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A STUDY OF THE RELATION BETWEEN PRESCHOOL
EXPERIENCES AND ACHIEVEMENT IN
READING IN THE FIRST GRADE

A THESIS
PRESENTED TO
THE FACULTY OF THE GRADUATE SCHOOL
APPALACHIAN STATE TEACHERS COLLEGE

IN PARTIAL FULFILLMENT
OF THE REQUIREMENTS FOR THE DEGREE
MASTER OF ARTS

by
EVELYN MOORHEAD RAY
AUGUST 1962

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STATEMENT OF THE PROBLEM

It was the purpose of this study to determine as nearly as possible what the preschool experiences are for one first grade class, and to explore the possible relationship between success in reading in the first grade and selected experiences before entering school.

THE PROCEDURE

During the first two weeks of the school year, visits were made to the homes of the thirty children. A prepared questionnaire was used when these home visits were made. The questionnaire was divided into three parts, namely (1) preschool experiences within the home (2) preschool experiences outside the home; and (3) miscellaneous questions.

At the beginning of the second week, an individual test of language ability was given to each child. The Scott, Foresman Reading Readiness Tests were given before systematic work with reading was undertaken. Upon completion of a basic reader by a group, the Basic Reading Tests, which accompany these readers, were given. (This testing gave an accurate record of the progress and was used to compare their achievement with the national norm.)

During the latter half of the year, the Otis Quick Scoring Mental Maturity Tests were given.

Near the close of the year, the California Reading Test was given, and a grade placement was obtained from this test. Correlations were computed between certain preschool experiences and the progress and achievement of the pupils.

From the tests and correlations, definite conclusions were reached.

CONCLUSIONS

1. The experiences that a child has prior to his entering school had a decided effect on his readiness for reading as well as his progress and achievement.

2. Those parents, particularly mothers, who had superior educational status tended to provide for their children more experiences favorable to reading success.

3. The children of mothers with a higher educational status, not only had more experiences which dealt directly with reading, but their level of language ability was higher, and the concern and interest on the part of these mothers encouraged progress and success in reading.

4. The degree of relationship between preschool experiences and achievement is equal to the relationships of mental maturity and achievement.

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CHAPTER I

THE PROBLEM AND DEFINITIONS OF TERMS USED

For years there has been much concern on the part of the writer over the fact that many of the pupils in a particular school are unable to achieve beyond the pre-primer level in reading. The meagerness of the preschool experiences of these children has been evident. Too, there has been a special interest in the effect of these preschool experiences upon reading progress and achievement.

I. THE PROBLEM

Statement of the problem. It was the purpose of this study to determine as nearly as possible what these preschool experiences are for one first grade class, and to explore the possible relationship between success in reading in the first grade and selected experiences before entering school.

Importance of the study. Preschool experiences have been listed as an important factor in reading readiness. In addition to this factor, others such as home background, background of information, social adjustment, and language facility are commonly listed as factors which directly contribute to a child's success in reading. Each of these four factors is directly or indirectly related to preschool experiences. By determining the relation of these experiences to reading achievement, the significance of such factors can be established. In determining the importance of these factors, it is believed that this study will be a guide in grouping

children who need a prolonged enrichment program.

II. DEFINITIONS OF TERMS USED

Norm. A norm is a measure of what is, of the status quo. When a grade or class is up to the national median on a test, it is just an average, or typical class.¹

Percentile rank. A percentile rank is a description of a pupil's position in a typical age or grade group in terms of the percentage of pupils who fall below that score.²

Median. When ungrouped scores or other measures are arranged in order of size, the median is the mid point in the series.³

Mean. When an arithmetic text referred to the average, it meant the sum of all the scores divided by the total number of scores. It is often called the arithmetic mean, or simply the mean.⁴

Correlation. Correlation may be thought of as that ratio which expresses the extent to which changes in one variable are accompanied

¹C. C. Ross, and Julian C. Stanley, Measurement in Today's Schools, (Third edition; Englewood Cliffs: Prentice-Hall, Incorporated, 1954), p. 275.

²Ibid., p. 288.

³Henry E. Garrett, Statistics in Psychology and Education, (Fourth edition; New York: Longmans, Green and Company, 1954), p. 31.

⁴Ross, op. cit., p. 73.

by--or dependent upon--changes in the second variable.⁵

III. ORGANIZATION OF REMAINDER OF THE THESIS

A first grade class, composed of thirty pupils, was chosen for the study. Questionnaires were prepared to be used when home visits were made. The questionnaire was divided into three parts; namely, (1) preschool experiences within the home; (2) preschool experiences outside the home; and (3) miscellaneous questions. Through a use of these and observation of home background, it was felt that much could be learned regarding the preschool experiences of these children.

At the beginning of the second week, an individual test of language ability suggested by Marion Monroe, was given to each child. The Scott Foresman Reading Readiness Tests were used before systematic work with reading was undertaken. During the latter half of the year, the Otis Quick Scoring Mental Maturity Tests were given.

Upon completion of a basic reader by each group, the Basic Reading Tests which accompany these readers were given. The testing afforded an accurate record of the progress of the children and was used to compare their achievement with the national norm.

Near the close of the school year, the California Reading Test was given to the thirty pupils. The reading grade placement was obtained from this test.

Correlations were then computed between certain preschool experiences and the progress and achievement of the pupils.

From the tests and the correlations, definite conclusions and recommendations were made.

⁵Garrett, op. cit., p. 126.

CHAPTER II

REVIEW OF LITERATURE

Much has been written regarding the factors on which a child's success in reading depends. Only a brief summary will be made of these factors given by some of the leading writers in the field of reading.

I. LITERATURE ON READING READINESS

In considering the question of readiness for reading, it is well to ask the question, "When does reading growth begin?" A good answer to this question might be, "Soon after the child is born." Bond believes that as the child lives and learns before going to school he develops a physique, a personality, habits, needs, interests, vocabulary and a background upon which his reading begins.¹

Readiness for systematic reading requires a considered appraisal of the developmental status of the whole child.

A most complete list of the factors in reading readiness is given by Betts. This list includes all those which were listed by other outstanding writers in this field:

1. Learner needs
2. Pre-reading school experience
3. Social adjustment
4. Interests and attitudes
5. Chronological age
6. Mental maturity
7. Perception of relationships
8. Memory span

¹Guy L. Bond, and Eva Bond Wagner, Child Growth in Reading, (Chicago: Lyons and Carnahan, 1955), p. 17.

9. Background of information
10. Home background
11. Language facility
12. Hearing
13. Visual efficiency
14. Auditory discrimination
15. Visual discrimination
16. Color discrimination
17. General health status
18. Motor control
19. Neurological status
20. Sex differences²

II. LITERATURE ON PRESCHOOL EXPERIENCE AS A FACTOR IN READING SUCCESS

Durrell is very emphatic in his belief concerning preschool experiences. He says: "It is clear that differences in success in beginning reading depend upon a variety of pre-reading abilities that the child acquires through specific experiences at home."³

In discussing the importance of experiences in reading Gray feels that backgrounds are always present and meaning background as developed by experience affects the whole reading process. He says:

While reading is a single operation, we can distinguish four different steps in the total reading process--word perception, comprehension, reaction, and integration--all of which reach back to the meaning background.⁴

In discussing the preschool experiences Tinker concluded that a

²Emmett Albert Betts, Foundations of Reading Instruction, (New York: American Book Company, 1957), p. 116-137.

³Donald D. Durrell, Improving Reading Instruction, (New York: World Book Company, 1956), p. 41.

⁴William S. Gray, On Their Own in Reading, (Chicago: Scott, Foresman and Company, 1948), p. 35.

child not only must have a background of experience but also must have acquired meaningful concepts from these experiences. The information which is derived from varied experiences furnishes material for the clarification of concepts and meanings which are very essential to reading. Successful reading requires that a child come to the reading situation with a background of relevant information which has been gained from experience. Furthermore, the degree to which the child's experience can be expressed in oral language indicates the adequacy of the meaningful concepts upon which reading comprehension is based. He believes that a lack of a broad background of concepts, meaningful to the child, often results in a failure to make satisfactory progress in reading.⁵

It is also important that the experience be reconstructed and concepts refined by the child's own use of oral language. Betts says: "The teacher must be alert to the crux of the problem; namely, language development."⁶ Certainly the experiences that a child has had are determining factors in the language development of the child until the time he enters school.

In an article appearing in the January, 1955, issue of the Elementary School Journal, Helen Robinson makes this statement:

The educational level of the family, the socio-economic level and related characteristics must be included in an appraisal of the whole child. Several studies have shown a direct relation

⁵Miles A. Tinker, Elementary Reading, (New York: Appleton-Century Crofts, Inc., 1952), p. 33.

⁶Betts, op. cit., p. 120.

between the amount of interest in reading at home and the interest exhibited by pupils in school. As the number of books in the home increases the per cent of good readers increase.⁷

Yoakam is in agreement with Robinson on this point for he says:

All too few homes have a library of well-selected and appropriate books for its children. The Father and Mother do not exhibit a concern for self-education through reading which might be imitated by the child.⁸

Betts also emphasizes this point by saying that an interested attitude toward books and reading on the part of the parents is very important. He believes that experiences with things, people and situations aid understanding and comprehension and that the background of a home with understanding parents helps.⁹

Gates believes that limited experiences in conversation, story hearing, playing with pictures and picture books, meager experiences in cooperating with children may result in limited interest and ability for learning. He further states that immaturity due to a limited amount of experiences and educational contacts of the type mentioned may be involved in varying degrees in the ability to read.¹⁰

In discussing the differences in the backgrounds of the children who come to school Russell says:

Some children have traveled extensively, others may not have been

⁷Helen M. Robinson, "Factors Which Affect Success in Reading," Elementary School Journal, LV (January, 1955), p. 267.

⁸Gerald A. Yoakam, Basal Reading Instruction, (New York: McGraw Hill Company, 1955), p. 271.

