inches	20 $\frac{1}{2}$ inches

Of the eight early readers, four experienced no letter pronunciation difficulties while learning to talk; one child had difficulty with the letters "s" and "r" and continues to have difficulty with the letter "r"; one child had difficulty with the letter "f"; one had difficulty with the letter "r"; one has continued difficulty with the letter "s".

Although most parents felt their children had walked and talked "early," no generalization can be made since only three had recorded exact times and other pertinent information. Lack of baby records is due in part to the temporary housing of some of the parents during this year and the storage of pertinent data elsewhere. In one instance the writer viewed a film of the early childhood of the early reader.

The home conditions of all eight children were judged to be excellent from both the physical and interfamily relationship aspects. All parents spoke with pride and pleasure about their children.

TABLE III

VARIOUS FACTORS RELATED TO PRESCHOOL READING

Instruction	Number of Pupils	Intelligence Quotient Median	Personality Percentile Median
<u>AGE STARTED</u>			
2 years	1	138.0	20
3 years	0	---	---
4 years	3	114.0	50
5 years	4	123.0	45
<u>INSTRUCTOR</u>			
Parent only	2	112.5	65
Sibling only	2	126.0	30
Parent & sibling	0	---	---
Kindergarten teacher	2	129.0	60
Kindergarten & family	2	123.0	45

The findings shown on TABLE III concur with the Durkin⁷⁴ statistics in that none of the early readers learned to read by himself. Help took the form of answering persistent questions, reading and discussing stories and words with the children, supplying the children with definite reading materials such as books, workbooks, and flash cards, and assisting the children in reading road signs, cereal boxes, and television commercials.

In two cases the mothers specified that early reading was due primarily to curiosity and drive on the part of the child. The writer gained the impression that these two mothers felt it was wrong to have given the child help. In contrast, the two children specified definite, systematic help from one of the parents as a

⁷⁴Durkin, The Elementary School Journal, LXII, pp. 15-18.

factor in preschool reading. Both were from families associated with higher education. The findings of Durkin⁷⁵ with reference to "guilt feelings" on the part of parents in the higher socioeconomic classes are similar.

Assistance with early reading came from parents, siblings, kindergarten teachers, and combinations of these. As in Durkin's⁷⁶ study, an older sibling having difficulty in school and receiving help at home was a factor in early reading in two cases of the present study.

An unexpected finding of the study was the number of parents who read before grade one as shown in TABLE IV. In one instance it is definitely known that the grandmother and grandfather read before grade one also.

TABLE IV
PRESCHOOL READING OF PARENTS

	Number of homes
Neither parent read before grade one	2
Father only read before grade one	1
Mother only read before grade one	3
Mother and Father read before grade one	1
Mother, Father, and older sister read before grade one	1

⁷⁵Ibid., pp. 15-16.

⁷⁶Ibid.

From personal correspondence with Durkin,⁷⁷ it is believed by the writer that preschool reading on the part of parents of early readers was not pursued in the California and New York studies.

In every instance, parents of these early readers read to their children during early childhood. Reading on the part of parents to preschoolers who learned to read concurs with the reports by Durkin.⁷⁸

The educational background of parents is shown in TABLE V.

TABLE V
EDUCATIONAL BACKGROUND OF PARENTS

Amount of Schooling	Number of Fathers	Number of Mothers
11½ years of school	1	0
12 years of school	0	3
2 years of college	0	2
Bachelor's degree (or candidate)	2	1
Master's degree (or candidate)	1	2
Ph. D. (or candidate)	1	0

The study by Eddings⁷⁹ points to the importance of educational background of parents in relationship to progress in reading.

⁷⁷Dolores Durkin, Personal correspondence of May 27, 1961.

⁷⁸Durkin, The Elementary School Journal, LXIV, p. 117.

⁷⁹Eddings, pp. 1253-1254.

In six cases, one or both parents is associated with the Oklahoma State University as professor, teacher, or student. In two cases, the father is employed in other business in Stillwater, Oklahoma. Transiency of these families until the present time was not pursued. However, tentative future plans are shown in TABLE VI.

TABLE VI
TRANSIENCY OF FAMILIES

Future Plans	Number of Families
Moving at end of school year, May, 1964	1
Moving at end of summer school, August, 1964	1
Moving after about one and one-half years, 1965 or 1966	1
Moving, about 1966	2
"Permanent" residents	3

Fathers of families moving are candidates for degrees at the Oklahoma State University and will be employed elsewhere upon completion of academic requirements.

The position in the family of the early reader is shown in TABLE VII.

TABLE VII
POSITION IN FAMILY

Position in Family	Number of children
Oldest child	2
Middle child	3
Youngest child	3

The oldest child in the family was assisted by the kindergarten teacher in both cases. The middle child was assisted by school and/or family. The youngest child was assisted by parent or sibling only.

The number of children per family is shown in TABLE VIII.

TABLE VIII
NUMBER OF CHILDREN PER FAMILY

Number of Children in Family	Number of cases
Two children	1
Three children	5
Four children	1
Five children	0
Six children	1

The number of children per family ranges from two to six, with 3.37 being the mean number of children per family. This

is similar to the California study by Durkin⁸⁰ where the average number per family was three. In the New York study⁸¹ the average number per family was two or fewer.

