



1958

## The organization and administration of a program to interpret the first grade reading program to parents in the Modesto City Schools

Anthony Eugene Besio  
*University of the Pacific*

Follow this and additional works at: [https://scholarlycommons.pacific.edu/uop\\_etds](https://scholarlycommons.pacific.edu/uop_etds)



Part of the [Education Commons](#)

---

### Recommended Citation

Besio, Anthony Eugene. (1958). *The organization and administration of a program to interpret the first grade reading program to parents in the Modesto City Schools*. University of the Pacific, Thesis. [https://scholarlycommons.pacific.edu/uop\\_etds/1381](https://scholarlycommons.pacific.edu/uop_etds/1381)

This Thesis is brought to you for free and open access by the Graduate School at Scholarly Commons. It has been accepted for inclusion in University of the Pacific Theses and Dissertations by an authorized administrator of Scholarly Commons. For more information, please contact [mgibney@pacific.edu](mailto:mgibney@pacific.edu).

THE ORGANIZATION AND ADMINISTRATION OF A PROGRAM  
TO INTERPRET THE FIRST GRADE READING PROGRAM  
TO PARENTS IN THE MODESTO CITY SCHOOLS

---

A Thesis  
Presented to  
the Faculty of the Department of Education  
College of the Pacific

---

In Partial Fulfillment  
of the Requirements for the Degree  
Master of Arts

---

by  
Anthony Eugene Besio

June 1958

## TABLE OF CONTENTS

CHAPTER	PAGE
I. INTRODUCTION . . . . .	1
Statement of the Problem . . . . .	1
Need and Justification of the Study . . . . .	1
Method of Procedure . . . . .	3
Limitation of the Study . . . . .	3
Organization of the Remainder of the Thesis . . . . .	4
II. REVIEW OF THE LITERATURE . . . . .	5
The Importance of Informing Parents . . . . .	6
The Organization and Administration of the Program . . . . .	7
Techniques Employed to Interpret the Program . . . . .	9
Recommended Criteria for Evaluation . . . . .	12
Brief Summary . . . . .	13
III. THE ORGANIZATION AND ADMINISTRATION OF THE PROGRAM CURRENTLY USED IN THE MODESTO CITY SCHOOLS . . . . .	14
Development and Validation of the Interview Check List . . . . .	14
Determining the content of the appraising Instrument . . . . .	14
Validating the check list . . . . .	16
Administering the check list . . . . .	16

## CHAPTER

## PAGE

Description of the Organization and Administration of the Program. . . . .	17
Staff responsibility for interpreting the program . . . . .	17
Description of the Program as Implemented by the Schools . . . . .	19
Scheduled individual parent-teacher conferences	20
Home visits by the teachers . . . . .	25
Parent study and discussion groups. . . . .	26
Demonstrations of classroom techniques. . . . .	28
Published and unpublished materials for parents . . . . .	31
Public exhibits on reading. . . . .	32
Summary . . . . .	34
IV. PARENTS' EVALUATION OF THE PROGRAM. . . . .	36
Preparing and Validating the Questionnaire. . . . .	36
Selection of parents. . . . .	37
Description of the Parents' Evaluation of the Program . . . . .	37
Percentage of responses . . . . .	37
Parents' understanding of the program . . . . .	38
Parents' selection of effective techniques. . . . .	40
Parents' evaluation of the program. . . . .	47

## CHAPTER

## PAGE

Parents' suggestions for improving the program. . . . .	48
Brief summary. . . . .	51
<b>V. EVALUATION OF THE PROGRAM AND RECOMMENDATIONS FOR ITS IMPROVEMENT. . . . .</b>	<b>53</b>
The Overall Program. . . . .	53
Specific Techniques. . . . .	55
Individual parent-teacher conferences. . . . .	55
Home visits by the teachers. . . . .	56
Parent group meetings. . . . .	56
Demonstration of classroom techniques. . . . .	57
Use of published and unpublished materials . . . . .	58
Public exhibits on reading . . . . .	59
Brief summary. . . . .	59
<b>VI. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS. . . . .</b>	<b>60</b>
Summary. . . . .	60
Conclusions and Recommendations. . . . .	65
Further Research Needed. . . . .	65
<b>BIBLIOGRAPHY . . . . .</b>	<b>66</b>
<b>APPENDIX A. A Copy of the Check List Used to Interview     Principals. . . . .</b>	<b>71</b>
<b>APPENDIX B. Copy of the Questionnaire Used for Parents'     Evaluations . . . . .</b>	<b>79</b>

LIST OF TABLES

TABLE	PAGE
I. Rank Order of Time When Parent-Teacher Conferences Were Scheduled, By School . . . . .	21
II. Per Cent of Conferences Attended by Parents in Relation to Total Conferences Scheduled, By School . . . . .	22
III. Estimated Frequency of Attendance of Professional Personnel at Parent-Teacher Conferences, By School . . . . .	24
IV. Responsibility for Scheduling and Conducting Parent Group Meetings and Percentage of Parents in Attendance, By School . . . . .	29
V. Professional Literature Recommended to Parents by Principals and Designated According to the Principals' First, Second, and Third Choice, By School . . . . .	33
VI. Per Cent of Parents Returning Questionnaires, By School . . . . .	38
VII. Parents' Affirmative Responses According to Per Cent of Total Answers Received, By School . . . .	39
VIII. Parents' Selection of Helpful Techniques as Their First Choice Expressed in Percentage, By School.	43
IX. Parents' Selection of Helpful Techniques as Their Second Choice Expressed in Percentage, By School	44

TABLE

PAGE

X. Parents' Selection of Helpful Techniques as Their Third Choice Expressed in Percentage, By School.	46
XI. Parents' Evaluation of the Schools' Program to Inform Them in the Area of First Grade Reading Expressed in Percentage, By School . . . . .	49

## CHAPTER I

### INTRODUCTION

Good public relations are significant in the total success of present day schools. Educators can do much to build and maintain strong public relations with parents by interpreting the aims and objectives of the school in various areas. This study concerns itself with one of the many facets of broad public relations, namely the identification and appraisal of techniques currently used to interpret the first grade reading program to parents.

Statement of the problem. It was the purpose of this study to: (1) survey the organization and administration of the program currently used in the Modesto City Schools in interpreting the first grade reading program to parents, (2) identify the characteristics of an effective program for interpreting first grade reading to parents as revealed by the literature, (3) determine the schools' effectiveness in informing parents of first grade pupils in the area of reading, and (4) offer recommendations for the effective improvement of the Modesto program.

Need and justification of the study. There is a need to inform parents of first grade pupils regarding the reading program so that: (1) they may better understand the total



reading program, (2) they may better understand their child in relation to his ability to succeed in reading, (3) both the school and the parent may work together to facilitate pupil success in reading, and (4) each school may be assured of good parent relations.

Reading is probably the most important skill subject taught in the elementary school.<sup>1</sup> There are many problems inherent in the learning of reading which are not generally known to the patrons of the schools. Uninformed parents often may not give support to the instructional program whenever their child fails to make satisfactory progress or live up to their expectations.

It is pointed out that promotions from first to second grade are mainly based upon reading ability.<sup>2</sup> Non-promotion of first graders may affect as much as thirty-six per cent of the class.<sup>3</sup>

The attitude of the parents toward the schools, teachers, and procedures employed to teach reading are significant

---

<sup>1</sup>Ernest W. Tiegs, The Management of Learning in the Elementary Schools (New York: Longmans, Green and Company, 1937), p. 60.

<sup>2</sup>Helen Heffernan et al., "What Research Says About Non-promotion," California Journal of Elementary Education, Vol. XXI, No. 1, (Sacramento: California State Department of Education, August, 1952), p. 11.

<sup>3</sup>Tiegs, loc. cit.

factors in the learning process. Parents need be informed of those known factors that may influence the rate of learning of their child.

Method of procedure. A check list was prepared and used in interviews with eight Modesto elementary principals to survey the organization and administration of a program to interpret the first grade reading to parents in their schools. A description of the plan they used to inform parents in the area of reading was based upon the responses.

Selected parents from eight schools were asked to respond to a questionnaire prepared for the purpose of obtaining their evaluations of how well the schools informed them regarding the first grade reading program.

Recommendations for improvement of the procedures were based upon the parents evaluation and the recommendations of recognized authorities as found in the literature.

Limitation of the study. The competence of the parents to form valid judgments was not within the scope of the survey. Also excluded from consideration were the different characteristics of the several schools, the quality of the staff, the nature of the neighborhoods, and other variables.

Assessment of such factors as the environmental climate found within each school, the atmosphere of mutual trust, cooperation and confidence between teachers and parents, and

among all persons concerned was not determined.

Organization of the remainder of the thesis. The organization of the remainder of the thesis is divided into five chapters. In Chapter II the investigator has identified the elements and characteristics of an effective program to inform parents of the schools' educational program as found in the literature. The program currently used in the Modesto City Schools to inform parents in the area of first grade reading is described in Chapter III. The parents' evaluation of the Modesto plan is reported in Chapter IV. An evaluation of the program to inform parents and recommendations for its improvement, based upon the findings in the preceding chapters, is to be found in Chapter V. The summary, conclusions and recommendations are contained in Chapter VI.

## CHAPTER II

### REVIEW OF THE LITERATURE

A review of the literature in the field of inquiry revealed that much of the information in the area of interpreting the educational program to parents was more or less general in nature. Most authors were more concerned with a total public relations program. There appeared to be a general agreement among the authors that the process of interpreting the essential elements of the instructional program must be encompassed within and made a vital part of the schools' public relation program.

Little research and experimentation was available to serve as direct guides to the reading program only. The investigator found that much of the extensive work concerned with public relations lends itself to support this area.

Perhaps one of the most significant changes in our American Society is that of the increased movement of the population from rural to urban areas. This growth and urbanization has led to the formation of larger school systems.

The present trend of unifying small districts to provide for a better educational program has removed many schools from the immediate neighborhood. The present day teacher is in many instances far removed from the personal acquaintance of parents such as characterized our early American schools.

The importance of informing parents. There is general agreement among educators that schools must build and maintain a close working relationship between teachers and parents. Through these cooperative efforts the child and society in general will benefit.