⁹Betts, op. cit., p. 112.

¹⁰Arthur I. Gates, The Improvement of Reading, (New York: The Macmillan Company, 1947), p. 9.

very far from home. Some children will have shared many books and stories with parents; others come from homes where little reading is done.¹¹

Paul Witty has summarized the importance of preschool experiences. He says:

The child who is prepared best for reading is able to express his own ideas clearly. He should have developed the ability to give and sustain attention as he listens to stories. And he should have learned to approach new learning situations with feelings of self-confidence and security. Contributions to the development of these abilities and attitudes are made by stable home environments.¹²

Marion Monroe stresses the importance of a child's experiences with books by saying: "A child's desire to read depends upon what his past experiences with books have been, whether he has learned to enjoy them or not, and whether he is growing up normally."

She further states that the desire to read in and of itself does not insure reading success; however, the lack of this desire may keep children from achievement even though they possess all the necessary qualifications to learn. She believes that this desire to read has been developed if the children have had the proper preschool experiences with books.¹³

Gertrude Hildreth emphasizes the fact that the teacher needs to learn all that she can about a child's background. She thinks the teacher

¹¹David H. Russell, Children Learn to Read, (New York: Ginn and Company, 1949), p. 128.

¹²Paul Witty, Reading in Modern Education, (Boston: D. C. Heath and Company, 1949), p. 64.

¹³Marion Monroe, Growing Into Reading, (Chicago: Scott, Foresman and Company, 1951), p. 31.

should discover which children come from homes where there is sufficient room for the whole family, where the family lives comfortably, where cleanliness prevails, where routines for convenient living are well established, where good food is served, and where children have their own toys, books and play space. Hildreth states that the teacher will be even more concerned to discover which children come from homes where these favorable conditions are lacking.¹⁴ She again emphasizes the importance of getting acquainted with the home by saying: "The teacher is advised to get acquainted with each child's home background as early as possible, preferably through a home visit if this can be arranged." She further suggests that questions pertinent to the home situation be used at the time the home visit is made. A list of questions to be used are suggested.¹⁵

All of the leading authorities agree that there are many factors involved in a child's reading success. Further, they seem to agree that preschool experiences of the children in their homes is a weighty factor in a child's readiness or lack of readiness for school. Learning, they believe, is easier for children who have a knowledge of common objects gained through concrete experiences and situations in their environment; who have had some experience with books; who have had someone to read to him; and who have a desire to read.

¹⁴Gertrude Hildreth, Readiness for School Beginners, (New York: World Book Company, 1950), p. 45.

¹⁵Ibid., pp. 229-230.

CHAPTER III

GROUP STUDIED AND MATERIALS USED

The investigation began the first day of school. It was believed that it was necessary to commence this study at the beginning of the school year.

I. GROUP STUDIED

One first grade class of thirty pupils (seventeen boys and thirteen girls) was selected for the study. This class of Estes Elementary School was one taught by the writer of the thesis. Four other children were in the class during a part of the year, but were not included in the study. This school is located in Anderson, South Carolina in the center of one of the most thickly populated sections of the city. It is in the midst of a large textile area, and the majority of the parents were employees of one of three mills in this section of Anderson.

All of the children in this group were or would be six years of age on or before November first of the school year. None had attended kindergarten and none had any previous school experience. By informal questioning it was found that the majority of these pupils were anxious to start to school.

Over 56 per cent of their parents were home owners. Most of the homes had originally been mill property and had been purchased within

the last few years by these parents. The majority of them were making payments on their homes.

II. QUESTIONNAIRE FOR HOME VISIT

During the first two weeks of school, home visits were made. During the same period of time a questionnaire was used to obtain information concerning the preschool experiences of the thirty children. It was explained to the parents that information about the children in their home life would help the child to gain a good introduction to school. In compiling the items used for the questionnaire, those suggested by Hildreth and others, which were thought pertinent to the situation, were used.

The first part of the questionnaire contained ten questions concerning preschool experiences within the home. The following questions were used:

1. Did you read to your child often?
2. Did he ask someone to read to him?
3. Did he use books and magazines?
4. Does the child have books of his own?
5. Does he pretend he is reading?
6. Has he tried to write his name?
7. Does he notice letters on packages, labels, etc?
8. Does he have older brothers or sisters in school?
9. Does he have a pet?
10. Does he have tasks or responsibility at home?

In the second part of the questionnaire, there were ten questions concerning preschool experiences outside the home. These were the questions which were asked:

1. Does your child attend Sunday School regularly?
2. Did he go to a Vacation Bible School?
3. Has he been to a farm?

4. Has he been to the mountains?
5. Has he ridden on a train?
6. Has he ridden on a bus?
7. Has he been to the Anderson Fair or another one?
8. Has he been to the beach?
9. Has he spent the night away from both parents?
10. Has he traveled in another state?

The third part of the questionnaire was devoted to miscellaneous questions. The following questions were asked:

1. Do one or both parents plan to attend P.T.A.?
2. How far in school did the mother go? The father?
3. Does the mother work outside the home?
4. If so, who keeps the child?
5. Does anyone live in the home besides the immediate family?
Who?
6. Is there any other information about your child which you think is important that I know?

At the time the visits were made, observations were made concerning the home surroundings of each child, and notations were made concerning the observations.

III. TEST OF LANGUAGE ABILITY

Hildreth says: "Some indication of the child's background can be obtained from his vocabulary and conversation."¹ Realizing that it is chiefly through language that a teacher can become acquainted with a child's mind, it was decided to give individual tests to each child to determine the level of language ability. This test was administered as suggested by Marion Monroe in Growing into Reading. A picture was selected which satisfied these criteria:

1. There should be two or more recognized characters in the picture.

¹Gertrude Hildreth, Readiness for School Beginners, (New York: World Book Company, 1950), p. 46.

2. There should be a central activity or "story".
3. Each character should be doing something different.
4. The setting or background should be appropriate enough to indicate where the action is taking place.²

In giving language ability test to the thirty children, the picture was presented to each child alone so that no response was influenced by what had been said previously during the testing. The child was asked to tell the questioner about the pretty picture. When the child stopped talking, he was encouraged to say more. No leading questions were asked in order to avoid directing the child's responses.

The child's responses were analyzed according to the following areas of language ability: (1) output and expressiveness (2) general meaning and ideas, and (3) sentence structure.

The following scale, suggested by Monroe, was used to rate the child's expressiveness:

- Level 1. The child does not respond until encouraged. After friendly encouragement he brings forth a single remark.
- Level 2. The child responds with one or more spontaneous remarks but cannot continue.
- Level 3. The child responds with one or more spontaneous remarks and continues with another remark or two when requested.
- Level 4. The child responds freely, continues when requested and is highly productive.
- Level 5. The child's responses are at level three or four, but he includes the teacher in a conversational manner.³

In determining the nature and quality of the ideas as expressed by the child, this scale was used. It was used to find the level of meaning:

- Level 1. Naming. The child enumerates objects in a picture.
- Level 2. Description. The child names objects and describes a

²Marion Monroe, Growing into Reading, (Chicago: Scott, Foresman and Company, 1951), p. 75.

³Ibid., p. 77.

- quality or action.
- Level 3. Interpretation. The child makes inferences about the feeling and relationships shown in the picture.
- Level 4. Narrative interpretation. The child infers what has happened before and what the outcome will be.
- Level 5. Evaluative interpretation. The child gives a "moral" or evaluates the picture.⁴

The last step in this test was to analyze the language patterns the child uses to express the meaning. This was determined in relation to the following scale:

- Level 1. Use of isolated words or phrases, probably strung together by and.
- Level 2. Simple sentence with one subject and one verb.
- Level 3. Simple sentence with compound subject, predicate, or object.
- Level 4. Compound sentence containing a conjunction other than and, or complex sentence containing one dependent clause.
- Level 5. Sentences containing more than one dependent clause.⁵

IV. THE READING READINESS TEST

In the Anderson City Schools, The Reading Series published by Scott, Foresman and Company is used. The readiness book, The New Before We Read was the first book of this series to be used. Following the completion of this book, each group was tested. Group I, the fastest moving group, was tested about five weeks after entering first grade; Group II was tested after six weeks; and Group III, the slowest moving group, was tested at the end of two months.

The Reading Readiness Test, as well as all the Basic Reading Tests, is designed to measure skills and abilities essential to the

⁴Ibid., p. 79.

⁵Ibid., p. 80.

highest level of interpretation and to independent word perception.

All Basic Reading Tests are divided into two main parts, namely interpretation and word perception. Under the part entitled interpretation there are four sections:

1. Comprehending sentence meaning: Understanding language patterns is basic to the interpretation of reading. Unless a pupil understands the meaning of words in the context, he will fail to interpret what he reads.
2. Forming sensory images: The more vividly a child can form mental images, the more meaningful the text becomes. The habit of forming images aids in remembering.
3. Perceiving relationships: The comprehending reader perceives that ideas belong together. The orderly way in which the reader organizes these ideas helps him to remember what he has read and use as a basis for understanding.
4. Recognizing emotional reactions: One of the highest types of interpretation involves an appreciation of the way characters feel. When pupils identify themselves with a character in the story, they are really "living the story".⁶

The second part of the test, word perception, is divided into three sections:

1. Visual scrutiny: Before a child can associate correctly a printed word with its meaning he must be able to see that it is different from every other printed word.
2. Phonetic analysis: Phonetic analysis serves the reader if he is not quite certain of his visual memory of a word. The sound and the meaning may be determined by applying phonetic analysis to arrive at the pronunciation.
3. Structural analysis: There is a wide field of knowledge about word structures that will open the eyes of readers and help them attack and understand the meaning of words.⁷

Norms for each Basic Reading Test are given in the table on the

⁶Marion Monroe, Manual for New Basic Reading Tests, (Chicago: Scott, Foresman and Company, 1954) - *error*

⁷Ibid.

front of the scoring key which accompanies each test.