The reading level of the early readers at the beginning of grade one in September, 1963, is shown on TABLE IX.

TABLE IX
READING LEVEL AT BEGINNING OF FIRST GRADE

Test	Range	Median
<u>Gates Primary Reading Test</u>		
Word Recognition	2.23 - 3.7	2.72
Sentence Reading	1.55 - 3.9	2.75
Paragraph Reading	1.65 - 4.4	3.3
<u>Diagnostic Reading Scales (Spache)</u>		
Word Recognition	1.6 - 6.5	2.45
Instructional level	1.6 - 5.5	2.55
Independent level	1.6 - 7.5	2.8
Potential level	1.8 - 8.5	4.5
Consonant sounds	2.0 - 4.0	4.0
Consonant blends	.0 - 4.0	3.5
Common syllables	.0 - 4.0	3.0
Letter sounds	3.0 - 4.0	4.0

⁸⁰Durkin, The Elementary School Journal, LXII, pp. 14-18.

⁸¹Durkin, The Elementary School Journal, LXIV, p. 147.

TABLE X
WECHSLER INTELLIGENCE SCALE FOR CHILDREN
SCALED SCORES

	RANGE	MEDIAN
<u>Verbal Tests</u>		
Information	12 - 18	16
Comprehension	8 - 16	11
Arithmetic	6 - 17	11
Similarities	11 - 17	14
Vocabulary	10 - 19	12
Digit Span (4 cases)	12 - 15	14.5
TOTAL VERBAL I.Q.	105 - 143	114
<u>Performance Tests</u>		
Picture Completion	9 - 17	13
Picture Arrangement	7 - 20	15
Block Design	9 - 20	13
Object Assembly	9 - 19	13
Coding	10 - 16	12
Mazes (3 cases)	9 - 15	10
TOTAL PERFORMANCE I.Q.	104 - 156	114
<u>FULL SCALE I.Q.</u>	109 - 149	115

In each of the three categories, total verbal, total performance, and full scale, the median I.Q. falls within the bright normal range.

TABLE XI
PRIMARY MENTAL ABILITIES TEST SCORES

	Range of Quotient Scores	Median
Verbal Meaning	84 - 127	118
Perception	83 - 137	117.5
Quantitative (Number)	99 - 130	114.5
Motor (2 cases only)*	95 - 109	102
Space	91 - 122	101
TOTAL	91 - 123	114.5

*These two cases are reports from the 1954 edition of the Primary Mental Abilities Test. The other test reports are from the 1961 edition which does not include a Motor Score.

The median score of the Verbal Meaning, Perception, and Quantitative tests as shown in TABLE XI fell within the bright normal range. The median score of the Motor and Space tests fell within the average range. The total quotient median score fell within the bright normal range.

While TABLE X shows the range of scores and median scores for the Wechsler Intelligence Scale for Children, TABLE XI shows the range of scores and median scores for the Primary Mental Abilities Test. In three cases the early reader scored one range lower on the Wechsler Intelligence Scale for Children than on the Primary Mental Abilities Test; in two cases the early reader scored one range higher on the Wechsler Intelligence Scale for Children than on the Primary Mental Abilities Test; in one case the early reader

scored two ranges higher on the Wechsler Intelligence Scale for Children; and in one case the scores fell within the same range on both tests. The greatest discrepancy was the underestimation of the intelligence of the brighter children by the Primary Mental Abilities Test as measured by the Wechsler Intelligence Scale for Children. Durkin⁸² found a similar discrepancy between the Kuhlmann-Anderson scores (group intelligence test) and the Revised Stanford-Binet Scale (individual intelligence scale). Durkin⁸³ found 114.8 as the median intelligence quotient for the group as measured by the Revised Stanford-Binet Scale. The median intelligence quotient for the group in Stillwater was 115 as measured by the Wechsler Intelligence Scale for Children and 114.5 as measured by the Primary Mental Abilities Test. The Durkin⁸⁴ range of scores on the individual intelligence tests was 91 to 161. The Stillwater range of scores on the individual intelligence tests was 109 to 149. The wide range of intelligence scores tends to confirm research by Morphett-Washburne,⁸⁵ Robinson,⁸⁶ Gates,⁸⁷ and others which indicates other factors besides intelligence and a certain mental age as being necessary for beginning reading.

⁸² Durkin, The Elementary School Journal, LXIII, p. 148.

⁸³ Ibid.

⁸⁴ Ibid.

⁸⁵ Morphett and Washburne, pp. 496 - 503.

⁸⁶ Robinson, The Reading Teacher, VIII, p. 235.

⁸⁷ Gates, The Elementary School Journal, XXXVII, pp. 497-508.

While the mental age of these early readers was not measured at the time they started to learn to read, interpretation of test data collected during their year in grade one tends to point to various levels of mental age at the time of beginning reading.

A summary of the physical characteristics, height and build, is given in TABLE XII and TABLE XIII.