Whitelaw<sup>4</sup> stresses the urgency of educating the parents to the aims and objectives of our schools so that we may be assured of their active support. He states that public education is an important principle of our national policy and that the solution for good relationships is not simply more money, buildings, and teachers. The fundamental solution in strengthening public education he feels, lies in a clearer understanding of the job of public education in America in the second half of the twentieth century.

Leipold<sup>5</sup> states, "An intelligently informed public is the best guarantor of an adequate school system." It may be said that his succinct statement reflects the philosophy of many.

Although parents are active participants in community affairs, they have an even more immediate interest in the

---

<sup>4</sup>John B. Whitelaw, The School and Its Community: A Guide for the Development of Dynamic School-Community Relations (Baltimore: John Hopkins Press, 1951), p. 68.

<sup>5</sup>L. E. Leipold, 500 Parents' Views (Clearing House, September, 1950), p. 19.

welfare of their children and are vitally concerned with their progress. The Child Study Association of America<sup>6</sup> further emphasized the need to inform parents as revealed by the comment, "Parents are still parents, with the same concerns and the same hopes and the same misgivings of the past. . .".

Witty and Coomer<sup>7</sup> emphasize the value of informed parents in helping children succeed in reading. They state, "Maximum educational results are seldom achieved in school unless there is full cooperation with the home."

The organization and administration of the program. Reeder<sup>8</sup> states that "The public-relations program of a school system should be organized and systematized the same as every other phase of school work."<sup>9</sup> One of two plans may be used. The centralized plan is regarded as a division of school administration and headed by someone in the office of the superintendent of schools. He may (1) perform the duties in person or (2) delegate them to an assistant. The representative organization is headed by a committee of school officials and

---

<sup>6</sup>Parents' Questions, The Child Study Association of America (New York: Harper and Brothers, 1947), p. vi.

<sup>7</sup>Paul Witty and Ann Coomer, "Fostering A Balanced Reading Program: The Role of Parent, Teacher and Librarian," The Elementary English Review, XXIII (1946), 241.

<sup>8</sup>Ward G. Reeder, The Fundamentals of Public School Administration (New York: The Macmillan Company, 1941), 783.

<sup>9</sup>Ibid., p. 739.

employees.

Yeager<sup>10</sup> suggests the organization and direction of school-community relations as follows:

(1) the superintendent retains the function; (2) he delegates it to an administrative office; (3) he appoints a director of school-community relations with a full or part time responsibilities; (4) he decentralizes it in each building principal; (5) he appoints teacher committees to carry it out.

The direction of a program needs to be organized to fit the needs of each particular community.

Regardless of the type program followed it is imperative that standards be determined for its implementation.

Reeder<sup>11</sup> lists a minimum of five standards that need be met: (1) truthfulness, (2) unselfishness, (3) continualness, (4) clarity and interest, and (5) proper amount and desirable balance.

Menge and Faunce<sup>12</sup> list four principles: "(1) Tell the facts, (2) use simple understandable language, (3) reach all the people, and (4) keep at the program at all time."

Belmont<sup>13</sup> further suggests that a good program of informing parents provides for attention getting principles. To

<sup>10</sup>William A. Yeager, School-Community Relations (New York: Dryden Press, 1955), p. 464.

<sup>11</sup>Reeder, op. cit., pp. 735-739.

<sup>12</sup>Joseph W. Menge and Roland C. Faunce, Working Together For Better Schools (New York: American Book Company, 1953), p. 78.

<sup>13</sup>Farley Belmont, What to Tell People About the Public Schools (Teachers College, Columbia University, 1929), p. 136.

accomplish this objective they must: (1) be concrete, (2) be intimate, (3) be animate, (4) be unusual, (5) represent conflict, (6) be repetitious, (7) be coordinated, and (8) make use of graphic presentation.

Techniques employed to interpret the program. The American Association of School Administrators have explored the wide field of public relations and made many specific suggestions as to procedures in their 1950 yearbook.<sup>14</sup> They state that:

The size of the school system affects the range of public relations program. Devices, techniques, and procedures must be mobilized so that there is a direct contact with every home in the area, be it small or metropolitan.<sup>15</sup>

Recommendations as to the type, number, and variety of techniques to be used to interpret the school program were found to vary with each authority in the field. Menge and Faunce<sup>16</sup> indicate a good program may be achieved through the use of: (1) parent teacher groups, (2) study groups, (3) building advisory committee, (4) home visits, and (5) neighborhood meetings.

---

<sup>14</sup>American Association of School Administrators, *Public Relations for America's Schools* (Washington: 1950), p. 489.

<sup>15</sup>Ibid., pp. 275-276.

<sup>16</sup>Menge and Faunce, op. cit., pp. 93-94.



Brammell<sup>17</sup> suggests that a program that best informs, uses: (1) the newspaper, (2) an annual school report, (3) special bulletins, (4) a handbook, (5) radio, (6) exhibits and displays, (7) special programs in which demonstrations are held, (8) a film of activities, (9) open house, (10) classroom visitations, and (11) special meetings.

Hymes<sup>18</sup> presents a comprehensive program and makes constructive suggestions as to the manner in which such a program may be successfully administered. He suggested that many of the following techniques would lend themselves to an effective program: (1) group meetings, (2) individual conferences, (3) home visits, (4) report cards, (5) newsletters, (6) parent observation and visitation, (7) start-to-school booklets, (8) birth-to-six materials for parents, and written communications.

Concerning the use of a variety of techniques that may be used to inform, the American Association of School Administrators stated that:

The usual devices or media for interpreting education to the public are often grouped under such main headings as personal relationships, newspaper and radio, slide film and motion picture, graphic materials, student publications,

---

<sup>17</sup>Paris R. Brammell, Your School and Mine (New York: Ronald Press, 1952), p. 374.

<sup>18</sup>James L. Hymes, Effective Home-School Relations (New York: Prentice-Hall, 1954), pp. 95-225.

school district publications, school district reports, messages to parents, exhibits, and demonstrations.<sup>19</sup>

Menge and Faunce<sup>20</sup> list the various media employed as:

(1) the newspaper, (2) the school paper, (3) reports, newsletters, and bulletins, (4) exhibits, (5) radio and television, (6) films and film-strips, and (7) public speaking.

Hymes<sup>21</sup> supplements his recommended techniques. He suggests that: (1) room meetings be scheduled in addition to larger meetings, (2) a wide variety of techniques be used as the media for interpreting (e.g., lectures, reading panels, symposia, discussion meetings, films, drama, buzz sessions and panels), (3) one meeting be scheduled to explain the year's program, (4) pre-school parent meetings be scheduled, (5) exhibits be displayed at meetings, (6) pamphlets, reprints, and books be available for sale to parents, (7) individual conferences be held, (8) there be classroom observations, (9) provision for orientation of parents and questions and answer periods be made at each meeting, (10) frequent, brief, personal notes of praise be used, and (11) newsletters be printed reporting activities of the group.

---

<sup>19</sup>American Association of School Administrators, op. cit., p. 276.

<sup>20</sup>Menge, op. cit., pp. 71-78.

<sup>21</sup>Hymes, op. cit., pp. 226-227.

Recommended criteria for evaluation. Various means and methods can be used by the schools to evaluate the effectiveness of a program to interpret the first grade reading program to parents. These range from casual observation, off-hand impressions and opinion, to carefully applied measurements.

The American Association of School Administrators suggests that parental appraisal of the program then may be evaluated informally by noting: (1) their interest and support of the school as shown by their response to invitations to attend those meetings scheduled by the school, (2) their willingness to cooperate with the school, (3) the number of complaints and grievances, (4) the pupils' response to the reading program as reflected in part by attitude toward the subject, and (5) the manner in which parents meet and greet school personnel.<sup>22</sup>

A more objective and formal criterion may be achieved through a comprehensive set of questions which can be used as a check list. Sample check lists may be found in the American Association of School Administrators 1950 Yearbook.<sup>23</sup>

The American Association of School Administrators suggests that an evaluatory process must view a program in regards

---

<sup>22</sup>American Association of School Administrators, op. cit., pp. 261-263.

<sup>23</sup>Ibid., pp. 264-272.

to balance, appropriateness or focus, continuity, and timing.<sup>24</sup>

Brief summary. The literature reviewed may be briefly summarized as follows. In order to interpret effectively the first grade reading program to parents it is essential that: (1) educators recognize the importance and need of informing parents, (2) provision be made for the organization and administration of a program wherein the duties and responsibilities of each participant are clearly defined, (3) a wide variety of techniques be employed in its implementation, and (4) the evaluatory process consistent with the objectives of the program be constant and continuous.

## CHAPTER III

### THE ORGANIZATION AND ADMINISTRATION OF THE PROGRAM CURRENTLY USED IN THE MODESTO CITY SCHOOLS

#### I. DEVELOPMENT AND VALIDATION OF THE INTERVIEW CHECK LIST

##### Determining the content of the appraising instrument.

The content of the appraising check list was achieved by:

(1) reviewing the literature in the field of inquiry to determine the number and types of techniques employed to interpret the reading program to parents, (2) evaluating responses received from letters of inquiry written by the author to school administrators and curriculum personnel, and (3) the investigator's past experience in interpreting the program while serving five years as a K-6 school principal in the Modesto City Schools.

The literature concerned with home-school relationships is a relatively new field. Specific references to interpreting the first grade reading program were often general in nature. References to parent guidance in relation to the school were however found in other fields which lend themselves to this particular problem. From the readings of the literature a list of all possible techniques used to inform parents was compiled.

Letters seeking more specific and detailed information in the field of published and unpublished materials used to guide parents so that they may better understand the first grade reading program were sent to forty educators each representing different school systems. The respondents were employed in their towns in the capacity of assistant superintendents, administrative assistants, principals, primary consultants, supervisors of reading clinics, or directors of publications. Of the responses received only eleven contained specific information. Responses were accompanied with samples of unpublished literature, references to published literature each school found helpful, and materials and techniques used for a complete program.