These norms were found by using the total scores of the population taking each test and standardizing them by expressing these scores in terms of percentiles. These were ranked from top to bottom and divided into seven sections as follows: the top 10 per cent; the next lower 15 per cent; the middle 50 per cent, divided into three sections; the next lowest 15 per cent; and the lowest 10 per cent. Each section was given a rating as follows:

1. Very high-scores by the top 10 per cent of the standardization group.
2. High-scores made by the next lower 15 per cent of the standardization group.
3. Average-scores made by the middle 50 per cent of the standardization group. This rating was divided into three sections: (1) high average, (2) average, and (3) low average.
4. Low-scores made by the next 15 per cent of the group.
5. Very-low scores made by the lowest 10 per cent of the standardization group.⁸

A profile chart was given on the front page of each test. A dotted line across the profile chart shows the twenty-fifth percentile score for each section as obtained from the standardized group.

V. MENTAL ABILITY TEST

At the beginning of the second semester of the first grade, the Otis Quick-Scoring Mental Ability Tests were given to the pupils.

This test may be administered as a verbal test and as a non-verbal test and intelligence quotients may be obtained from either score. Also the combined scores may be used to find the intelligence quotient. The

⁸Ibid.

reliability of the non-verbal and verbal tests are sixty-eight hundredths and seventy-one hundredths respectively. The reliability of the total score (non-verbal plus verbal) is eighty-one hundredths. This indicates that the non-verbal and verbal tests are of equal reliability, but when combined they give a score which is much more reliable than either one taken by itself. Therefore, it was decided that the combined non-verbal and verbal scores be used to determine the intelligence quotient of each child.

The probable error of a score when using the total score has been found to be four and six-tenths points. This means that in 50 per cent of the cases a pupil's score will fall, theoretically, within four and six-tenth points of his true score.

The error of a pupil's score is due in large part to the inability of pupils to concentrate in the same degree throughout every test. This results in pupils doing less well at times than at other times, in accordance with their ability. This is one reason why no test score is infallible; therefore under no circumstances should it be considered as a true and accurate measure of a pupil's ability.⁹

VI. OTHER BASIC READING TESTS

The following basic reading books were used when it was thought that a group was ready for that reading level:

1. The Basic Pre-Primers, We Look and See, We Work and Play, and We Come and Go.

⁹Arthur S. Otis, Otis Quick-Scoring Mental Ability Tests, (New York: World Book Company, 1939), p. 15.

2. The Basic Primer, The New Fun With Dick and Jane, which is book one, level one.
3. The New Our New Friends, book one, level two.

After the completion of each of these Basic Reading Books by a group, that group was given The Basic Reading Test which accompanies that book. Each of these tests is divided into seven sections:

1. Comprehending sentence meaning.
2. Forming sensory images.
3. Perceiving relationships.
4. Recognizing emotional reactions.
5. Visual scrutiny - meaning.
6. Phonetic analysis.
7. Structural analysis.

There is only one exception, in the test on Our New Friends, section 4 is "Recognizing Motives." It is possible to score seventy on each of these tests, and they are designed in the same manner as The Reading Readiness Test, which was described in detail earlier in this chapter. The scores are ranked from top to bottom and divided into five parts. Each part was given a rating as follows: (1) Very high, (2) High, (3) Average, (4) Low, and (5) Very low. The median, which was found from the standardization group, was given for each test.

VII. THE CALIFORNIA READING TEST

About two weeks before the close of the school year, The California Reading Test was given to all thirty pupils. Form W of the 1957 edition was used. The Reading Test is divided into two parts: Reading Vocabulary and Reading Comprehension.

The Reading Vocabulary consists of four sections: (1) "Word Form," (2) "Word Recognition," (3) "Meaning of Opposites," and (4) "Picture

Association". The Reading Comprehension Test contains five following-directions items and ten comprehension items which test stated facts and inferences. A "Letter Recognition Test" has been placed at the end of the Reading Test to be used with pupils who possess very little reading skill.

From this test grade placements are found by measuring pupils as they deal with material regardless of the level of their own reading materials.¹⁰

¹⁰California Test Bureau Manual, (Los Angeles, California: 1957), p. 5 - 7.

CHAPTER IV

RESULTS OF THE STUDY

At various times throughout the remainder of this study the thirty children were divided into groups for purposes of comparison. Group I, the fastest-moving group, is composed of thirteen children; Group II, the middle group, was made up of ten children; and Group III, the slowest-moving group, was composed of seven children.

I. RESULTS OF THE QUESTIONNAIRE

There were ten questions regarding preschool experiences within the home; thus it was possible for a child to have had ten experiences within the home which would be favorable to reading success. In Group I the number of experiences ranged from ten to five, the average number being eight. In Group II, the number of experiences ranged from eight to five, the average number being 6.8. In the slowest-moving group the number of experiences ranged from seven to one, the average number being 3.9. Figure 1 shows the percentage of children in each of the three groups who had the various preschool experiences within the home.

The figure shows an almost consistent pattern throughout with few exceptions. Group I had a larger percentage of children who had the various preschool experiences with the exception of three, namely, (1) having brothers or sisters in school, (2) having a pet and, (3) having tasks at home. There was a larger percentage of children in

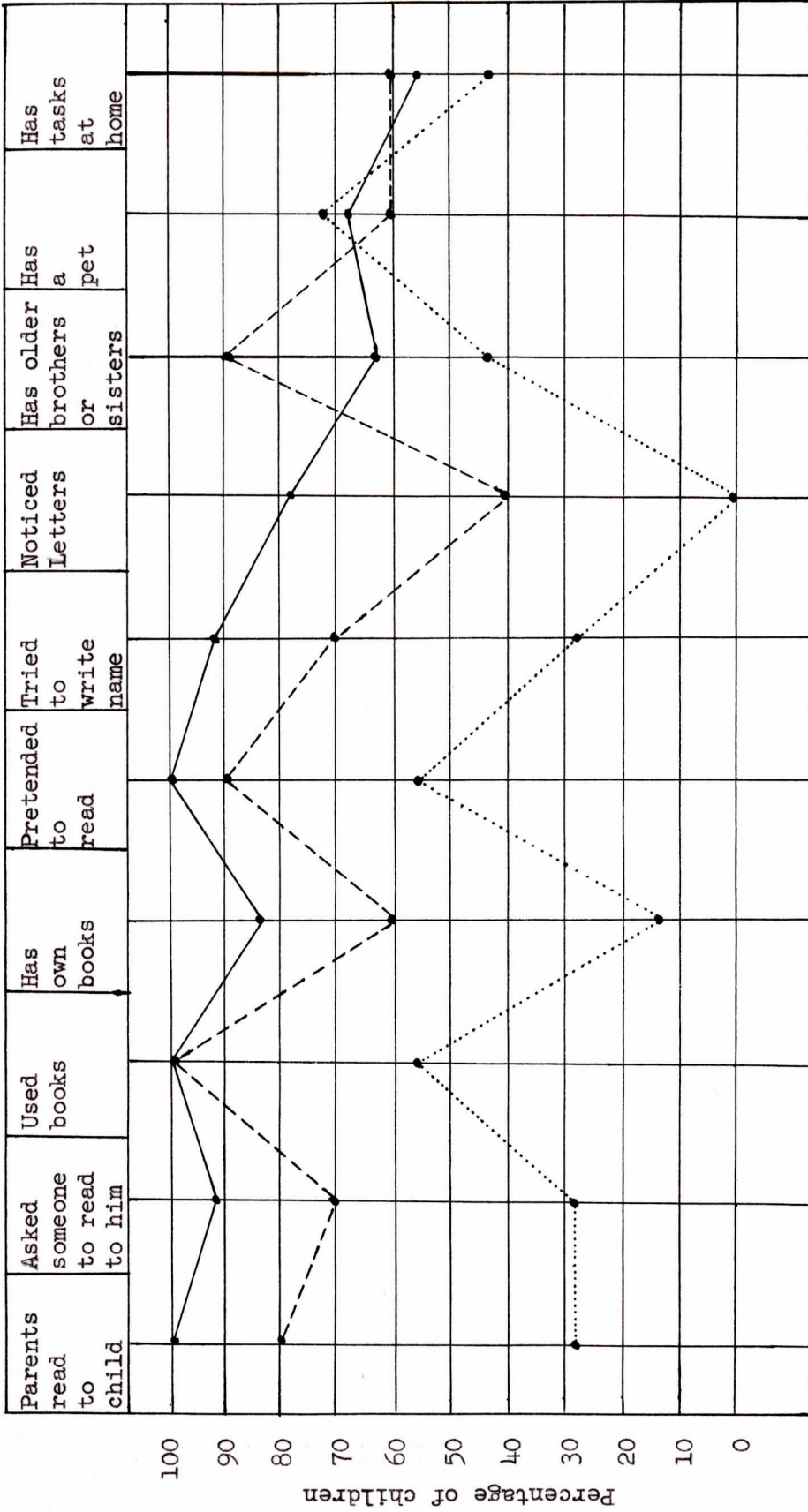


FIGURE 1
 RESULTS OF QUESTIONNAIRE CONCERNING PRESCHOOL
 EXPERIENCES WITHIN THE HOME
 Group I ——— Group II - - - - Group III ······

Group II having brothers or sisters in school. In Group III there was a greater percentage of children having a pet. In all the experiences which dealt directly with reading experiences, Group I held a higher percentage with Group II following closely. In all the experiences pertaining to reading, there was a very low percentage of children in Group III who had experienced any of these activities.

Figure 2 shows the percentage of children in each of the three groups having preschool experiences outside the home. This figure followed the same general pattern of Figure 1 with very few exceptions. Group II had a higher percentage of children who had been to the mountains. Group III had a higher percentage who had ridden on a train, ridden on a bus, been to a fair, spent the night away from home, and traveled in another state. Group I had a higher percentage of children attending Sunday School, attending Vacation Bible School, visiting a farm, and going to the beach. The largest number of preschool experiences outside the home of any child in Group I was nine and the smallest number five with an average of 7.2. The number of experiences in Group II ranged from eight to two with an average of six. In Group III the greatest number was seven and the smallest four with an average of 5.9.