TABLE XII
PHYSICAL CHARACTERISTICS -- HEIGHT

Height*	Number of Pupils
Much taller	0
Taller	1
Average	4
Shorter	3
Much Shorter	0

TABLE XIII
PHYSICAL CHARACTERISTICS -- BUILD

Build*	Number of Pupils
Fat, plump	0
Stocky	0
Average	5
Thin, wiry	1
Skinny, spindly	2

*Compared with the average of other children in the room.

While the physical characteristics height and build for the group tend to be average or below, health and energy were rated average and above in each case. Bond and Wagner⁸⁸ stress the need for good health in beginning reading.

A summary of general motor coordination is given in the following tables.

TABLE XIV
GENERAL MOTOR COORDINATION
Speed of Movement

Speed of Movement*	Number of Pupils
Very fast	2
Fast	1
Average	5
Slow and very slow	0

TABLE XV
GENERAL MOTOR COORDINATION
CONTROL OF MOVEMENT
HANDS AND FEET

Control of Movement*	Number of Pupils
Accurate, precise	2
Well-controlled	6
Fumbling and very awkward	0

*Compared with the average of other children in the room.

⁸⁸Bond and Wagner, pp. 98 ff.

TABLE XVI
 GENERAL MOTOR COORDINATION -- SKILL
 IN GENERAL MOTOR COORDINATION

Skill in General Motor Coordination*	Number of Pupils
Very skillful	1
Skillful	2
Average	5
Clumsy and very awkward	0

TABLE XVII
 GENERAL MOTOR COORDINATION -- POISE
 AND CONTROL OF MOVEMENT

Poise and Control of Movement*	Number of Pupils
Moves easily	7
Little effort	0
Average	1
Visible effort and uncoordinated	0

The summaries on TABLES XIV, XV, XVI, and XVII indicate that except for poise (TABLE XVII) where pupils scored high, the median for the group tends to be average in the various categories of general motor coordination. Many writers, such as Burton,⁸⁹ suggest

⁸⁹Burton, p. 189.

* Compared with the average of other children in the room.

a relationship between motor development and reading readiness, but little scientific research has been done in the specific area of the interaction of motor control and reading readiness.

With reference to social maturity, the median Social-Age Value score on the Vineland Social Maturity Scale was 11.2 with a range of 10.3 to 12.6. This concurs with the study by Orear⁹⁰ which shows that social maturity bears a considerable amount of relationship to readiness for reading and reading achievement in grade one. Conversely, Betts⁹¹ found no significant relationship between social adjustment and success in reading at a higher grade level than grade one.

On the Personal and Social Development Rating Scale (APPENDIX B), all children were rated #1 or #2 in each category with these exceptions:

- 1 pupil, #3 competition
- 1 pupil, #3 persistence
- 2 pupils, #3 perfectionism
- 1 pupil, #3 leadership
- 2 pupils, #3 dominance

The categories of competition, persistence, and perfectionism were used in this study because of the findings by Durkin⁹² of the homogeneity of the group in these categories compared to the heterogeneity of the group in every other area.

Early readers were described by their parents as competitive, persistent, and curious. In at least three of the eight cases, parents stated definitely that children were not perfectionistic. One child was described as quiet, cautious, and independent.

⁹⁰Orear, pp. 84 - 85.

⁹¹Betts, pp. 737 - 746.

⁹²Durkin, Changing Concepts of Reading Instruction, pp. 167-170.

Summaries of each component of the California Test of Personality as well as the median score of each component are given in the following tables.

TABLE XVIII
CALIFORNIA TEST OF PERSONALITY
PERSONAL ADJUSTMENT
SELF RELIANCE

Percentile rank:	10	20	30	40	50	60	70	80	90	95
Pupil A	W	W	W	W	W	W	W	W	W	W
Pupil B	W	W	W	W	W	W	W	W	W	W
Pupil C	W	W	W	W	W	W	W	W	W	W
Pupil D	W	W	W	W	W	W	W	W	W	W
Pupil E	W	W	W	W	W	W	W	W	W	W
Pupil F	W	W	W	W	W	W	W	W	W	W
Pupil G	W	W	W	W	W	W	W	W	W	W
Pupil H	W	W	W	W	W	W	W	W	W	W
Group Median	W (60)									

The group median for the sub-tests of personal adjustment was highest for "sense of personal worth." (TABLE XIX) The writer has paralleled this with self-concept which Gordon and Combs⁹³ define as "the person as known to himself, particularly stable, important and typical aspects of himself as he perceives them." The study by McCord⁹⁴ related improved self-concept to reading progress.

⁹³Ira J. Gordon and Arthur W. Combs, "The Learner: Self and Perception," Review of Educational Research, XXXIX (December, 1958), p. 433.

⁹⁴McCord, p. 113.