The list of techniques compiled by a review of the published literature and the eleven responses received from school educators were reviewed. Those techniques known to be used in the Modesto City Schools were then compiled into a master list. This list served as a basis for preparing an interview check list to be used in obtaining from principals a more detailed description of the organization and administration of the program currently used to interpret the first grade reading program to parents. The interviewing check list was used to survey the aspects of the following six techniques: (1) individual parent-teacher conferences, (2) home visits by the teacher, (3) parents' study and discussion groups, (4)

demonstration of classroom techniques, (5) published and unpublished materials for parents, and (6) public exhibits on reading.

Validating the check list. The original check list was revised four times during the validating process. The first draft consisted of ten pages seeking responses to one hundred questions. This instrument did not lend itself either to the interviewing technique nor to clarity in interpreting.

Suggestions for improvement of the format and critical evaluations of the interviewing instrument were made by educators who were employed by the Modesto City Schools in the following capacities: (1) primary consultant, (2) assistant superintendent of (K-6) schools, (3) psychometrist, and (4) building principal. The many constructive suggestions made led to the improvement and adoption of the final check list. This consisted of a seven-page instrument, surveying six specific techniques through the employment of thirty-four questions.

Administering the check list. Eight principals were selected to be interviewed. These principals administered schools that contained forty-four per cent of the total enrollment in the first grade. They had been employed in their respective positions from four to twenty years. The schools selected were located in key geographical areas in the district

and were representative of the socio-economic range within the community.

The purpose of the study was explained to the principals and appointments were made for the interviews. Each interview took place in the school office of the principals. They were given a copy of the check list. Questions were then read from the check list by the interviewer and answers noted upon the check list. Before the interview was terminated, the interviewer reviewed the check list and appropriate additional notes were made. Each interview lasted from forty-five minutes to an hour. The interviews extended from the period of January 28, 1958 to March 4, 1958.

## II. DESCRIPTION OF THE ORGANIZATION AND ADMINISTRATION OF THE PROGRAM

Staff responsibility for interpreting the educational program. Provision for staff responsibility for interpreting the educational program to parents is defined through a delegation of authority as provided by the "Administrative Code and Procedure Book, Modesto City Schools,"<sup>25</sup> The Board of Education has placed this responsibility upon the staff.

---

<sup>25</sup>Administrative Code and Procedure Book, Modesto City Schools, Rewritten August 1, 1957, Modesto Board of Education. (Mimeographed, no pagination.)



The Superintendent of Schools as the chief executive officer is primarily responsible for initiating the program.

The school's policy states that:

The Superintendent is responsible for initiating and developing in cooperation with the staff a suitable plan of public relations. While he may delegate any or all responsibilities in this area, he personally will maintain direct contact with the Press, Radio, P.T.A., and Dads' Clubs Councils, City and County Officials, and other governmental, public, or private agencies directly affecting the school situation.<sup>26</sup>

The duties of informing parents are further delegated to the assistant superintendent. Article A, assistant superintendent in charge of elementary schools (K-6), subsection 10, states:

The assistant superintendent is to be available to parents on matters relating to the education of their children and insure that problems and requests are adjusted in the best interests of pupil education, child welfare and public relations.<sup>27</sup>

This delegation of authority and responsibility then falls directly upon the various school principals, according to Section A-2, subsections 5 and 6. Subsection 5 states, "To work with parents in every practical way in the joint educational enterprise of home and school!"<sup>28</sup> Subsection 6 states, "To interpret the adopted educational program to the

---

<sup>26</sup>Ibid., Section B-8.

<sup>27</sup>Administrative Code and Procedure Book, Modesto City Schools, op. cit.

<sup>28</sup>Ibid.

parents of the community."<sup>29</sup>

Interpretation of the first grade reading program to parents is but one phase of the principal's responsibility for informing parents. The various principals are guided in these activities in part by the in-service-training programs sponsored by the Board of Education and directed by the Superintendent through the assistant superintendent. Members of the educational service division are called upon to help when needed. This assistance may be rendered at the general principals' meeting or at the building level as requested.

Each principal may organize and administer the type program which he feels best meets the needs of his particular school. As a result of this flexibility the various programs vary.

### III. DESCRIPTION OF THE PROGRAM AS IMPLEMENTED BY THE SCHOOLS

A description of the program can best be presented in the same sequential order as found in the interviewing check list. Each of the six major techniques was treated as an integral unit. An attempt to describe in sequential order the entire program of each school surveyed would detract from a valid analysis.

---

<sup>29</sup>Ibid.

For the purpose of this study the eight schools will be identified by the use of Roman numerals I through VIII.

Scheduled individual parent-teacher conferences. Individual parent-teacher conferences for all parents of first grade pupils were planned by five schools. Of the remaining three, school IV scheduled all of the parents of the pupils in one of the two classes and only one-half of the parents whose youngsters were enrolled in the second class. School V scheduled one-half of the parents of their first grade pupils for conferences. School VIII scheduled only seven parents out of a possible 127 and will not be included in the description of this phase of the total program because there was no scheduling of individual conferences in true relation to the study.

Teachers were responsible for instituting schedules in schools I, II, III, IV, and V. Principals and teachers jointly prepared the schedules in schools VI and VII.

Although all of the principals preferred to schedule individual parent-teacher conferences after school, they were willing to make reasonable adjustments in the time when special requests for such a change were made by parents.

Schools II, III, V, and VI preferred to schedule the time before school as the second alternate. Schools I and IV chose to schedule time during the school day, and one school,

VII, preferred to schedule the time during the evening as their alternate choice.

The third alternate was seldom used. All schools but one "rarely" scheduled conferences in the evening.

School VII scheduled many parent-teacher conferences after five o'clock. This adjustment was made in recognition of the hardship that conferences scheduled earlier in the day would create for working parents.

Table I illustrates the rank order in which each school scheduled its individual parent-teacher conferences.

TABLE I

RANK ORDER OF TIME WHEN PARENT-TEACHER CONFERENCES WERE SCHEDULED, BY SCHOOL

Time of Conference	S c h o o l						
	I	II	III	IV	V	VI	VII
Before school	3	2	2	3	2	2	3
During the school day	2	3	-	2	-	-	-
After school	1	1	1	1	1	1	1
In the evening	-	-	-	-	-	-	2

Each of the seven schools that scheduled individual parent-teacher conferences, excepting school II, scheduled one conference for parents of each pupil enrolled in the first grades. School II scheduled two conferences for parents of pupils enrolled in the first grade. Of the 660 parents invited

to attend individual parent-teacher conferences 598 attended. Of the total conferences scheduled ninety and six tenths per cent of the parents attended.

To note the number of different parents in attendance one must remember that 96 of the 598 came to school II twice. Parents representing 503 different families attended at least one scheduled conference.

The attendance of invited parents at the conference ranged from eighty per cent in one school to one hundred per cent in three of the schools.

Specific detail of the parents' responses to individual parent-teacher conferences is to be found in Table II.

TABLE II

PER CENT OF CONFERENCES ATTENDED BY PARENTS IN RELATION TO TOTAL CONFERENCES SCHEDULED, BY SCHOOL

Conference data	School							Total
	I	II	III	IV	V	VI	VII	
Pupils enrolled in first grade	60	121	94	65	102	73	88	603
Total conferences scheduled	60	242	94	52	51	73	88	660
Number of parents attending	54	191	91	52	46	73	88	598
Number of conferences scheduled for each parent	1	2	1	1	1	1	1	8
Percentage of scheduled parents attending conferences	90	80	97	100	90	100	100	90.6

Teachers in all seven schools made special preparations that served as guides for each conference. Notes prepared from classroom observations were used. These notes were supplemented in many instances by samples of the pupils' work. A mimeographed prepared check list was used as a guide by teachers in schools II, III, VI, and VII.

The teacher, on occasion, invited other school personnel to assist in parent conferences. Their frequency of attendance at special conferences varied from school to school. The principal in school IV reported he did not attend the usual scheduled conferences. The highest percentage (15) of attendance by a principal was reported by the principal of school I.

Only school V reported the attendance of the reading consultant who attended five per cent of the conferences.

The school psychologist was reported as attending six per cent of the conferences in school II, five per cent of the conferences in school V, and one per cent of the conferences in school VI.

The principal of school V reported the family health advisor in attendance in two per cent of the conferences. School VII reported the family health advisor in attendance in one per cent of the conferences.

The school nurse was in attendance at one per cent and two per cent of the conferences in schools VII and V respectively.

Table III shows the estimated frequency, as reported by the principals, of attendance of persons other than the parent and teacher at scheduled conferences.

TABLE III

ESTIMATED FREQUENCY OF ATTENDANCE OF PROFESSIONAL PERSONNEL  
AT PARENT-TEACHER CONFERENCES, BY SCHOOL

Professional personnel attending	S c h o o l							
	I	II	III	IV	V	VI	VII	VIII
Principal	15%	8%	10%	-	10%	5%	6%	10%
Reading consultant	-	-	-	-	5%	-	-	-
School psychologist	-	6%	-	-	5%	1%	-	5%
Family health advisor	-	-	-	-	2%	-	1%	-

All the schools excepting I and IV required written reports to be made by the teacher after all conferences; however, some reports were made voluntarily by the teachers of schools I and IV.

Of the schools requiring written reports, schools II, III, VI, and VII provided a prepared form to facilitate teacher reporting.

All written reports were turned in to the principal, read, and filed in the pupils' cumulative record folders.

Every principal stated that scheduled conferences were supplemented by informal conferences during the school year.

They indicated that many other conferences were scheduled at parents' requests. The principal of school V stated that while not all parents were definitely scheduled by the school for a conference, teachers conferred with the parents of the pupils in their classes sometime during the year. Special conferences were arranged with parents as the need arose.

Deviation in pupil behavior or retardation in reading progress were reasons given for special conferences. Some principals invited the reading consultant or the school psychologist, or both, to attend conferences.

Home visits by the teachers. Home visits by the teachers were not a part of a definitely scheduled program excepting in school II. The teacher of the transitional first grade class in this particular school was requested by the principal to make home visits "when parents cannot come to school."

Most of these visits were made after school. A few visits were made in the evening. Thirty-five per cent to forty per cent of the homes of the pupils in this particular class in school II were visited. A report of these visits was made by the teacher, reviewed by the principal, and filed in the pupils' cumulative record folders.