Figures 3 and 4 give the educational status of the fathers and mothers of the thirty pupils. From these figures it is seen that the education of the parents of the children in Group I is superior to that of Group II and III. Of the parents of the children in Group I 85 per cent of the mothers and 77 per cent of the fathers have completed more than the eighth grade. Only one child in this group had a parent

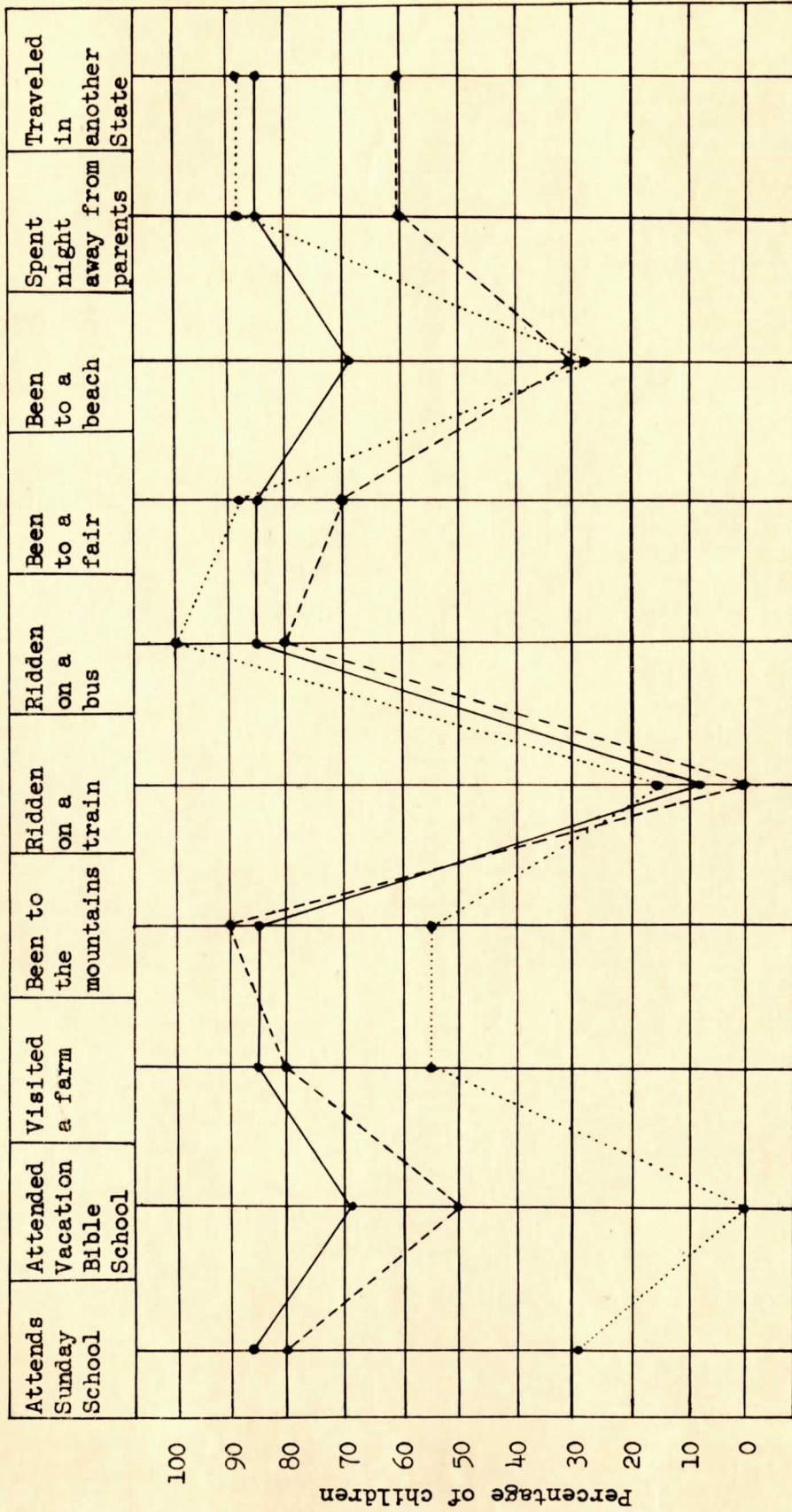


FIGURE 2

RESULTS OF QUESTIONNAIRE CONCERNING PRESCHOOL EXPERIENCES OUTSIDE THE HOME

Group I ——— Group II - - - - Group III ······

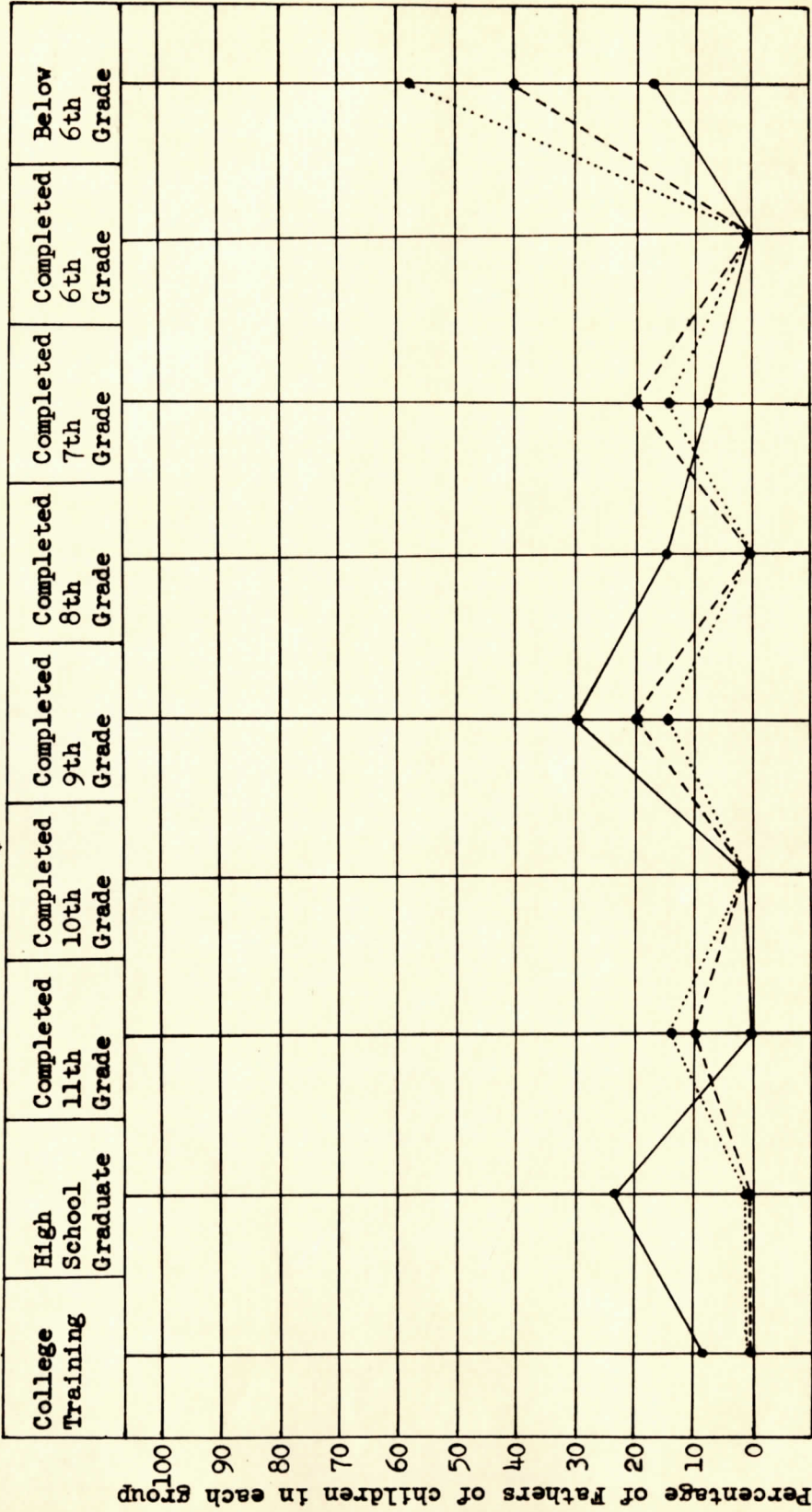


FIGURE 3

EDUCATIONAL STATUS OF FATHERS

Group I ——— Group II - - - - - Group III ······

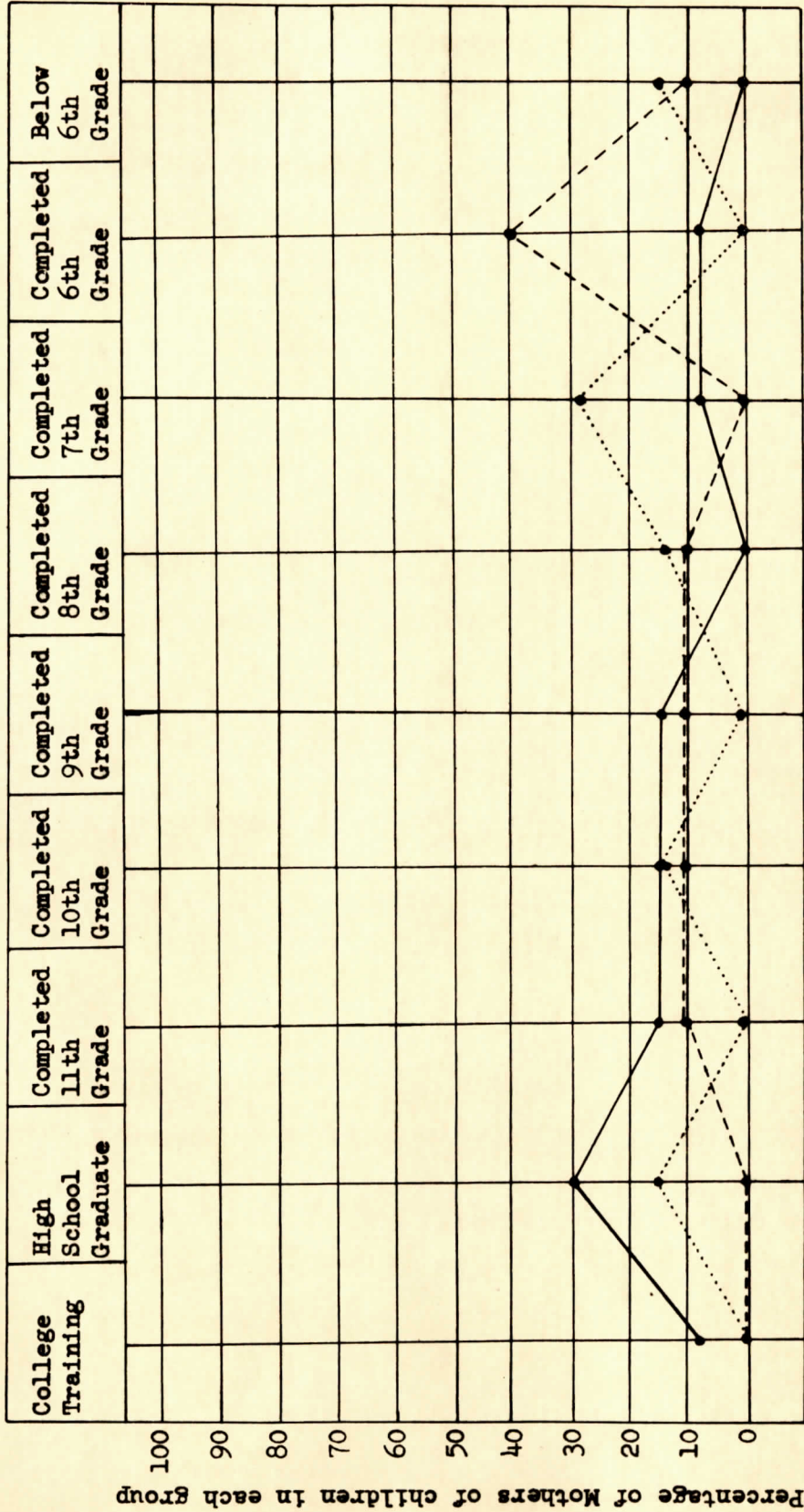


FIGURE 4
EDUCATIONAL STATUS OF MOTHERS

Group I ——— Group II - - - - - Group III ·······

with less than a ninth grade education. In Group II 40 per cent of the mothers and 40 per cent of the fathers had completed the eighth grade. Of the children in Group III, 57 per cent of the fathers and only 28 per cent of the mothers had completed the eighth grade. In Group III 86 per cent of the mothers and 86 per cent of the fathers had less than a tenth grade education.

The education of the mothers of the children in Group I is superior to that of the fathers of these children. Only 16 per cent of the mothers had less than a ninth grade education and none had finished less than the sixth grade; on the other hand, 39 per cent of the fathers had finished less than the ninth grade.

Of the children in Group II, the education of the mothers is also superior to that of the fathers. Of the mothers of these children, 80 per cent had completed the sixth grade as compared to 60 per cent of the fathers.

The fathers of the children in Group III had less education than the mothers of these children. Of the mothers 86 per cent had completed the seventh grade as compared to 42 per cent of the fathers having finished this much formal education.

In regard to the mothers who worked outside the home, 61 per cent of the mothers of children in Group I worked outside the home. Only 30 per cent of the mothers of those in Group II worked outside the home. In every case of working mothers in Groups I and II, these children were cared for by their grandparents or fathers. In Group III, 29 per cent of the mothers worked, and hired help cared for the children.

Among the seven children of Group III, there were three who had speech defects. It was three months before one of these three responded orally to any situation. One child's mother had died at birth, and the same child had been deserted by her father and reared by her grandmother. Of this group two of the children had fathers who drank excessively and were unable to hold regular jobs.