TABLE XXV
 CALIFORNIA TEST OF PERSONALITY
 SOCIAL ADJUSTMENT
 SOCIAL STANDARDS

Percentile rank:	10	20	30	40	50	60	70	80	90	95
Pupil A	W	W	W	W	W	W	W	W	W	W
Pupil B	W	W	W	W	W	W	W	W	W	W
Pupil C	W	W	W	W	W	W	W	W	W	W
Pupil D	W	W	W	W	W	W	W	W	W	W
Pupil E	W	W	W	W	W	W	W	W	W	W
Pupil F	W	W	W	W	W	W	W	W	W	W
Pupil G	W	W	W	W	W	W	W	W	W	W
Pupil H	W	W	W	W	W	W	W	W	W	W
Group Median	W (80)									

TABLE XXVI
 CALIFORNIA TEST OF PERSONALITY
 SOCIAL ADJUSTMENT
 SOCIAL SKILLS

Percentile rank:	10	20	30	40	50	60	70	80	90	95
Pupil A	W	W	W	W	W	W	W	W	W	W
Pupil B	W	W	W	W	W	W	W	W	W	W
Pupil C	W	W	W	W	W	W	W	W	W	W
Pupil D	W	W	W	W	W	W	W	W	W	W
Pupil E	W	W	W	W	W	W	W	W	W	W
Pupil F	W	W	W	W	W	W	W	W	W	W
Pupil G	W	W	W	W	W	W	W	W	W	W
Pupil H	W	W	W	W	W	W	W	W	W	W
Group Median	W (50)									

TABLE XXVII
 CALIFORNIA TEST OF PERSONALITY
 SOCIAL ADJUSTMENT
 ANTI-SOCIAL
 TENDENCIES

Percentile rank:	10	20	30	40	50	60	70	80	90	95
Pupil A	XXXXXXXXXXXXXXXX									
Pupil B	XXXXXXXXXXXXXXXX									
Pupil C	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX									
Pupil D	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX									
Pupil E	XX									
Pupil F	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX									
Pupil G	XXXXXXXXXXXXXXXX									
Pupil H	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX									
Group Median	XXXXXXXXXXXXXXXXXXXX (40)									

TABLE XXVIII
 CALIFORNIA TEST OF PERSONALITY
 SOCIAL ADJUSTMENT
 FAMILY RELATIONS

Percentile rank:	10	20	30	40	50	60	70	80	90	95
Pupil A	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX									
Pupil B	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX									
Pupil C	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX									
Pupil D	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX									
Pupil E	XXXXXXXXXX									
Pupil F	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX									
Pupil G	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX									
Pupil H	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX									
Group Median	XXXXXXXXXXXXXXXXXXXX (50)									

The group median for the sub-tests of personal adjustment was lowest for "nervous symptoms." (TABLE XXIII) The group median for the sub-tests of social adjustment was highest for social standards (TABLE XXV) and lowest for anti-social tendencies. (TABLE XXVII). In summary, test results of the California Test of Personality seem to indicate that these children exhibit a "sense of personal worth" or wholesome self-concept and have a strong sense of right and wrong (social standards). Nervous symptoms are evident in this group as a whole, with only two children ranking above the fiftieth percentile in this component.

While this study was not primarily concerned with the benefit or harm of early reading but, rather with the "how" and "why" of early reading, it is felt that the following information merits reporting in the interest of future substantiation or rejection by research studies.

Two of the pupils were promoted to the second grade during the course of grade one. After five months in the second grade, the mother became concerned with the speech fluency of Pupil H and felt it was bordering on "stuttering." After about one month in the second grade, Pupil B developed a nervous tic involving the blinking of the eye. This pupil ranked at the fiftieth percentile on the California Test of Personality while Pupil H ranked at the eightieth percentile. No cause or effect generalization can be made at this time because of the limited number of pupils involved, the possibility of other contributing factors, and the shortness in duration of time of the study.

The California Test of Personality and "All About Me" contained questions concerning vision. Responses were:

- 1 pupil indicated that her eyes do not hurt;
- 1 pupils indicated that her eyes hurt when it was bright outside but not when she reads;
- 2 pupils indicated that their eyes hurt sometimes but not often;
- 4 pupils indicated that their eyes hurt often.

This fortifies Sheldon's⁹⁵ concern with the hygiene of vision in the young child as it relates to early reading.

However, one pupil in the group of four whose eyes hurt often was examined by an ophthalmologist during the course of this study with no discernible eye defect as it relates to vision.

In several cases the mother and/or teacher indicated that writing of the preschool reader was not very well developed. One mother suggested this might be due to early reading before motor skills were adequately developed for writing. This may be substantiated by Hildreth's⁹⁶ belief that "writing, in contrast to reading, will seem to be a tedious, difficult task" when the two are not learned together.

The favorite subject most often specified was drawing; the subject specified as "least liked" or "needing improvement" most often was arithmetic.

In no instance did the Grandmother or Grandfather live with the family of the early reader. Bed-time for the early readers was scheduled from 8:00 until 9:00 p.m. Breakfast was a part of the daily routine of each early reader. Two children specified that they had a schedule for work and play. Most of the children have definite plans for a college education. Future ambitions include wanting to be a nurse, teacher, poet, Mommy, artist, and doctor.

⁹⁵Sheldon, NEA Journal, XVI, p. 22.

⁹⁶Hildreth, pp. 15-20.