The principal of school V estimated that her teachers visited ten per cent of the homes of their assigned pupils. Written reports are made in the event reference is made to



non-promotion or regarding behavior problems presented by the pupil that may influence progress. These reports are read by the principal and filed in the pupils' cumulative record folders.

Teachers of schools I, III, IV, VI, VII, and VIII rarely made home visits. The principal of school VI stated that because all parents come to the school conferences, home visits to interpret the program to parents were "never necessary."

Parent study and discussion groups. As used in this study, parent study and discussion groups are those group meetings attended by parents wherein discussion among the group was encouraged through a question and answer period. They may not, in the true sense, be called study groups.

Seven of the schools scheduled one meeting to present and discuss the first grade reading program to all the parents of the first grade pupils. School III scheduled three such meetings during the year.

Each principal helped the teachers plan for group meetings. The amount of this help depended upon the ability, experience, and assurance of the teacher.

All schools held one general meeting early in the fall semester. School III called three general meetings. Parent group meetings were scheduled early in each semester and

during Public School Week.

The time of the day in which meetings were scheduled varied. Schools I, III, and VII scheduled the meetings immediately after school, while school IV scheduled the meeting at this time for only one of its two classes.

Schools II, VI, and VIII scheduled their group meetings in the evening. School IV also scheduled a meeting for the parents of their other first grade for this time.

School V scheduled their group meeting during the school day following the parents' attendance in the classroom to observe the teaching of reading.

Each school varied in the specific technique used to interpret the program to the parents. In all schools, excepting schools I and II, the teachers exercised group leadership. The principals exercised group leadership in schools I and II.

Schools I, IV, VI, VII, and VIII used the lecture technique to interpret the reading program to parents.

Principals of schools II, III, and V stated their meeting reflected more the general discussion technique. In these schools the teachers first made a formal presentation of the reading program.

Because group meetings held in school V followed a general observation of actual classroom teaching, their general meeting was used primarily as a question and answer period.

None of the schools surveyed made use of techniques other than the use of lecturer, or speakers, or general discussions, for the particular school year.

Table IV offers a comparative presentation of aspects of the parent group meetings.

Demonstrations of classroom techniques. The demonstrations of classroom techniques were conducted within the classrooms. All parents were invited to visit the classrooms at a specific time. They attended in groups or visited individually.

Each demonstration was scheduled during the school day, and parents watched a part of the regular teacher-pupil process excepting that school IV scheduled one of their two demonstrations during the evening. These meetings were usually scheduled in October. School VI also scheduled a similar meeting during Public School Week.

Schools I and VII did not invite parents to observe as a group but scheduled them on an individual basis only. Ninety per cent of the parents visited the classroom in school I, ten per cent of the parents visited one of two classrooms in school VII, and thirty-five per cent of the parents visited the other classroom in school VII.

The percentage of invited parents who attended the group meetings varied. School II reported fifty per cent attendance; school III, eighty per cent attendance; school IV,

TABLE IV

RESPONSIBILITY FOR SCHEDULING AND CONDUCTING PARENT GROUP MEETINGS  
AND PERCENTAGE OF PARENTS IN ATTENDANCE, BY SCHOOL

Group meeting data	S c h o o l							
	I	II	III	IV	V	VI	VII	VIII
Person(s) responsible for meetings	Teacher and Principal	Teacher	Teacher and Principal	Teacher and Principal	Teacher and Principal	Teacher and Principal	Teacher and Principal	Teacher and Principal
Number of times held each year	1	1	3	1	1	1	1	1
Time of day meeting held	After School	Evening	After School	Evening for one class. After School for the other.	School day	Evening	After School	Evening
Person exercising leadership	Principal	Principal	Teacher	Teacher	Teacher	Teacher	Teacher	Teacher
Per cent of invited parents in attendance	80%	50%	80%	80%	80%	80%	25%	60%

fifty per cent attendance; school V, seventy-five per cent attendance; school VI, ninety-eight per cent attendance; and school VIII, sixty per cent attendance.

All schools that scheduled group meetings extended an open invitation to the parents to attend and observe their child during the school day. None of the schools surveyed asked all parents to return on a specifically scheduled basis. Each school however did invite those parents of youngsters who deviated from the regular reading program to return by extending individual invitations on a scheduled basis.

The response of parents to return to visit the classroom individually varied from school to school and from class to class. School IV reported that 100 per cent of the parents who attended their evening classroom demonstration returned to visit during the regular school day, while the percentage of those who attended the group demonstration during the school day was "relatively small."

Of the schools inviting parents to observe demonstrations of classroom technique as groups, only schools IV, V, and VIII did not precede this observation by an orientation meeting. In each of these schools as well as the others the demonstrations were followed by a question and answer period.

School V reported that the then prevalent influenza epidemic was instrumental in lowering their usually exceedingly high percentage of parent attendance.

Published and unpublished materials for parents. A variety of published and unpublished materials for parents was used by each school to help interpret the first grade reading program to parents.

Unpublished materials were planned and prepared by the teachers and principals working together in schools I, II, V, VI, VII, and VIII. The principal of school III and the teachers in school IV largely determined the selection of the literature for their respective schools.

Schools III, V, VII, and VIII prepared unpublished material to send home once a year; schools I, II, and VI, twice a year; school IV, five times a year. Only school IV sent these materials home on an established schedule.

All schools had professional literature readily available to parents. Each principal indicated that he referred parents to such literature. Schools IV, V, and VI gave each parent a copy of the booklet, "When Parents Ask About Reading."<sup>30</sup>

Each principal was asked to list in order of effectiveness the three books they believed parents found most helpful in interpreting the reading program.

Principals of schools VII and VIII used only one publication; principals of schools I, II, IV, and VI used and recommended two publications for parent use; the principal of school

---

<sup>30</sup> When Parents Ask About Reading (New York, 1949), p. 8.

V used and recommended three publications. None of the principals indicated that parents in general were eagerly seeking help from published literature.

The rank order of professional literature recommended to parents by the principals is listed on Table V. The numeral 1 is used to indicate the first choice, the numeral 2 indicates second choice, and the numeral 3 indicates third choice.

Public exhibits on reading. It was found that teachers and principals in all schools prepared public exhibits on reading. These special exhibits were displayed at those times when groups of parents were invited to school expressly for the purpose of becoming informed regarding first grade reading. Special public exhibits on reading were also prepared for Public Schools Week.

Each school displayed the materials used to teach reading. Readiness books, pre-primers, primers, workbooks, teachers manuals, supplemental texts, and library books were usually displayed near the reading corner. Experience charts, basic sight vocabulary cards, and sight phrase cards were reported as always being on display. These exhibits were supplemented by specially prepared bulletin boards within each classroom.

No special public exhibits on reading were prepared for the general public other than those housed within each school.

TABLE V

PROFESSIONAL LITERATURE RECOMMENDED TO PARENTS BY  
PRINCIPALS AND DESIGNATED ACCORDING TO THE  
PRINCIPALS' FIRST, SECOND, AND THIRD  
CHOICE\*, BY SCHOOL

Professional Literature	S C H O O L							
	I	II	III	IV	V	VI	VII	VIII
<u>Gray, William S., On Their Own In Reading.</u> New York: Scott, Foresman and Company, 1948.	1*	1		2	2			1
Scott, Foresman and Company. <u>When Parents Ask About Reading.</u> New York: 1949		2				1		1
Artley, Sterl A., <u>Your Child Learns to Read.</u> New York: Scott, Foresman and Company, 1953.				3	2		3	
<u>Developing Word Attack Skills Grades 1-3.</u> New York: Scott, Foresman and Company, 1947.								1
Monroe, Marion, <u>Growing Into Reading.</u> New York: Scott, Foresman and Company, 1951.						1		
Hildreth, Gertrude H., <u>Readiness For Beginners.</u> New York: World Book Company, 1950.								2
<u>Developing Children's Word--Perception Power.</u> New York: Scott, Foresman and Company, 1954.								2

\*NOTE: Not all principals made three choices. The principals' first choice is designated by the number 1, their second choice by the number 2, and their third choice by the number 3.



Summary. Staff responsibility for interpreting the educational program to parents of first grade pupils in the Modesto City Schools is definitely assigned to each administrator by the district's written policy.

In order to survey the specific structure of the organization and administration of each school's program to interpret the first grade reading program to parents a check list surveying six specific techniques was prepared. This check list was used in interviews with eight principals. The responses received concerning the use of each separate technique by the schools were treated on a comparative basis and in accordance to the sequential order of the check list.

The eight schools surveyed varied in respect to the number of techniques employed to interpret the first grade reading program to parents, the time of the day that informative techniques were scheduled, the number of times each school year the various techniques were scheduled, and the response of parents in attending scheduled meetings.

An analysis of the responses to the check list revealed that in the area of individual parent-teacher conferences seven of the eight schools surveyed scheduled these conferences. The schools met with individual parents immediately after school. The attendance of parents at the meetings held in the respective schools ranged from eighty per cent to one hundred per cent. The average attendance of parents for all schools

was ninety and six tenths per cent.

Parent study and discussion groups were scheduled by seven of the eight schools after school or in the evening. The meetings were held during the school day in one school. The attendance of parents in the respective schools ranged from twenty-five per cent to eighty per cent. The average attendance of parents for all schools was sixty-six per cent. It may be significant to note that teachers exercised group leadership in six of the eight schools.

Each school had professional literature in the area of reading available for parents. Principals indicated that parents in general did not seek help from the literature.

All of the schools surveyed prepared public exhibits on reading. These exhibits were displayed in the classrooms and were usually prepared for parent group meetings and for Public Schools Week.

Only one school required home visits be made by the teacher. This request was made by the principal to the teacher of a transitional first grade. The teacher visited the home of parents who did not come to school for individual parent-teacher conferences.

## CHAPTER IV

### PARENTS' EVALUATION OF THE PROGRAM

The ultimate success or failure of a plan to interpret the first grade reading program to parents may better be determined by an assessment of the parent's understanding of the plan rather than by seeking opinions of the school professional staff.

To sample parents for information and judgements a questionnaire was prepared.