Only six children of the thirty had someone living in their home beside the immediate family. In five of these cases it was a grandmother or a grandfather, and in one case an uncle lived with the family.

II. RESULTS OF TEST OF LANGUAGE ABILITY

The Test of Language Ability given at the beginning of the second week was used to test the expressiveness, sentence structure and meaning. A picture showing two children playing was presented to the pupils; then the pupils were asked to tell about the picture. In regard to the expressiveness of the children, twenty-one of the thirty children did not respond until encouraged. After some encouragement these children would make remarks. Only three children responded with one or more spontaneous remarks; however, they did not continue. Five children responded with spontaneous remarks and continued when requested. Only one child responded freely and continued when requested.

The level of expressiveness was very low and there was not too much difference in the expressiveness of the children of different groups. However, the level of meaning and sentence structure was somewhat higher than the expressiveness and there was a greater variation between groups.

Figure 5 shows the results of this test. It gives the percentage of children within each language level. This percentage is given by groups, as the previous figures, for ease in comparison.

No child in the entire class ranked higher than level 4 on either expressiveness, meaning, or sentence structure. No child in Group III ranked higher than level 2 on either of the three phases of the test. No child in Group II ranked higher than level 2 on meaning or sentence structure. The greatest variation between the groups was evidenced in sentence structure, with 69 per cent of Group I rating level 3 or 4.

III. RESULTS OF READING READINESS TEST

The Scott, Foresman Reading Readiness Tests were given to each group upon completion of New Before We Read. Group I was given the test at the end of five weeks, Group II at the end of six weeks, and Group III at the end of two months.

The ratings of Group I ranged from very high, with a score of sixty-nine, to low with a score of fifty-one. The median for this group was sixty-three, which was two points above the norm for this test.

The ratings of Group II were from very high to low. The highest score was sixty-nine and the lowest forty-nine. The median was fifty-seven, or low average, which was four points below the norm.

The highest score in Group III was fifty-four and the lowest was twenty-two. The rating was from low to very low with the median being thirty-nine.

Figure 6 is a profile chart of the Reading Readiness Test. It

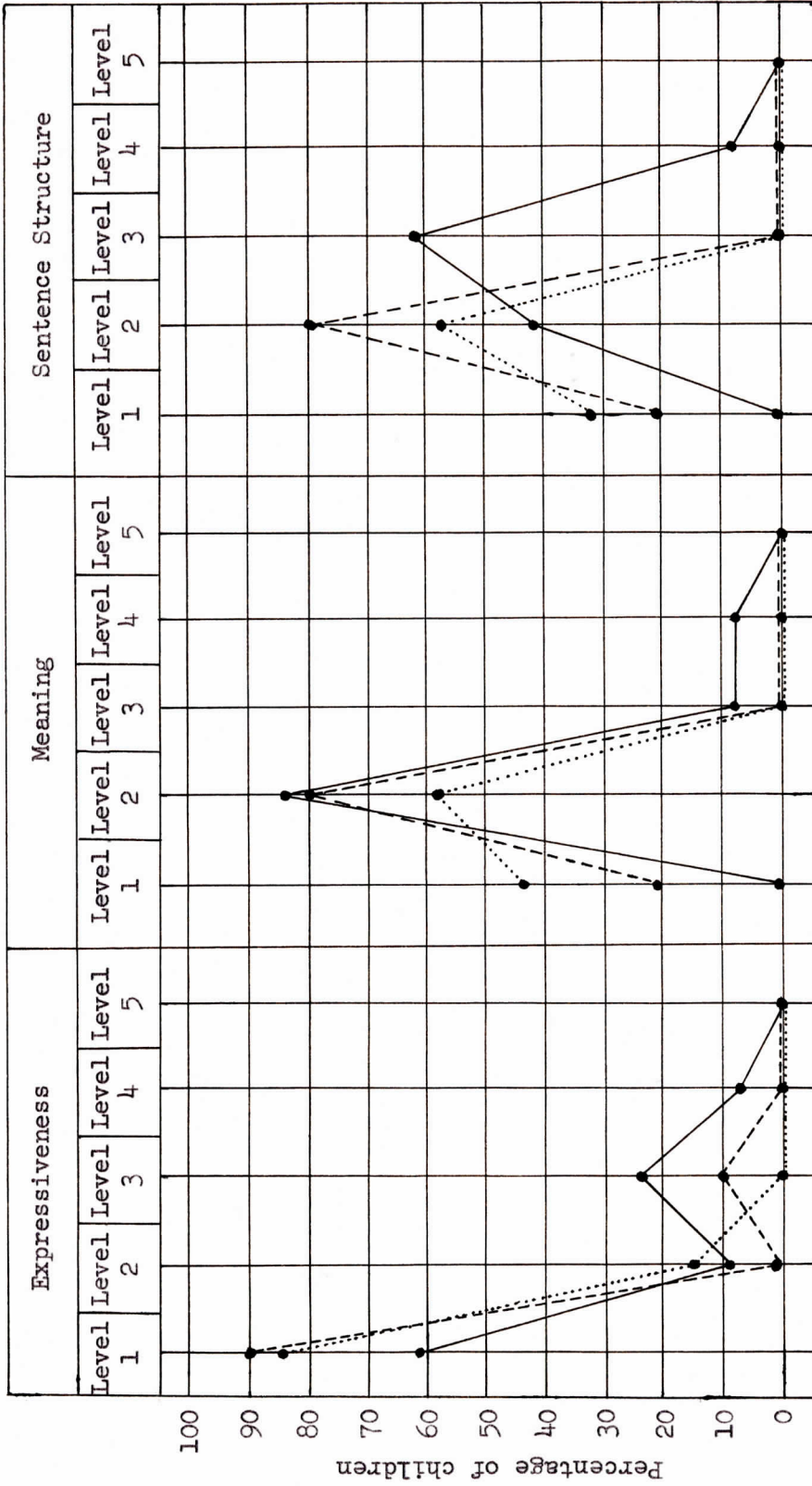


FIGURE 5
 RESULTS OF TEST OF LANGUAGE ABILITY
 Group I ——— Group II ——— Group III ———