Conclusions

This study has employed the case study method in an effort to obtain better understanding and insight into contributory factors in early reading. The major conclusions resulting from an interpretation of the study of these eight children are as follows:

1. The home conditions of all eight children were judged to be excellent both physically and environmentally. Interfamily relationships appeared wholesome and congenial.
2. Each of the eight parents spoke with pride and pleasure about their early reader. Six parents freely admitted assisting with early reading through the home or school; two parents attributed early reading to curiosity and drive while the two children specified definite help.
3. Assistance with early reading came from the home or from the kindergarten, or both.
4. Assistance took the form of answering questions concerning words, letters, and sounds; providing definite reading materials and teaching aids such as flash cards and workbooks.
5. In six of the eight homes, one or both parents read before grade one.
6. In every instance parents read to the preschool reader during early childhood.
7. The range of intelligence quotients indicates the importance of other contributing factors to early reading.
8. Outstanding physical characteristics and exceptional motor coordination does not appear to be related to early reading.

9. Social maturity may be a leading factor contributing to early reading.
10. Personality factors such as competition, curiosity, drive, sense of personal worth, and social standards may be influential in early reading.
11. There is some indication that nervous symptoms may result from early reading in the structured educational system as it exists.
12. The hygiene of vision as it relates to early reading suggests further study.

Implications for Further Study

Results of this investigation emphasize the great need for further study of preschool reading and factors which contribute to this complex, developmental process. This research has suggested a number of questions and hypotheses for further study:

1. What is the role of the school in the teaching of early reading? Should formal reading instruction be offered to those who are "ready" during the kindergarten program?
2. What effect would early instruction for the mature child in the kindergarten have upon the less mature child not receiving reading instruction?
3. Are there other methods rather than the conventional teaching methods in reading which would not violate child development principles in a teaching-learning situation at an early age?
4. By what method do early readers gain success? Do they utilize the whole-word method primarily? To what extent do they utilize sounds and blends?

5. Is early reading harmful to the nervous system of the child?
Are the demands of early reading reflected in nervous habits?
6. What is the role of the eye in the early reader? Might later weakness in the eye develop from early reading?
7. How does a child perceive "learning to read"? Does his perception as to whether it is difficult, burdensome, exciting, or an everyday experience relate to his future success and progress in learning to read?
8. What is the role of personality in early reading success?
9. Is social maturity related to early reading success?
10. Is a wholesome self-concept the cause or effect (or both) of early reading success?
11. Are current intelligence tests adequate in identifying children who are "ready" to learn to read? Are there factors involved which are not measured by current intelligence tests? What might they be?
12. What are the benefits of early reading and how are the early gains related to future reading success? How long are reading gains maintained?
13. How is the role of the parent related to early reading? What part does early reading of parents play in fostering early reading habits in their children?

This research has been exploratory and developmental in nature with the aim of broadening and deepening knowledge as well as to present questions for further study. The extent to which opportunities to learn to read "happened" or were "created" cannot be determined. It is conclusive, however, that children can learn to read at an early

age but the question remains, "Should they learn to read at an early age?"

SELECTED BIBLIOGRAPHY

- Abrams, Jules C. "A Study of Certain Personality Characteristics of Non-Readers and Achieving Readers." (Unpublished doctoral dissertation, Temple University, 1955).
- Belden, Bernard. "A Study of Selected Practices Reported in the Teaching of Reading in the Kindergarten and Primary Grades in New York State." (Unpublished doctoral dissertation, Syracuse University, 1955).
- Bellar, E. Kuno. Clinical Process. New York: The Free Press of Glencoe, Inc., 1962.
- Betts, Emmett A. "Reading Problems at the Intermediate Grade Level," The Elementary School Journal, XL (June, 1940), pp. 737-746.
- Bond, Guy L. and Eva Bond Wagner. Teaching the Child to Read. Third Edition. New York: The Macmillan Company, 1960.
- Bouise, Louise Metoyer. "Emotional and Personality Problems of a Group of Retarded Readers," Elementary English, XXXII (December, 1955), pp. 547-548.
- Brueckner, Leo J. and Guy L. Bond. The Diagnosis and Treatment of Learning Difficulties. New York: Appleton-Century-Crofts, Inc., 1955.
- Bruner, Jerome S. The Process of Education. Harvard University Press, Cambridge, 1961.
- Burton, Wm. H. Reading in Child Development. New York: Bobbs-Merrill Company, Inc., 1936.
- Chronister, Glem M. The Elementary School Journal, LXIV (February, 1964), pp. 255-259.
- Doll, Edgar A. Manual of Directions, Vineland Social Maturity Scale. Minneapolis: Educational Test Bureau, 1947.
- Doman, Glenn, George L. Stevens and Reginald Orem. "You Can Teach Your Baby to Read," Ladies Home Journal, LXXX (May, 1963), p. 62.
- Durkin, Dolores. "A Study of Children Who Learned to Read Prior to First Grade," California Journal of Educational Research, X (May, 1959), pp. 109-113.
- _____. "Children Who Read Before Grade One," The Reading Teacher, XIV (January, 1961) pp. 163-166.
- _____. "Children Who Learned to Read at Home," The Elementary School Journal, LXII (October, 1961), pp. 14-18.