Preparing and validating the questionnaire. The questionnaire was concerned with seeking answers regarding the following: (1) The parents' understanding of the reading program in relation to their knowledge of the entire first grade program; their understanding of the methods used in teaching reading; their understanding of their child's ability to complete the program; and their understanding of the progress of their child in relation to the general progress of the other pupils in the class. (2) The parents' rating in order of effectiveness of those techniques they found most helpful in acquainting them with the program. (3) The parents' rating of the program as either, excellent, good, satisfactory, fair or unsatisfactory. (4) The parents' suggestions for improving the program.

The language used in the questionnaire was devised in such a manner as to be readily understood by the layman. Tests for reliability were achieved by trial with parents.

Selection of parents. All of the building principals of the eight schools surveyed cooperated with the investigator to the fullest extent. They agreed that sixteen parents of first grade children in each school selected on the basis suggested by the investigator would be sent questionnaires.

The basis for selecting eight parents' names from each of the two first grade classes was accepted. Names of parents were determined by electing the parents whose children were listed in the State Register in each class in this order: one, three, seven, nine, eleven, fourteen, sixteen, and eighteen.

A total of one hundred and twenty-eight questionnaires were sent from the schools. Ninety-seven parents responded. Six of the responses, each from a different school, were discarded due to the fact that the conflicting answers indicated the questions were not fully understood. A total of ninety-one responses were useable.

#### I. DESCRIPTION OF THE PARENTS'

##### EVALUATION OF THE PROGRAM

Percentage of responses. The returns on the questionnaire was seventy-five and eight tenths per cent. The percentage

of responses among the schools ranged from 50 to 87.5 as shown in Table VI.

TABLE VI  
PER CENT OF PARENTS RETURNING  
QUESTIONNAIRES, BY SCHOOL

S C H O O L							
I	II	III	IV	V	VI	VII	VIII
62.5	87.5	81.3	75	87.5	50	62.5	87.5

The analyses that follow are of the completed questionnaires.

Parents' understanding of the program. Table VII shows the per cent of affirmative answers in relation to the total questionnaires returned. All respondents from every school indicated they now had a better understanding of the entire first grade reading program.

Table VII indicates the parents better understood the methods used in teaching reading. One hundred per cent of the parents responding from all schools, excepting school II, indicated they now better understood the methods used in teaching reading. Ninety-three per cent of the parents responding from school IV indicated they now better understood the methods used in teaching reading. One of the parents from school IV did not respond to this question. There were no negative responses.

TABLE VII

PARENTS' AFFIRMATIVE RESPONSES ACCORDING  
TO PER CENT OF TOTAL ANSWERS RECEIVED, BY SCHOOL

Parents understanding of the program	S c h o o l								All Schools
	I	II	III	IV	V	VI	VII	VIII	
1. Do you better understand the entire first grade reading program?	100	100	100	100	100	100	100	100	100
2. Do you better understand the methods used in teaching reading?	100	100	100	93	100	100	100	100	99.1
3. Do you better understand the progress of your child in relation to his or her ability to success- fully complete the first grade reading program?	90	100	100	100	95	88	82	93	93.5
4. Do you better understand the progress of your child in relation to the general progress of the other pupils in the class?	90	85	92	100	100	88	82	93	91.3

As shown in Table VII, all the responding parents from schools II, III, and IV indicated they better understood the progress of their child in his or her ability to successfully complete the first grade reading program. In schools I, V, VI, and VII the returns were incomplete but affirmative, ranging from eighty-two per cent for school VII, eighty-eight per cent for school VI, ninety per cent for school I, to ninety-three per cent for schools V and VIII. School VIII received one negative response.

As shown in Table VII, responses received from parents from schools IV and V indicated they now better understand the progress of their child, in relation to the general progress of other pupils in the class. School VII received an affirmative answer from eighty-two per cent of the parents, school II from eighty-five per cent of the parents, school VI from eighty-eight per cent of the parents, school I from ninety per cent of the parents, school III from ninety-two per cent of the parents, and school VIII from ninety-three per cent of the parents. School VIII received one negative response.

Parents' selection of effective techniques. Parents were asked to select from the six techniques--many of which may or may not have been used in their particular school--those they found helpful, and rate the techniques according to rank order of their effectiveness.

Table VIII shows the responding parents' selection of the various techniques in accordance to their first choice.

Most parents who responded from four of the eight schools ranked individual parent teacher conferences as the most informative techniques used by the schools. Most parents responding from school IV ranked observation of the teaching of reading and individual parent teacher conferences as equally informative.

Parents who responded from schools I and VIII ranked their attendance to parent group meetings as most informative, while the individual parent-teacher conferences were selected by the largest per cent of parents in four of the eight schools as being the most effective technique employed by their school to interpret the first grade reading program to them. This was so for schools II, III, V, and VII. The overwhelming majority of parents responding from school IV ranked their observation of the teaching of reading as equally informative as individual parent-teacher conferences.

Attendance at parent group meetings was selected by more parents responding from schools I and VIII as their first choice. Observation of their teaching of reading was selected by more parents from school VI as their first choice.

Individual parent-teacher conferences was selected by the second greatest number of parents responding from schools I, V, and VIII.



Responses, as compiled in table VIII, indicate that most parents in general selected individual parent-teacher conferences as the most effective technique currently employed by the Modesto City Schools to interpret the first grade reading program to parents. Many parents indicated they found the observation of the teaching of reading helpful. The third choice by the parents was attendance at parent group meetings. It is well to note that a few selected their observation of exhibits of books, charts, and other materials used to teach reading as informative. Few selected newsletters or booklets as their first choice. None selected teacher visitation of their home as their first choice.

Table IX shows the responding parents' selections of the technique they ranked as second in accordance with their evaluation of the effectiveness of each technique.

More parents who responded from schools II and VIII rated individual parent-teacher conferences as their second choice. The majority of parents responding from schools I and III selected their observation of exhibits of books, charts, and the materials used to teach reading as their second choice, as did many of the parents from school IV. Parents responding from school V ranked this technique along with the selection of the observation of the teaching of reading as of equal value.

TABLE VIII

PARENTS' SELECTION OF HELPFUL TECHNIQUES  
AS THEIR FIRST CHOICE EXPRESSED  
IN PERCENTAGE, BY SCHOOL

Helpful Technique	S c h o o l								Average Per Cent
	I	II	III	IV	V	VI	VII	VIII	
a. Individual conferences with the teacher	20	43	58	42	30	100	90	36	52.4
b. Your attendance at parent group meetings	40	7	-	8	-	-	10	43	13.5
c. Teacher visitation to your home	-	-	-	-	-	-	-	-	-
d. Your observation of teach- ing of reading	10	36	42	42	50	-	-	21	25.1
e. Newsletter, booklets, and books or other written materials concerned with reading	-	7	-	-	7	-	-	-	1.8
f. Your observation of exhibits of books, charts, and other materials used to teach reading	10	7	-	8	13	-	-	-	4.8

TABLE IX

PARENTS' SELECTION OF HELPFUL TECHNIQUES  
AS THEIR SECOND CHOICE EXPRESSED  
IN PERCENTAGE, BY SCHOOL

Helpful Technique	S c h o o l								Average Per Cent
	I	II	III	IV	V	VI	VII	VIII	
a. Individual conferences with teacher	-	36	10	20	18	-	11	46	17.8
b. Your attendance to parent group meetings	-	29	-	-	18	14	78	8	18.4
c. Teacher visitation to your home	-	7	-	-	-	-	-	-	.1
d. Your observation of the teaching of reading	12.5	14	20	30	27	86	-	22	28.4
e. Newsletter, booklets, and books or other written materials con- cerned with reading	12.5	-	-	10	10	-	-	8	5
f. Your observation of ex- hibits of books, charts and other materials used to teach reading	75	14	70	40	27	-	11	16	31.6

The majority of parents responding from school VI ranked their observation of the teaching of reading as their overwhelming choice for the second most effective technique.

The majority of parents responding from school VII ranked attendance to parent group meetings as their first selection for second choice.

Responses as compiled on Table IX indicate that most parents in general selected their observation of exhibits of books, charts, and other materials used to teach reading as the technique they ranked as second. Observation of the teaching of reading was also ranked very high. A significant percent of the parents ranked their attendance to parent group meetings and individual parent-teacher conferences as of almost equal importance. A relatively few parents ranked newsletters, or booklets concerned with reading or teacher visitations to their home as their second choice.

Table X shows the parents' selections of the techniques the responding parents ranked as third in accordance with their evaluation of the effectiveness of each technique.

It is suggested that the parents' selections become less significant in respect to selecting one technique in preference to another when asked to select their third choice. One cannot assess the degree of effectiveness or value of a third choice in comparison to a second choice or to the first choice made by parents.

TABLE X

PARENTS' SELECTION OF HELPFUL TECHNIQUES  
AS THEIR THIRD CHOICE EXPRESSED  
IN PERCENTAGE, BY SCHOOL

Helpful Technique	S c h o o l								Average Per Cent
	I	II	III	IV	V	VI	VII	VIII	
a. Individual conferences with the teacher	80	20	17	-	12.5	-	-	-	16.2
b. Your attendance to parent group meetings	-	30	36	57	25	-	-	-	18.5
c. Teacher visitation to your home	-	-	-	-	-	-	34	-	4.1
d. Your observation of the teaching of reading	-	20	-	-	12.5	-	44	28	13.1
e. Newsletter, booklets, and books or other written materials concerned with reading	-	-	36	14	25	17	-	18	13.5
f. Your observation of exhi- bits of books, charts, and other materials used to teach reading	20	30	17	29	25	83	22	54	35.

The majority of parents responding from school I indicated that individual parent-teacher conferences ranked as their first choice for their third selection.

The majority of parents responding from school VI and VIII indicated that their observation of exhibits of books, charts, and other materials used to teach reading ranked as their first choice for their third selection.

Responses as compiled on Table X indicate that most parents in general selected the observation of exhibits of books, charts, and other materials used to teach reading as the technique they ranked as their first choice for their third selection.

Parents' attendance at parent group meetings, individual parent-teacher conferences, and their observation of the teaching of reading was ranked as their second, third, and fourth choice, for their third selection.