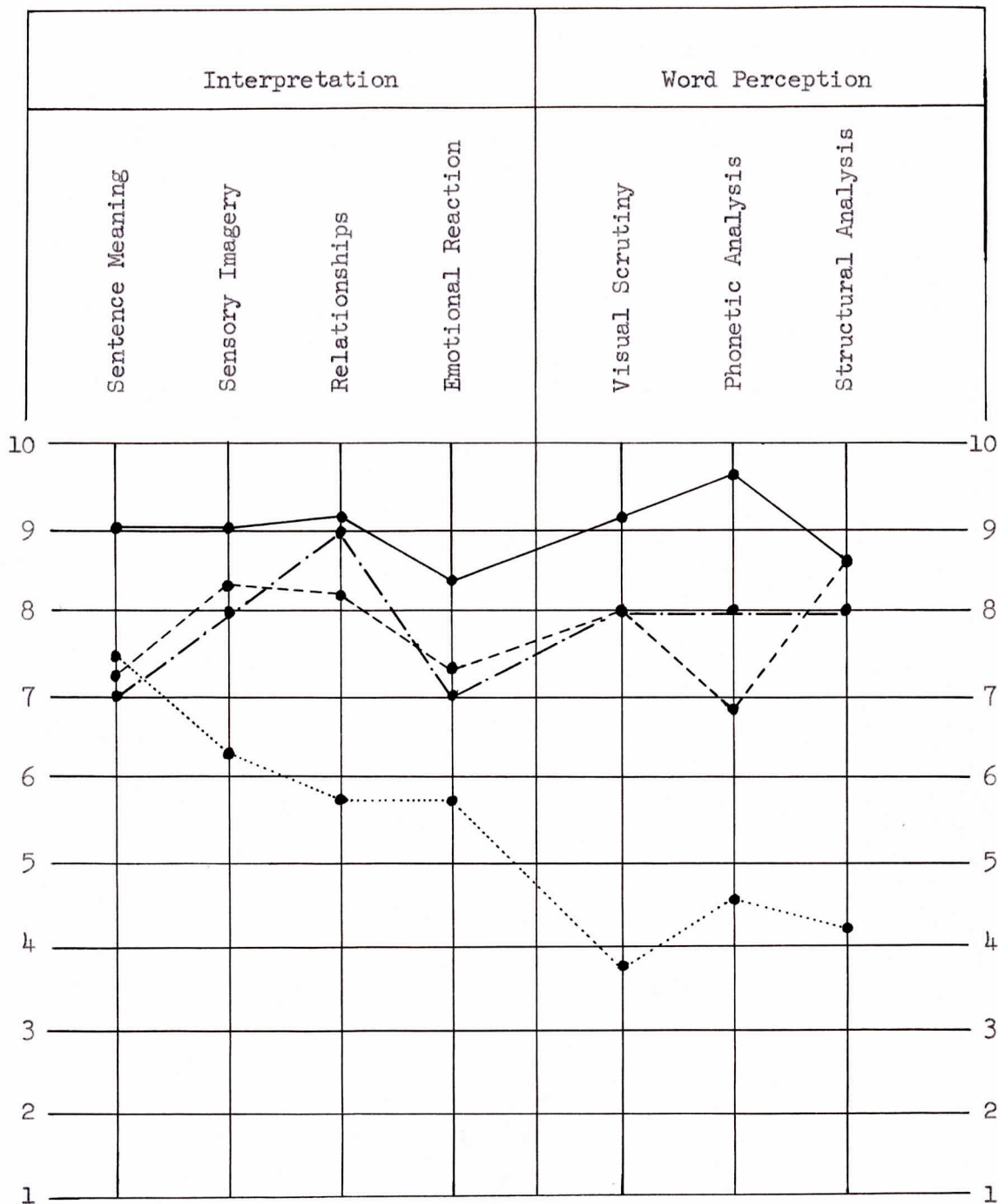


FIGURE 6

PROFILE CHART SHOWING RESULTS OF READING READINESS TEST

Group I ——— Group II - - - - - Group III 25th Percentile - . - . -

(September 28)* (October 6)* (November 1)*

* Dates the tests were administered

was made by entering the mean of each group on the chart, thus showing the progress of the various groups. It also shows whether a group rated above or below the twenty-fifth percentile. In this way a rating of the three groups is shown, as well as a comparison with the standardization group.

As shown on the charts, the average of Group I was above the twenty-fifth percentile. Group II fell below the twenty-fifth percentile in two sections, relationships and phonetic analysis. This indicated that some children in this group needed help in these areas. Group III fell below the twenty-fifth percentile on all sections of the test except sentence meaning. As seen from this chart, after two months, this group lacked mastery and was not ready to read. They definitely needed special help before beginning any formal reading.

IV. RESULTS OF TESTS WHICH ACCOMPANY THE NEW PRE-PRIMERS

After each group's completion of the Pre-Primers, We Look and See, We Work and Play, and We Come and Go, the Basic Reading Test which accompanies these pre-primers was given. The test was given to Group I on December thirteenth. This same test was given to Group II about one month later, on January seventeenth. It was not until May third that Group III had completed the pre-primers and was given the test. Profile charts, similar to the one made for The Reading Readiness Test, were made for each of the Basic Reading Tests. The date on which the test was administered was given to show comparison in progress as well as achievement.

The scores of Group I ranged from sixty-eight, with a rating of very high to fifty-six, which gives a rating of low. The median of this group was sixty-one, which was one point below the norm. The mean of the entire group was fifty-nine.

The highest score made by any child in Group II was sixty-four and the lowest was fifty-three. The median of this group was two points below the norm; however, the mean of the group was sixty.

The range in the scores of Group III extended from sixty-six to thirty-nine. The median was forty-six and the mean was fifty-four. One child in this group made a high rating. Two others made mid-average, and one rated low-average. Three children had a low rating on this test.

Figure 7 is a profile chart of the Pre-Primer Test entering the mean of each group on each of the seven sections of the test. It is noted that Group I fell below the twenty-fifth percentile on sensory imagery. Group II rated above the twenty-fifth percentile on all sections of the test, there being very little difference in the mean of these two groups. The greatest difference in the two groups is shown on the section designated as structural analysis. On this section Group I rated about one point higher than Group II.

Group III fell below the twenty-fifth percentile on three sections of the test, sentence meaning, sensory imagery, and relationships. This group was above the twenty-fifth percentile on emotional reactions, visual scrutiny, phonetic, and structural analysis. At no point did Group III rate higher than either Group I or II. This group needed special help in those areas in which they fell below the twenty-fifth percentile.

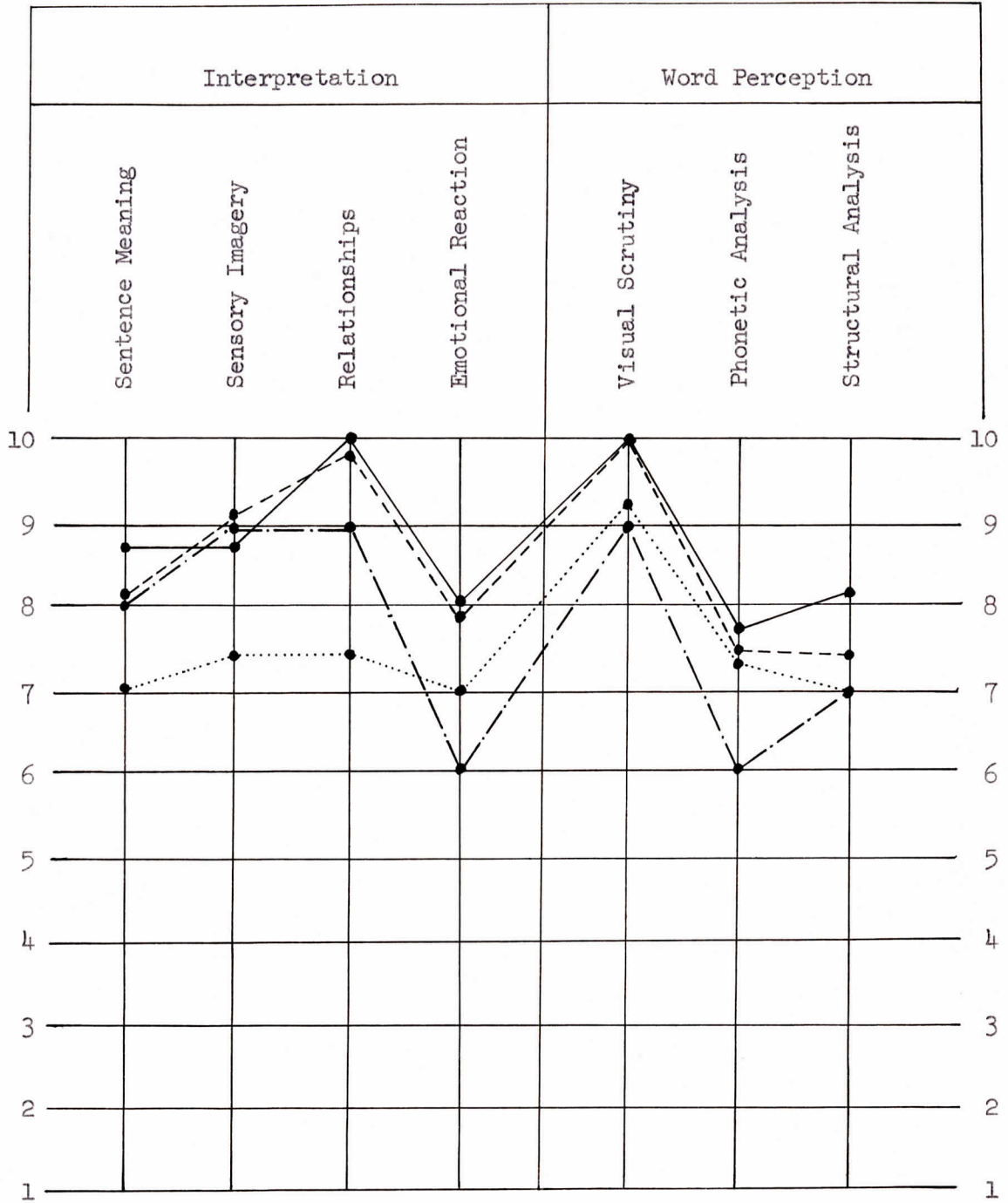


FIGURE 7

PROFILE CHART SHOWING RESULTS OF PRE-PRIMER TEST

Group I ————— Group II - - - - - Group III 25th Percentile - . - . - .