- _____. "Some Unanswered Questions About Five-Year-Olds and Reading," Changing Concepts of Reading Instruction, IRA Conference Proceedings, J. Allen Figurel, ed., New York: Scholastic Magazines, 1961, pp. 167 - 170.
- _____. "An Earlier Start in Reading?" Elementary School Journal, LXIII (December, 1962), pp. 146-151.
- _____. "Should the Very Young Be Taught to Read?" NEA Journal, LII (November, 1963), pp. 20-24.
- _____. "Children Who Read Before Grade I: A Second Study," The Elementary School Journal, LXIV (December, 1963), pp. 143-148.
- Eby, Frederick. The Development of Modern Education, Second Edition. Englewood Cliffs: Prentice Hall, Inc., 1952.
- Eddings, Inez C. "Patterns of Reading Growth: A Longitudinal Study of Patterns of Reading Growth Throughout the Six Grades in Two Elementary Schools," Dissertation Abstracts XVII, Ann Arbor: University Microfilms, 1957, pp. 1253-1254.
- Gates, Arthur I. "The Future of Research in Reading," Education, (May, 1962), p. 550.
- _____. "The Necessary Mental Age for Beginning Reading," The Elementary School Journal, XXXVII (March, 1937), pp. 497-508.
- _____ and Guy L. Bond. "Reading Readiness: A Study of Factors Determining Success and Failure in Beginning Reading," Teachers College Record, XXXVII (May, 1936), pp. 679-685.
- Gordon, Ira J. and Arthur W. Combs. "The Learner: Self and Perception," Review of Educational Research, XXXIX (December, 1958), p. 433.
- Harris, Albert J. How to Increase Reading Ability, Fourth Edition. New York: David McKay Company, Inc., 1961.
- Harris, Chester W., Editor. Encyclopedia of Educational Research, Third Edition. New York: Macmillan Company, 1960.
- Hildreth, Gertrude. "Early Writing as an Aide to Reading," Elementary English, XL (January, 1963), pp. 15-20.
- Hilliard, George A. and Eleanor Troxell. "Informational Background As a Factor in Reading Readiness and Reading Progress," The Elementary School Journal, XXXVIII (December, 1937), p. 263.
- Hillway, Tyrus. Introduction to Research. Boston: Houghton Mifflin Company, 1956.

- Jay, Edith S. A Book About Me. Chicago: Science Research Associates, Inc., 1952.
- Kershian, Jerry. "Personality Patterns re. Successful Readers," Elementary English, XXXIX (March, 1962), pp. 229-230.
- Kough, Jack. "Administrative Provisions for the Gifted Reader of 1980," Changing Concepts of Reading Instruction, IRA Conference Proceedings, J. Allen Figurel, ed., New York: Scholastic Magazines, 1961, p. 117.
- Malmquist, Sve. "What's Happening in Reading in Sweden, II," The Reading Teacher, XI (December, 1958), pp. 98 - 102.
- McKinley, Douglas P. "A Study of Certain Relationships of Maternal Personality and Child-Rearing Attitudes to Children's Reading Performances," Dissertation Abstracts, XIX, Ann Arbor: University Microfilms, 1959, p. 3216.
- Millard, Cecil V. Case Inventory for the Study of Child Development. Minneapolis: Burgess Publishing Company, 1950.
- Missildine, W. H. "The Emotional Background of Thirty Children with Reading Disabilities with Emphasis on Its Coercive Element," Nervous Child, V (July, 1946), pp. 263-272.
- Morphett, M. V. and C. Washburne. "When Should Children Begin to Read?" The Elementary School Journal, XXXI (March, 1931), pp. 496-503.
- Nicholson, Alice. "Background Abilities Related to Reading Success in First Grade," Journal of Education, CXL (February, 1953), pp. 7-24.
- Olson, W. G. and B. O. Hughes. "The Concept of Organismic Age," Journal of Educational Research, XXXV (March, 1942), pp. 525-527.
- Orear, Margaret L. "Social Maturity and First Grade Achievement," California Journal of Educational Research, II (March, 1951), pp. 84-88.
- Ransom, Katharine A. "A Study of Reading Readiness," Peabody Journal of Education, XVI (January, 1939), pp. 276-284.
- Rasmussen, Margaret, Editor. Reading in the Kindergarten?? Association for Childhood Education International, Washington, D.C., 1962.
- Robinson, Helen M. "What Research Says to the Teacher of Reading," The Reading Teacher, VIII (April, 1955), p. 235.
- Sellitz, Claire, Marie Jahoda, Morton Deutsch, and Steward W. Cook. Research Methods in Social Relations. New York: Holt-Dryden, 1960.