Few responding parents selected teacher visitation to their home as an effective technique employed to interpret the first grade reading program to parents.

Parents' evaluation of the program. Parents were asked to evaluate the program in terms of selecting one of the five following words: (1) excellent, (2) good, (3) satisfactory, (4) fair, and (5) unsatisfactory.

Table XI shows that the majority of the responding parents in each school, excepting school VIII, rated the program as excellent. Forty-two per cent of the responding parents in school VIII rated the program as excellent. School IV received an excellent rating by the highest per cent of parent responses followed by schools V, VII, III, IV, I, II, and VIII in that order. School III and school VI received the same rating.

Total rating of all schools reveals that sixty-one and five tenths per cent of the parents responding rated the schools' interpretation of the first grade as excellent; twenty-nine per cent of the parents responding rated the program as good; nine per cent of the parents responding rated the program as satisfactory; five tenths per cent of the parents responding rated the program as fair, none of the parents responding rated the program as unsatisfactory.

Parents' suggestions for improving the program. Fourteen responses of a possible ninety-one were received from parents regarding suggestions for improving the program.

No valid reason or number of reasons can be made by the investigator regarding the comparatively small number of responses made by parents to the directions, "Write below any suggestions you may have for the improvement of the current program used to inform you regarding the first grade reading





program."

It is suggested that questions requiring critical thinking and involving written responses are not conducive to achieving a good number of replies. One may also conclude that in general the parents may have been satisfied with the program, or that one cannot expect constructive suggestions from the layman who is not thoroughly familiar with the specific area with which this program is concerned.

Of the fourteen responses, five offered constructive suggestions for improving the program. Nine of the responses were either suggestions for improving the teaching of reading, compliments or criticisms of the process of teaching of reading, rather than suggestions for improving the program to interpret the first grade reading program to parents.

Responding parents from schools I, II, V, VII, and VIII made several comments. Responding parents of school I offered three suggestions for the improvement of the program, one parent responding from school II offered a constructive suggestion, as did two parents responding from school VIII.

Constructive suggestions from two parents of school I were: (1) "Report cards inadequate.", (2) "Early explanation of differences in progress between various schools and for classrooms. . .", and (3) "Have night meetings for explanations of reading program so fathers could come."

A parent from school II suggested, "I think planned parent-teacher conferences to replace the 2nd report card would be more valuable especially for 1st through 3rd grades in giving parents a good look at what their children are doing in the reading program."

The following suggestions were made by two parents from school VIII: (1) "Don't be so concerned about the 'program'! . . .", and (2) ". . .I think it is a very thorough program for the parents--if they would attend the meetings."

Brief summary. Analysis of parents' response indicate that an overwhelming majority of the parents believe they have been well informed about the first grade reading program through a plan instituted by the school to interpret the first grade reading program to parents.

The most informative technique employed by the schools to inform parents of the first grade reading program, as selected by the responding parents, was individual parent-teacher conferences. Parents then ranked as the second most informative technique their observation of the teaching of reading. Parents' attendance to parent group meetings and their observation of exhibits of books, charts, and other materials used to teach reading received such ratings as to consider these techniques of equal importance and their ranking as third.

The majority of the parents responding rated the schools' plan to interpret the first grade reading program to parents as excellent.

The responses to the question seeking parents' recommendations for improvement of the program were too few in number and not sufficiently representative to establish valid conclusions.

## CHAPTER V

### EVALUATION OF THE PROGRAM AND RECOMMENDATIONS FOR ITS IMPROVEMENT

In order to evaluate the organization and administration of the program currently used in the Modesto City Schools to interpret the first grade reading program to parents and to make recommendations for its improvement the investigator has (1) surveyed the organization and administration of the program, (2) defined the characteristics of an effective program as suggested by recognized authorities in the field of literature, and (3) reported the parents' evaluation of the program in each of the schools surveyed.

#### I. THE OVERALL PROGRAM

A comparison of the general overall program currently used in the Modesto City Schools to interpret the first grade reading program to parents, with the recommendations for an effective program as suggested by recognized authorities in the literature, reveals that the framework for the organization and administration of the program currently used in Modesto City Schools follows these basic principles and contains those desired elements of a sound program.

The parents' evaluation of the program, as determined by an analysis of their responses to the evaluatory questionnaire,

resulted in a rating of "excellent."

A casual review of the analysis of the survey in comparison with the parents' evaluation and recommendations of authorities in the field would lead one to the conclusions that no recommendations for improvement of the program need be made. A critical review of the survey indicates that recommendations worthy of consideration are in order.

It was found that the process of evaluation employed by the school was characterized by the use of subjective methods. Personal observations by administrative personnel, considered opinions and possibly off-hand impressions were used by the various principals to help determine the success of the plan.

One may grant that an experienced administrator might, to a satisfactory degree, determine the relative success of the program. The degree of effectiveness in assessing a program by this method of evaluation poses questions that create a reasonable doubt in the investigator's mind as to its validity and reliability.

It is suggested that a more thorough and objective evaluation might be obtained by employment of formal and scientific methods, such as, analytical studies, surveys, checklists, and rating scales. These objective means should be used periodically and the evaluation should remain constant to assure a continuing process of evaluation.

## II. SPECIFIC TECHNIQUES

Individual parent-teacher conferences. Parents chose individual parent-teacher conferences as the one most effective means of interpreting the first grade reading program for them. It is therefore suggested that the principal of each school strongly consider scheduling individual parent-teacher conferences for all the parents who have children enrolled in the first grade.

Leonard, Vandeman, and Miles<sup>31</sup> emphasize the fact that the conference by appointment receives more emphasis because at this time the teacher is not responsible for other duties. She considers the casual conference of lesser importance.

It is further suggested that the principals of all schools institute a system wherein written reports be made of each conference. Prepared forms constructed in a manner that will expedite and facilitate teacher reporting should be provided. Principals will find Katherine D'Evelyn's<sup>32</sup> and Strang's<sup>33</sup>

---

<sup>31</sup>Edith M. Leonard, Dorothy D. Vandeman, and Lillian E. Miles, Counseling With Parents in Early Childhood Education (New York: Macmillan Co., 1954), p. 66.

<sup>32</sup>Katherine E. D'Evelyn, Individual Parent-Teacher Conferences, Practical Suggestions For Teachers of Young Children (New York: Teachers College, Columbia University, 1945), pp. 99.

<sup>33</sup>Ruth Strang, Reporting to Parents, Practical Suggestions for Teaching (New York: Teachers College, Columbia University, 1947), p. 105.

suggestions for individual parent-teacher conferences most informative.

Home visits by the teachers. The use of home visits by the teachers were not considered by the parents surveyed as very helpful means of interpreting the first grade reading program.

Hymes<sup>34</sup> questions whether home visits are justified as a means of informing parents. He suggests that the limitation of time, the distance involved, and the extra work required by the teacher may be a determining factor as to the use of this technique.

In view of the poor rating by parents and the above mentioned limitations, the investigator suggests that schools should not rely upon home visits by the teacher as a means of interpreting the first grade reading program pending a more critical evaluation by each principal for each specific home visit. Home visits may be justified to meet the minimum needs when parents do not avail themselves of other techniques offered by the schools.

Parent group meetings. All schools indicated that the technique employed to interpret the first grade reading program to parents during parent group meetings was the lecture or speaker method. It was also ascertained that these meetings were exclusively planned and executed by school personnel.

---

<sup>34</sup>Hymes, op. cit., pp. 141-142.

Hymes<sup>35</sup> suggests that reading panels, symposia, discussion meetings, films, drama, buzz sessions and panels be used as some of the wide variety of techniques for parent group meetings.

It is recommended that the schools explore the possibilities of employing a variety of techniques at the parent meetings to supplement their usual effective methods so that a variety and change of pace may assure active motivation.

Menge and Faunce<sup>36</sup> state, "Shared planning can be rich experience for the planners." It is recommended that parents be encouraged to participate in the planning of the meetings. Those who display interest and capacity may well be used to inform other parents. Consideration should be given to the formation and maintaining of an organized parent study and discussion group.

Demonstration of classroom techniques. Parents of all schools considered the demonstration of classroom techniques to be very informative. They were orientated to the atmosphere of the classroom and had opportunities to observe how the children act in a school situation. It is interesting to note that the principal of school IV reported that all parents in attendance at a classroom demonstration scheduled during the

---

<sup>35</sup>Ibid.

<sup>36</sup>Menge, Joseph, and Faunce, op. cit., p. 41.



evening returned individually during the regular school day to observe the class in a typical school situation.

The investigator suggests that in the neighborhoods where the majority of the parents work that the principals consider scheduling demonstration of classroom techniques during the evening. It is strongly indicated that a larger percentage of parents from schools might attend if the demonstrations were scheduled in the evening.

Use of published and unpublished materials. The parents' evaluation of the helpfulness of published and unpublished materials indicated they considered this interpretive technique as of little or no value. The principals interviewed indicated they had few parents' requests for professional literature regarding the first grade reading program.

It is suggested that the principals explore the possibilities of establishing in cooperation with parent study groups a parents' library within the school. The books should be housed in a room that is easily accessible and provides an atmosphere conducive to discussion and study.

Leonard, Vandeman, and Miles<sup>37</sup> suggest that parents sometimes become interested in developing a reference library for themselves.

---

<sup>37</sup>Leonard, Vandeman, and Miles, op. cit., p. 116.

Public exhibits on reading. The use of public exhibits on reading to help interpret the first grade reading program to parents received a high rating from the parents.

The investigator suggests that the employment of exhibits of the materials used to teach reading in conjunction with parent group meetings and classroom observations was highly instrumental in achieving the desired results. It is recommended that such exhibits be a continuing and essential part of parent educational programs.

Brief summary. In this chapter the investigator has evaluated the program currently used in the Modesto City Schools to interpret the first grade reading program to parents and offered pertinent recommendations for its improvement which are the result of the investigation. The program may be improved through: (1) periodic employment of scientific methods to evaluate the program, (2) institution of scheduling of individual parent-teacher conferences for all parents of first grade pupils, (3) achievement of more parent participation in the planning and implementation of parent group meetings, (4) employment of a wider variety of techniques during parent group meetings, (5) scheduling of parent group meetings during the evening when parents cannot attend during the regular school day, and (6) establishment of a parent library concerned with the problem and housed in each neighborhood school.