(December 13)* (January 17)* (May 3)*

* Dates the tests were administered

V. RESULTS OF OTIS QUICK SCORING MENTAL ABILITY TESTS

At the beginning of the second semester the Otis Quick Scoring Mental Ability Tests were given to each of the thirty children. The range in I. Q.'s on this test was from 114 to seventy-six.

The range in Group I was from 114 to ninety-eight. The mean of this group was 106. Only one child in this group had an I. Q. less than 100. The I. Q.'s of the children of Group II ranged from 107 to ninety-six. The mean of this group was 101. Five of the ten children in this group had I. Q.'s less than 100.

The range of the I. Q.'s of the seven children in Group III was from ninety-six to seventy-six. The mean of Group III was ninety.

VI. RESULTS OF BASIC READING TEST, BOOK ONE, LEVEL ONE

Upon completion of The New Fun with Dick and Jane, the New Basic Reading Test which accompanies this book was given. Group I was given the test on February twenty-third. The scores ranged from sixty-eight, with a rating of very high to fifty-seven with a rating of low-average. The mean for the group was sixty-three and the median was sixty-three, which was two points above the norm for this test. Group II was given this same test March twenty-third. The scores of this group ranged from sixty-four, which shows a rating of high-average, to fifty-three, which gives a rating of low. The mean of the group was fifty-nine and the median was sixty, which is one point below the norm.

Group III was not able to reach the same level of reading, as they had only completed the pre-primers by May third and needed additional work on the pre-primer level.

Figure 8 is a profile chart showing the results of this test. Again the mean of each group on the seven divisions of the test was found and used in plotting the profile. It is seen from the chart that Group I rated well above the twenty-fifth percentile on all divisions of the test. Group II also ranked above the twenty-fifth percentile on this test. The profile of this group followed the same general pattern as that of Group I; however, the group ranked slightly lower on all sections of this test. The greatest difference was shown in visual scrutiny. The least difference was revealed in sensory imagery. At this point there was only a slight difference in the mean of the two groups.

VII. RESULTS OF BASIC READING TEST, BOOK ONE, LEVEL TWO

On April twenty-seventh, Group I had completed The New Our New Friends, and the basic reading test which accompanies this book was administered to this group. The scores of this group ranged from sixty-six to fifty-five. The median was sixty, which was the median of the standardization group. The mean for the group was also sixty. During the last month of the school year, Group I was able to read the independent reader of the Scott, Foresman series, as well as other reading material. Group I completed this book near the end of the school year, and the test was given to this group on May twenty-second. The range in scores was from sixty-four to forty-four. The median of the group was fifty-four, which was low-average. The mean of the group was fifty-six, which shows a rating of low-average for Group II.