- Sheldon, William D. "Should the Very Young Be Taught to Read?" NBA Journal, LIII (November, 1963), p. 22.
- _____. "Teaching the Very Young to Read," The Reading Teacher, XVI (December, 1962), pp. 163-166.
- "Should Johnny Be Taught to Read at Three?" Good Housekeeping, CLIV (May, 1962), p. 155.
- Siegel, Max. "The Personality Structure of Children with Reading Disabilities as Compared with Children Presenting Other Clinical Problems," (Unpublished doctoral dissertation, New York University, 1951).
- Spache, George D. Examiner's Manual, Diagnostic Reading Scales. Monterey, California: California Test Bureau, 1963.
- Strang, Ruth. "A Dynamic Theory of the Reading Process," Merrill-Palmer Quarterly of Behavior and Development, VII (October, 1961), pp. 239-246.
- _____. "Diagnosis and Remediation," Reading in General Education. Washington, D.C.: American Council on Education, 1940.
- Terman, L. M. and Melita Odean. Genetic Studies of Genius, The Gifted Grow Up, IV, Stanford: Stanford University Press, 1947.
- Thorpe, Louis P., Willis W. Clark, and Ernest W. Tiegs. Manual, California Test of Personality, 1953 Revision, Los Angeles: California Test Bureau, 1953.
- Thurstone, Thelma Gwinn and L. L. Thurstone. Examiner Manual for the SRA Primary Mental Abilities. Chicago: Science Research Associates, Inc., 1953.
- Tinker, Miles A. and Constance M. McGullough. Teaching Elementary Reading, Second Edition. New York: Appleton-Century-Crofts, Inc., New York, 1962.
- Traxler, Arthur E. and Agatha Townsend. Another Five Years of Research in Reading (New York: Educational Records Bureau, October, 1946), pp. 61-62.
- Traxler, Arthur E., Editor. Educational Records Bulletin. New York: Educational Records Bureau, 1960.
- Van Wie, Ethel and Donald M. Lammers, "Are We Being Fair to Our Kindergarteners?" The Elementary School Journal, LXII (April, 1962), p. 348
- Wechsler, David. Wechsler Intelligence Scale for Children Manual, New York: The Psychological Corporation, 1949.
- Wilson, J. A. R. "Achievement, Intelligence, Age, and Promotion Characteristics of Students Scoring at or Below Tenth Percentile on the California Test of Personality," Journal of Educational Research, LII (April, 1959), p. 292.

APPENDIX A

PARENT INTERVIEW FORM

NAME _____ Date of Visit _____

Prenatal History:Age of father at birth of preschool reader _____
Age of mother at birth of preschool reader _____Neonatal History:

Weight of baby _____ Length of baby _____

Emotional disposition of baby _____

General description of child's personality at present:Names and ages of brothers and sisters:How did child learn to read before going to school?Which were first books read by himself?Did any other children in family read before grade one?Did either father or mother read before grade one?Types of books in the home:Did child know the ABC's (in order) before going to school?Did child know names of letters before going to school?Did child know sounds of letters before going to school?What characteristics in your child do you feel contributed most to early reading?How do you feel is the best way to bring up a child?Additional comments:

APPENDIX B

TEACHER RATING FORM

Name of Teacher _____ School _____

Child's Name _____ Date _____

ADJUSTMENT INVENTORYCheck appropriate category:

1. Social attitude: _____ friendly, makes friends easily
 _____ has few friends
 _____ unfriendly
 _____ shunned by others
2. Emotional control: _____ well-poised
 _____ easily irritated
 _____ inclined to emotional outburst
 _____ fearful; depressed
3. Nervousness: _____ calm and self-controlled
 _____ uneasy, bites fingernails
 _____ stammers, nervous tics, hyperactive
 _____ nervous disease
4. Daydreaming: _____ responsive and alert
 _____ generally alert
 _____ seldom alert
 _____ withdrawal, phantasy
5. Responsibility: _____ assumes responsibility willingly
 _____ frequently irresponsible
 _____ assumes responsibility unwillingly
 _____ irresponsible
6. Interest: _____ spontaneous interest
 _____ intermittent interest
 _____ interested only in play or game
 _____ slight or no interest
7. Laziness: _____ industrious
 _____ occasionally requires motivating
 _____ consistently needs motivating
 _____ difficult to motivate, listless
8. Happiness: _____ happy
 _____ frequently happy
 _____ frequently unhappy
 _____ moody
 _____ morose

APPENDIX B (continued)

9. Conduct: _____ well-behaved
 _____ frequently annoys other children
 _____ impudent, quarrelsome
 _____ bullies other children

PERSONAL AND SOCIAL DEVELOPMENT

1. Attitude (confident to inferior) 1 2 3 4 5
2. Cleanliness (immaculate to unclean) 1 2 3 4 5
3. Cooperation (habitual to completely lacking) 1 2 3 4 5
4. Courtesy (habitual to infrequent) 1 2 3 4 5
5. Disposition (happy to unhappy) 1 2 3 4 5
6. Disposition (calm to irritable) 1 2 3 4 5
7. Disposition (kind to cruel) 1 2 3 4 5
8. Disposition (optimistic to pessimistic) 1 2 3 4 5
9. Effort (industrious to idle) 1 2 3 4 5
10. Dominance (aggressive to submissive) 1 2 3 4 5
11. Judgment (rational to irrational) 1 2 3 4 5
12. Leadership (conspicuous to lacking) 1 2 3 4 5
13. Reliability (responsible to irresponsible) 1 2 3 4 5
14. Self-control (stable to unstable) 1 2 3 4 5
15. Competitive (highly competitive to lack of competition) 1 2 3 4 5
16. Perfectionism (perfectionistic to careless) 1 2 3 4 5
17. Persistence (always follows through to unpredictable) 1 2 3 4 5
18. Thrift (materials) (saving to wasteful) 1 2 3 4 5
19. Thrift (time) (saving to wasteful) 1 2 3 4 5
20. Responsibilities (accepts to rejects) 1 2 3 4 5