## CHAPTER VI

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary. The purpose of this study has been to survey the organization and administration of the program currently used in the Modesto City Schools to interpret the first grade reading program to parents and to offer recommendations for its effective improvement.

The characteristics and desired elements of a program to successfully interpret the area of reading to parents of first grade pupils were identified by a review of the literature. There appeared to be general agreement among the authorities that the informative program be organized to fit the needs of each particular community. Specific recommendations as to the type, number, and variety of techniques to be used to inform parents of the educational program were found to vary with each authority.

It was the consensus in the literature reviewed that it is essential that provisions be made within the organization and administration of the program to define the duties and responsibilities of each participant, to employ a wide variety of techniques for its implementation, and to provide for a constant and continuous evaluation of the program.

A review of the school district's written policy established that staff responsibility for interpreting the educational

program was definitely assigned to each administrator. Each principal was responsible for the structure and implementation of a program established to interpret the first grade reading program to the parents of his school.

To determine the organization and administration of each school's interpretive plan the investigator prepared a check list used in surveying individual parent-teacher conferences, home visits by the teacher, parent study and discussion groups, demonstration of classroom techniques, the use of published and unpublished materials for parents, and public exhibits on reading. This check list was used in interviewing eight principals.

An analysis of the responses revealed that each school's informative program varied in respect to the number, variety, and frequency of use of the various techniques. Parent attendance at scheduled meetings varied from school to school.

It may be significant to note that seven schools scheduled individual parent-teacher conferences. Teachers from these schools conferred with ninety and six tenths per cent of the parents of the children enrolled in their first grades.

Only one principal requested home visits be made by the teacher, when the parents of pupils enrolled in a transitional first grade did not come to school for the scheduled individual parent-teacher conferences.

All the schools surveyed scheduled both parent group meetings and demonstration of classroom techniques to inform parents of the first grade reading program. The average attendance of parents of first grade pupils at these meetings and demonstrations was sixty-six per cent.

The eight schools surveyed made limited use of published materials to inform parents of the first grade reading program. The principals indicated that parents in general did not seek help from the literature.

Public exhibits on reading to help parents understand the first grade reading program were displayed within the classrooms of each school. Special exhibits were prepared for parent group meetings and for Public Schools Week.

A parent questionnaire to obtain the parents' evaluation of each school's effort to interpret the first grade reading program was prepared. The questionnaire was sent to one hundred and twenty-eight parents. Of the ninety-seven returns received ninety-one were usable.

The responses indicated that an overwhelming majority of the parents believed they were well informed about the first grade reading program. Parents indicated that they better understood the entire first grade reading program, the methods used in teaching reading, their child in relation to his ability to complete the program, and the progress of their child in relation to the general progress of other pupils in the class.

Parents were also asked to rank in order of their helpfulness the techniques used to inform them of the first grade reading program.

The parents selected individual parent-teacher conferences as the most helpful technique used by the schools to inform them in the area of first grade reading. They ranked their observation of the teaching of reading as second, and their attendance at group meetings and observations of exhibits on reading third, and ranked both techniques as equally important.

The parents rated the overall program by checking the words excellent, good, satisfactory, fair, or unsatisfactory to signify their opinion of the schools' plan to interpret the first grade reading program. The majority of the parents rated the plan as excellent.

An evaluation of the program currently used in the Modesto City Schools to inform parents in the area of first grade reading was made by analyzing both the characteristics and elements of the informative program in relation to recommendations of the authorities in the literature as well as the parents' evaluation of the program. The evaluation indicated that the framework of the plan followed the basic principles and contained the desired elements of a sound informative program.

A critical analysis by the investigator indicated that the following suggestions were in order:

1. That principals of each school should consider scheduling individual parent-teacher conferences for all the parents of first grade pupils and that a report of the conferences be made and filed in the pupil's accumulative folder.
2. That the value of home visits by the teacher to interpret the first grade reading program to parents of first grade pupils may be questioned in view of the poor rating given to this technique by parents.
3. That reading panels, symposia, discussion meetings, films, drama, buzz sessions and panels be used to supplement lecturers or speakers at parent group meetings.
4. That consideration be given to the scheduling of demonstrations of classroom techniques during the evening as a possible incentive for more parents to attend.
5. That the principals consider establishing in co-operation with the parents a parent library so that the parents might have an opportunity to review some of the pertinent professional literature in the area concerned.
6. That more parent participation in the planning and implementation of parent group meetings would possibly result in greater parent attendance.

Conclusions and recommendations. An evaluation of the program currently used in the Modesto City Schools to interpret the first grade reading program to parents indicated that the framework provided for its organization and administration was founded on sound basic principles, that a wide variety of techniques was used to implement the program, and that the scope of the program was sufficiently comprehensive to achieve the desired results.

The most significant recommendation for the effective improvement of the program was that a constant and continuing appraisal be achieved through the use of scientific objective instruments. Only through an objective method of evaluation may the schools be assured that each program contains a balance, appropriateness of function, continuity, and timing.

Further research needed. It is suggested that a study be made to evaluate the attitude of parents who have attended the meetings scheduled to interpret the first grade reading program in comparison with the attitude of parents who did not attend.

Further study may be directed to determine what effect, if any, the interpretive program may have had upon the attitude and progress of pupils after their parents have achieved an understanding of the first grade reading program.



**BIBLIOGRAPHY**

## BIBLIOGRAPHY

### A. BOOKS

- American Association of School Administrators. Public Relations for America's Schools. Washington, D. C: 1950. 489 pp.
- Arthur, Grace. Tutoring as Therapy. New York: The Commonwealth Fund, 1946. 125 pp.
- Artley, Sterl A. Your Child Learns to Read. Chicago: Scott, Foresman and Co., 1953. 255 pp.
- Brammel, Paris R. Your School and Mine. New York: Ronald Press, 1952. 438 pp.
- California Elementary School Administrators' Association. Home and School Work Together for Children. Twenty-First Year-book. Vol. 21, 1949. 120 pp.
- D'Evelyn, Katherine E. Individual Parent-Teacher Conferences: A Manual for Teachers of Young Children. New York: Teachers College, Columbia University, 1945. 99 pp.
- Dolch, Edward W. Teaching Primary Reading. Champaign, Illinois: The Garrard Press, 1950. 429. pp.
- Frank, Mary and Lawrence K. How to Help Your Child in School. New York: The Viking Press, 1950. 358 pp.
- Gruenberg, Sidonie M. We, The Parents. New York: Harper and Brothers, 1948. 309 pp.
- Horn, John L. and Chapman, Thomas W. The Education of Children in the Primary Grades. New York: Farrar and Rinehard, Inc., 1935. 291 pp.
- Hymes, James L. Effective Home-School Relations. New York: Prentice-Hall, 1954. 264 pp.
- Lane, Homer. Talks to Parents and Teachers. New York: Hermitage Press, Inc., 1949. 212 pp.
- Langdon, Grace and Stout, Irving W. Parent-Teacher Interviews. New York: Prentice-Hall, Inc., 1954. 356 pp.

- Leonard, Edith M., Dorothy D. Vandeman and Lillian E. Miles. Counseling With Parents in Early Childhood Education. New York: Macmillan Company, 1954. 330 pp.
- Marion, Monroe. Growing Into Reading: How Readiness for Reading Develops at Home and at School. New York: Scott, Foresman and Co., 1951. 274 pp.
- Menge, Joseph W. and Roland G. Fuanca. Working Together for Better Schools. New York: American Book Co., 1953. 149 pp.
- Olsen, Edward G. School and Community Programs: A Casebook of Successful Practice From Kindergarten Through College and Adult Education. New York: Prentice Hall, 1949. 510 pp.
- Parent Questions. Staff members of The Child Study Association of America. New York: Harper and Brothers, 1947. 256 pp.
- Tiegs, Ernest W. The Management of Learning in the Elementary School. New York: Longmans, Green and Co., 1937. 299 pp.
- Reeder, Ward G. The Fundamentals of Public School Administration. New York: The Macmillan Company, 1941. 781 pp.
- Sailing Into Reading: How Your Child Learns To Read In The Elementary School. Washington: n.n. 1956. 40 pp.
- Snyder, William U. Casebook of Non-Directive Counseling. Boston: Houghton Mifflin Co., 1947. 339 pp.
- Strang, Ruth. Reporting to Parents: Practical Suggestions for Teaching. New York: Teachers College, Columbia University, 1947. 105 pp.
- Whitelaw, John B. The School and Its Community: A Guide for the Development of Dynamic School-Community Relations. Baltimore: John Hopkins Press, 1951. 68 pp.
- Wolf, Anna W. M. The Parents' Manual. New York: Simon and Schuster, 1947. 329 pp.
- Woodring, Paul. Let's Talk Sense About Our Schools. New York: McGraw-Hill Book Company, Inc., 1953. 213 pp.
- Yeager, William A. School-Community Relations. New York: Dryden Press, 1955. 464 pp.

B. PUBLICATIONS OF THE GOVERNMENT, LEARNED SOCIETIES, AND OTHER ORGANIZATIONS

- Graves, Albert. "Stating the Problem of Home-School-Community Relations," Bulletin of the California State Department of Education. Vol. 22, No. 8. Sacramento, California: October, 1953. 1--5 pp.
- Heffernan, Helen, and Lorene E. Marshall. "Reporting Pupil Progress in California Cities." California Journal of Elementary Education. Sacramento, California: Vol. 24, No. 2. November, 1955. 67--77 pp.
- Nash, Ethel and John F. Locke. "Janie Learns to Read: A Handbook for Parents Whose Child Will Soon Learn To Read." Washington, D. C.: National Education Association, 1954. 40 pp.
- National School Public Relations Association. "Person To Person: The Classroom Teacher's Public Relations." Washington, D. C.: National Education Association, 1956. 1--44 pp.
- Smitter, Faith W. "What Should Parents Know About Their Children's Progress in School?" California Journal of Elementary Education. Vol. 24, Sacramento, California: November, 1955. pp. 112--116.
- "The Elementary School Program in California: Handbook for the Orientation of Teachers." Bulletin of the California State Department of Education (revised). Vol. XXIV, No. 2. Sacramento, California. April, 1957. 1--46 pp.
- Weckler, Nora. "Problems in Organizing Parent-Teacher Conferences." California Journal of Elementary Education. Vol. 24. Sacramento, California: November, 1955. pp. 117--126.
- Witty, Paul and Ann Coomer. "Fostering a Balanced Reading Program: The Role of Parent, Teacher, and Librarian." The Elementary English Review, Vol. 23, 1946. pp. 241--46.

C. PARTS OF SERIES

- Robinson, Eleanor G. "A Letter to Parents" Contributions in Reading, No. 8. New York: Ginn and Company, December, 1954. 4 pp.

Robinson, Eleanor G. "Helping Parents Understand the Modern Reading Program." Ginn and Company. Contributions in Reading, No. 3. New York: Ginn and Company, October, 1955. 1--7 pp.

D. UNPUBLISHED MATERIALS

"Administrative Code and Procedure Book, Modesto City Schools." Board of Education, Modesto, California. Rewritten, August 1, 1957. (Mimeographed.)

APPENDIX A

Copy of the Check List Used to Interview Principals

This check list is to be used as an instrument to interview School Principals in order to obtain valid and detailed information regarding the administration and organization of the program currently employed in the Modesto City Schools to interpret the first grade reading program to parents.

November 15, 1957

CHECK LIST  
INTERPRETING THE FIRST GRADE  
READING PROGRAM OF THE MODESTO CITY SCHOOLS TO PARENTS

INDIVIDUAL PARENT-TEACHER CONFERENCES

If provisions are made for scheduled individual parent-teacher conferences the following questions should be answered.

1. By whom are these conferences usually scheduled?

Teacher	_____
Principal	_____
Reading consultant	_____
School psychologist	_____

2. Specify in rank order when the conferences are scheduled using the numbers 1, 2, 3, and 4.

Before school	_____
During the school day	_____
After school	_____
In the evening	_____

3. Are special individual parent-teacher conferences scheduled for working parents at times other than indicated in the preceding question?

Yes \_\_\_\_\_

No \_\_\_\_\_

a. If special conferences are scheduled specify below and list according to rank order.

_____	_____
_____	_____
_____	_____
_____	_____

4. How many special individual parent-teacher conferences are scheduled for each class, on the average, during the school year?

\_\_\_\_\_

5. Indicate by number how many times during the school year conferences are scheduled for all parents.

\_\_\_\_\_

6. What percent of the invited parents attend?

\_\_\_\_\_

7. To what extent are conferences structured?

A special preparation is made by teacher for each conference.

\_\_\_\_\_

A prepared check list is used as a discussion guide.

\_\_\_\_\_

Teacher notes prepared from classroom observations are used as a guide.

\_\_\_\_\_

8. Are persons other than parent and teacher generally in attendance?

Yes \_\_\_\_\_

No \_\_\_\_\_

9. For the following persons indicate the percent of conferences attended in relation to the total number of conferences scheduled.

Principal \_\_\_\_\_

Reading consultant \_\_\_\_\_

School psychologist \_\_\_\_\_

Family health advisor \_\_\_\_\_

Other \_\_\_\_\_



10. Is a written report of the conference usually made by the teacher? Yes \_\_\_\_\_

No \_\_\_\_\_

a. If so what disposition is made of copies?

Copy to parent \_\_\_\_\_

Copy to principal \_\_\_\_\_

Copy for the pupil's file \_\_\_\_\_

HOME VISITS BY THE TEACHER

If your school participates in a scheduled home visitation program the following questions should be answered.

11. When are home visits generally scheduled?

Immediately after school \_\_\_\_\_

In the evening \_\_\_\_\_

During School Holidays \_\_\_\_\_

12. Indicate by number how many times during the school year home visits are usually scheduled. \_\_\_\_\_

13. What percentage of homes are visited? \_\_\_\_\_

14. Are written reports of home visits made by the teacher? Yes \_\_\_\_\_

No \_\_\_\_\_

a. What disposition is made of copies?

Copy for parents \_\_\_\_\_

Copy for the principal \_\_\_\_\_

Copy for the pupil's file \_\_\_\_\_

PARENT STUDY AND DISCUSSION GROUPS

If study and discussion groups for parents are planned on a scheduled basis the following questions should be answered.

15. By whom are these study and discussion groups planned and scheduled?

Teacher \_\_\_\_\_  
 Principal \_\_\_\_\_  
 Reading consultant \_\_\_\_\_  
 Member of the P.T.A. \_\_\_\_\_

16. Indicate by number how many times during the school year these groups are scheduled.

\_\_\_\_\_

17. At what times are these groups scheduled?

Before school \_\_\_\_\_  
 During the school day \_\_\_\_\_  
 After school \_\_\_\_\_  
 In the evening \_\_\_\_\_  
 Other \_\_\_\_\_

18. Who exercises group leadership

Teacher \_\_\_\_\_  
 Principal \_\_\_\_\_  
 Reading consultant \_\_\_\_\_  
 Other \_\_\_\_\_

19. What percentage of invited parents attend?

\_\_\_\_\_

20. Specify by rank order the following techniques which are currently employed in your school.

Lecture or <del>S</del> Speaker	_____
General discussion	_____
Panel discussion	_____
Workshop	_____
Other	_____

DEMONSTRATION OF CLASSROOM TECHNIQUES

If classroom demonstrations are scheduled for parents, the following questions should be answered.

21. Indicate by number how often during the school year classroom demonstrations are scheduled.

\_\_\_\_\_

22. Are special demonstrations scheduled at times other than during the school day?

Yes \_\_\_\_\_

No \_\_\_\_\_

- a. If so when are these demonstrations scheduled?

Before school \_\_\_\_\_

Immediately after school \_\_\_\_\_

In the evening \_\_\_\_\_

Other \_\_\_\_\_

- b. Who, other than the classroom teacher, are participants?

Pupils \_\_\_\_\_

Parents \_\_\_\_\_

Other \_\_\_\_\_

23. Are the demonstrations preceded by an orientation meeting for parents?

Yes \_\_\_\_\_

No \_\_\_\_\_

24. Is the demonstration followed by a question and answer period for parents?

Yes \_\_\_\_\_

No \_\_\_\_\_

25. What percentage of invited parents attend? \_\_\_\_\_

PUBLISHED AND UNPUBLISHED MATERIALS FOR PARENTS

If your school distributes published and/or unpublished materials to inform parents about the reading program, the following questions should be answered.

26. Who usually determines what materials are to be distributed?

Teacher \_\_\_\_\_

Principal \_\_\_\_\_

Reading consultant \_\_\_\_\_

Other \_\_\_\_\_

27. Are these materials distributed on an established time schedule?

Yes \_\_\_\_\_

No \_\_\_\_\_

28. Indicate by number how many times during the school year these materials are distributed. \_\_\_\_\_

29. Do you refer parents to published literature prepared by qualified educators to help them interpret the first grade reading program?

Yes \_\_\_\_\_

No \_\_\_\_\_

30. Is professional literature on the subject of reading housed within your school and made available to parents?

Yes \_\_\_\_\_

No \_\_\_\_\_

31. List in order of their effectiveness the three books parents have found most helpful in interpreting the reading program.

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

## PUBLIC EXHIBITS ON READING

If public exhibits are prepared to interpret the first grade reading program to parents, the following questions should be answered.

32. Indicate by number how often during the school year public exhibits are displayed. \_\_\_\_\_

33. By whom are these public exhibits usually planned?

Teacher \_\_\_\_\_

Principal \_\_\_\_\_

Reading consultant \_\_\_\_\_

Other \_\_\_\_\_

34. By whom are these public exhibits usually prepared?

Teacher \_\_\_\_\_

Principal \_\_\_\_\_

Reading consultant \_\_\_\_\_

Other \_\_\_\_\_

APPENDIX B

Copy of the Questionnaire Used for Parents' Evaluation

April 21, 1958

Dear Parents:

During this school year various methods have been used to acquaint parents with the first grade reading program.

We are interested in knowing to what extent this has helped you to achieve a better understanding of the program. By responding to the attached questionnaire you will help us evaluate the success of our efforts.

Sincerely,

Principal

This questionnaire is to be used to help determine the success of the program currently used to explain the first grade reading program to parents.

April 21, 1958

QUESTIONNAIRE  
FOR PARENTS' EVALUATION

If the school's efforts to explain the first grade reading program has been of value to you, please answer the following questions.

1. Do you better understand the entire first grade reading program?

Yes \_\_\_\_\_

No \_\_\_\_\_

2. Do you better understand the methods used in teaching reading?

Yes \_\_\_\_\_

No \_\_\_\_\_

3. Do you better understand the progress of your child?

a. In relation to his or her ability to successfully complete the first grade reading program?

Yes \_\_\_\_\_

No \_\_\_\_\_

b. In relation to the general progress of the pupils in the class?

Yes \_\_\_\_\_

No \_\_\_\_\_

4. Of the following methods some or all may have been used to better acquaint you with the first grade reading program. Indicate by the use of numerals only those methods that have helped you. Designate by numeral 1 the method you found most helpful, by numeral 2 the method you feel was second best, etc.



- a. Individual conferences with the teacher. \_\_\_\_\_
- b. Your attendance to parent group meetings \_\_\_\_\_
- c. Teacher visitation to your home \_\_\_\_\_
- d. Your observation of the teaching of reading \_\_\_\_\_
- e. Newsletter, booklets, and books or other written materials concerned with reading \_\_\_\_\_
- f. Your observation of exhibits of books, charts, and other materials used to teach reading. \_\_\_\_\_

5. Please check the word that best describes your opinion of the school's explanation of the first grade reading program.

- Excellent \_\_\_\_\_
- Good \_\_\_\_\_
- Satisfactory \_\_\_\_\_
- Fair \_\_\_\_\_
- Unsatisfactory \_\_\_\_\_

6. Write below any suggestions you may have for the improvement of the current program used to inform you regarding the first grade reading program.

---

---

---

---

---