APPENDIX B (Continued)

PHYSICAL CHARACTERISTICS

In comparison with the average of other children in this room, this child is: (underline fitting characteristic)

<u>Height</u>	<u>Build</u>	<u>Health</u>	<u>Energy</u>
Much taller	Fat, plump	Robust, vigorous	Very energetic
Taller	Stocky	Strong, healthy	Energetic
Average	Average	Average	Average
Shorter	Thin, wiry	Weak	Lethargic
Much shorter	Skinny, spindly	Sickly, ill	Weak, wan

GENERAL MOTOR COORDINATION

<u>Speed of Movement</u>	<u>Control of Movement Hands and Feet</u>	<u>Skill in General Motor Coordination</u>	<u>Poise and Control of Movement</u>
Very fast		Very skillful	Moves easily
Fast	Accurate, precise	Skillful	Little effort
Average	Well-controlled	Average	Average
Slow	Fumbling	Clumsy	Visible effort
Very slow		Very awkward	Uncoordinated

Additional comments:

Material from Cecil V. Millard, Case Inventory for the Study of Child Development (Minneapolis: Burgess Publishing Company, 1950) with adaptations. (APPENDIX B)

APPENDIX C

ALL ABOUT ME

1. My name is _____
Last First
2. I am _____ years old. My birthday is _____
Day Month
3. I have _____ brothers. I have _____ sisters.
4. My Grandmother lives with us. Yes _____ No _____
5. My Grandfather lives with us. Yes _____ No _____
6. _____ people live in my home. Don't forget to count yourself.
7. I am in the _____ grade in school. I have gone to school
_____ years.
8. My favorite subject in school is _____
9. The subject I like least is _____
10. I go to the public library. Sometimes _____ Often _____ Never _____
11. I go to the bookmobile. Sometimes _____ Often _____ Never _____
12. I have a library card. Yes _____ No _____
13. My favorite television program is _____
14. I usually read the T.V. Guide to find the shows I want to see.
Yes _____ No _____
15. I watch television _____ hours each day.
16. I like to read comic books. Yes _____ No _____
17. I have a dictionary at home. Yes _____ No _____ I use the
dictionary to look up words. Yes _____ No _____
18. I read some each day. Yes _____ No _____ Mother or father
tells me to read each day. Yes _____ No _____ I read because
I like to read each day. Yes _____ No _____
19. It is hard for me to get up in the morning. Yes _____ No _____
I have to be called. Yes _____ No _____ I get up at _____ o'clock.
20. I usually go to bed at _____ o'clock. I go to sleep soon after
I go to bed. Yes _____ No _____ I sleep with a window open. Yes _____
No _____

APPENDIX C (Continued)

21. I eat breakfast. Yes _____ No _____
22. My eyes hurt me sometimes. Yes _____ No _____
23. I belong to the Boy Scouts or Girl Scouts. Yes _____ No _____
24. I take dancing lessons. Yes _____ No _____
25. I am learning to play an instrument. Yes _____ No _____
26. I have tried to read the newspaper. Yes _____ No _____
27. I have a schedule made out to help me know when to work and when to play. Yes _____ No _____
28. I want to be a _____ when I finish school.
29. I plan to go to college. Yes _____ No _____
30. I feel that the subject I need to improve in is _____
31. There are many things I like to do. The thing I like to do best is _____ The thing I like to do least is _____
32. My favorite color is _____
33. My favorite game is _____
34. I would like to have a pen pal. Yes _____ No _____
35. I learned to read when I was about _____ years old.
36. The person who helped me learn to read was _____
37. The person helped me in the following ways _____

38. I learned to read before I went to school because _____

39. My favorite playmates are older _____ or younger _____ than I am.

VITA

Loma Ruth Meyer

Candidate for the Degree of
Master of Science

Thesis: PRESCHOOL READING: A CASE STUDY APPROACH

Major Field: Elementary Education -- Reading

Biographical:

Personal Data: Born at Palmer, Kansas, January 1, 1928,
the daughter of Henry and Esther Meyerhoff.

Education: Attended elementary school at Palmer, Kansas;
graduated from Concordia High School, Seward,
Nebraska, 1946; attended Concordia Teachers
College, Seward, Nebraska, part-time, 1946-1949;
University of Omaha, Omaha, Nebraska, part-time,
1954-1955; received the Bachelor of Science in
Education degree from the University of Minnesota,
Minneapolis, Minnesota, in June, 1963; completed
requirements for the Master of Science degree in
August, 1964.

Professional Experience: Secretary to President, Concordia
Teachers College, Seward, Nebraska, 1946-1949;
Secretary, Omaha Public Schools, Omaha, Nebraska,
1950-1951; elementary teacher, Omaha, Nebraska,
1952-1953; substitute teacher, elementary schools,
Omaha, Nebraska, 1954-1957; substitute teacher,
elementary level, Ponca City, Oklahoma, 1957-1961;
graduate assistant, Oklahoma State University,
Stillwater, Oklahoma, 1963-1964.