Figure 9 is a profile chart showing the mean of each of the two

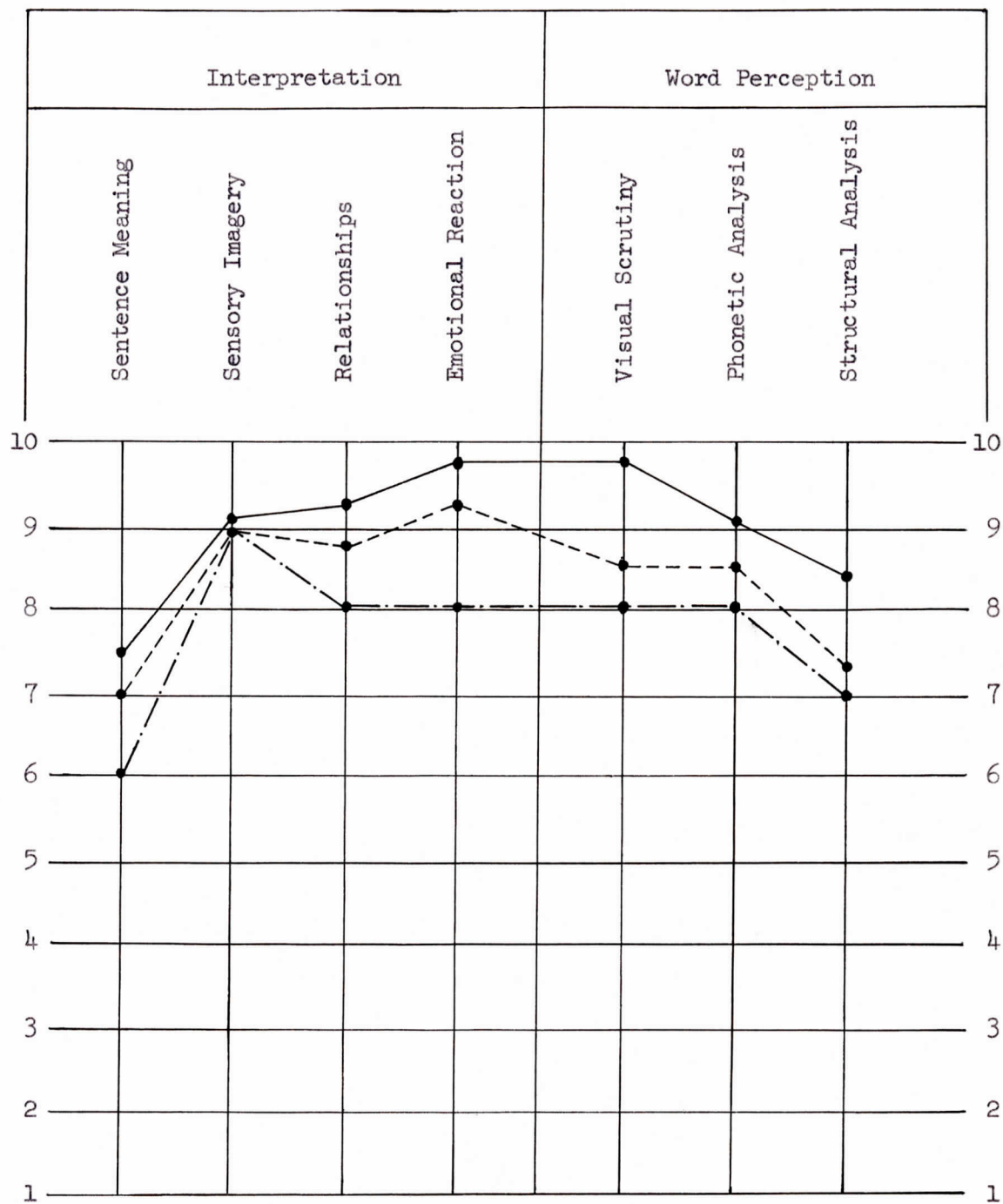


FIGURE 8

PROFILE CHART OF BASIC READING TEST, BOOK ONE, LEVEL ONE

Group I ——— Group II - - - - - 25th Percentile — · — ·

(February 23)* (March 23)*

* Dates the tests were administered

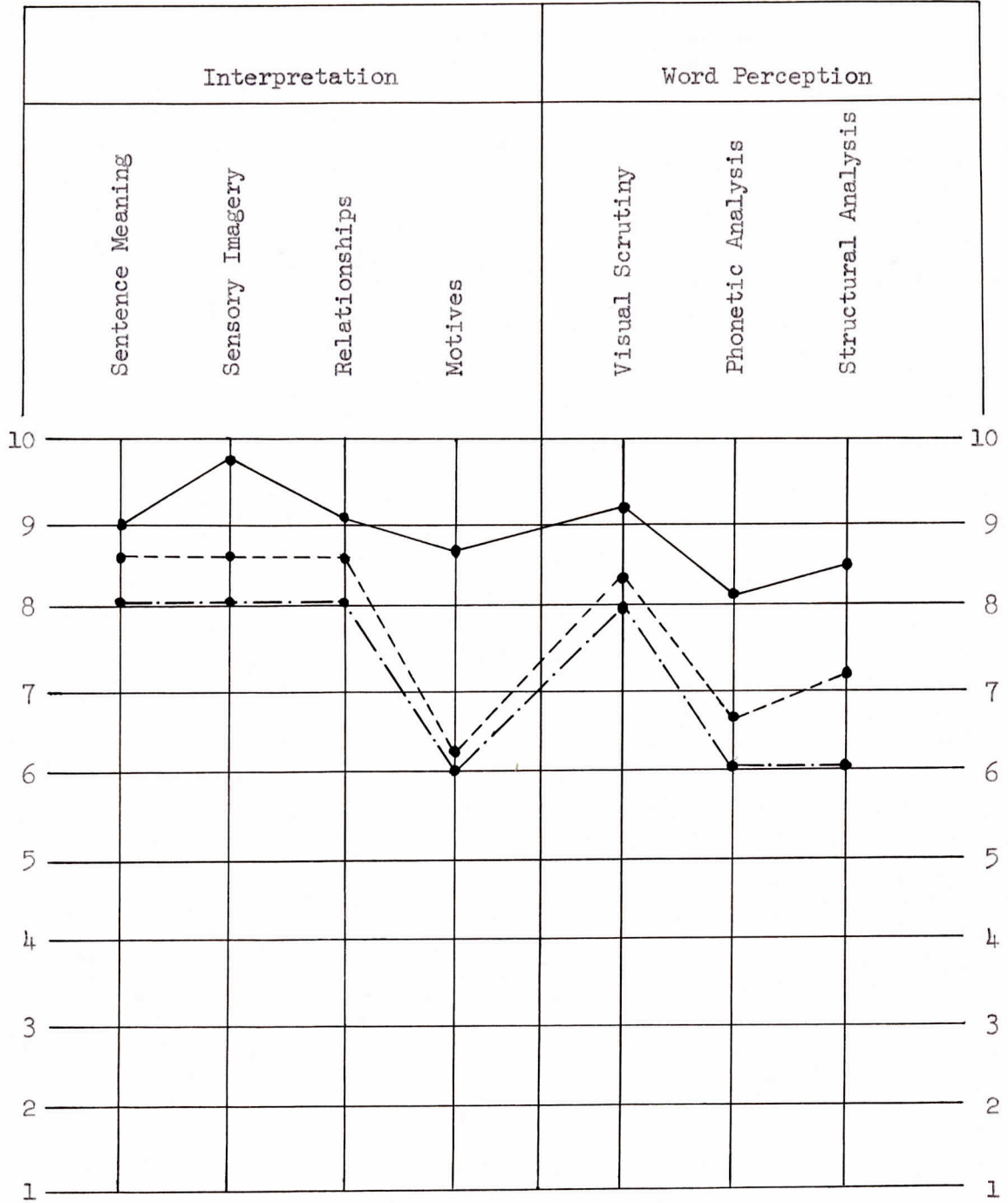


FIGURE 9

PROFILE CHART OF BASIC READING TEST, BOOK ONE, LEVEL TWO

Group I ——— Group II - - - - - 25th Percentile — · — ·

(April 27)* (May 22)*

* Dates the tests were administered

groups who were able to complete Our New Friends, which is Book One, Level Two. Both groups were able to rate above the twenty-fifth percentile on all sections of this test. The rating of Group I was somewhat higher on all sections, the greatest difference being on the section, Motives. On this section, there was a difference of two points.

On the individual profile charts which were made on the individual tests, it was interesting to note that only four children in these two groups fell below the twenty-fifth percentile on any section of the test. Some help was needed in these areas before advancing to a higher reading level.

VIII. RESULTS OF THE CALIFORNIA READING ACHIEVEMENT TEST

The California Reading Achievement Test was administered on May seventeenth. The entire class was given this test and a reading grade placement was determined for each child.

The grade placements of the children ranged from third grade, eighth month (3.8) to first grade, third month (1.3). The median for the class was 2.2 and the average grade placement was 2.2.

All of the children in Group I and II rated above 1.8 on this reading test. The range in grade placement of Group I was 3.8 to 1.9. In Group II the range was from 2.7 to 1.85. The highest grade placement in Group III was 1.6 and the lowest 1.3.

Sixteen of the thirty children ranked in or above the ninetieth percentile. Only seven children in Group I and II ranked lower than this.

Four of the children in these two groups were in the eightieth percentile, two in the seventieth, and only one in the sixtieth.

This reading test was divided into two parts, vocabulary and comprehension. Group I ranked in the ninety-eighth percentile on vocabulary and in the ninetieth percentile on comprehension. Group II ranked in the ninetieth percentile on vocabulary and in the eightieth percentile on comprehension.

In both groups the children ranked in a higher percentile on vocabulary than on comprehension; however, the difference in the percentiles on these two parts of the test was greater for Group II than for Group I.

In Group III the percentile rating was thirty for both vocabulary and comprehension. One child in this group whose experiences, as shown by the questionnaire, were somewhat superior to the other six children of this group ranked in the fiftieth percentile on both vocabulary and comprehension. The grade placement of this child was 1.6 as compared to an average for the group of 1.4.

Figure 10 shows the average grade placement for each of the three groups on both vocabulary and comprehension. On the four parts of the vocabulary test there was a difference in Group I and II of one grade on word form, word recognition and picture association. It is noted, however, that the rating on meaning of opposites was exactly the same for both groups. Group III rated higher on this part of the test than on any other.

The later part of this graph gives the average for the three groups. According to this graph, there is about one grade's difference in the vocab-

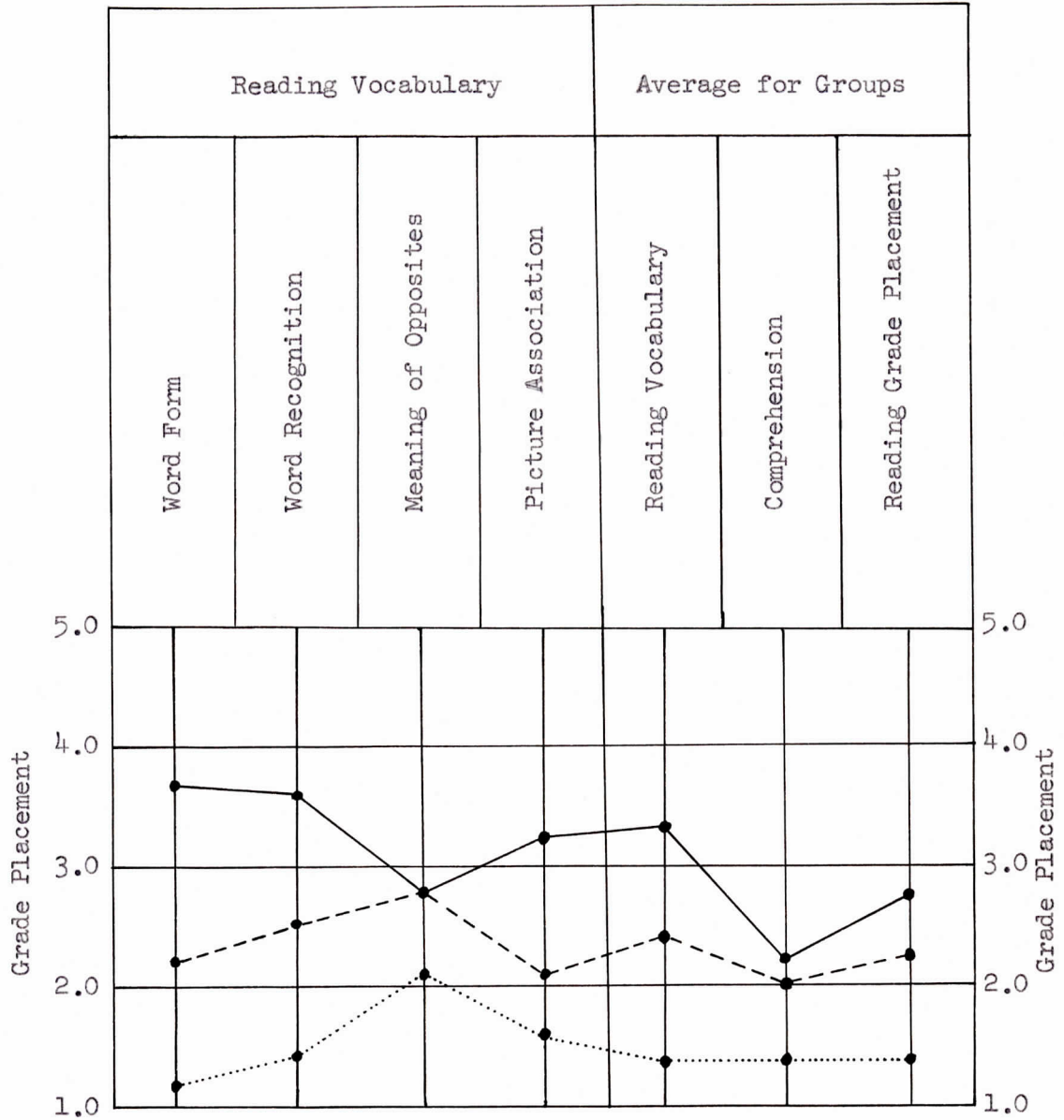


FIGURE 10

PROFILE CHART OF RESULTS OF CALIFORNIA ACHIEVEMENT TEST

Group I ————— Group II - - - - - Group III ·········

May 17*

* Date test was administered to all groups

ulary rating of the three groups. There is, however, much less difference in the comprehension of Group I and II. In the average grade placement of Group I and II, there is a difference of about five months. Group III fell about eight months below Group II in grade placement.

IX. RECORD OF INTEREST SHOWN IN CHILDREN

During the year a record was kept of the parents who attended the Parent - Teacher Association, who visited during American Education Week, or who otherwise showed an interest in their child's progress. Some parents, who could not attend the Parent - Teacher Association, came to visit and inquire at other times regarding their child's success in school work.

About 86 per cent of the parents of the children in Group I attended the Parent - Teacher Association or came one or more times during the year for a visit or conference. The mothers of five of these children attended every meeting during the year.

Of the parents of the children in Group II 60 per cent manifested interest in their child's progress by either attending the Parent - Teacher Association or coming for conferences at other times.

Only one child in Group III had a parent to show any interest of this kind in his progress or achievement.

CHAPTER V

CORRELATIONS BASED ON RESULTS OF QUESTIONNAIRE AND TESTS

So that the degree of relationship between the preschool experiences of these thirty children and their progress and achievement might be determined, certain correlations were computed. The scattergram method was used. Along the left-hand margin from bottom to top are laid off the class intervals of the Y distribution; and along the bottom of the scattergram from left to right are laid off the class intervals of the X distribution. Each of the thirty children is represented on the scattergram by tallies with respect to the two variables.

After all the tallies have been listed, the frequency in each cell is added and entered on the diagram. The correlation, which is designated by the letter r , is found by using the following formula:

$$r_{xy} = \frac{N\sum d_{xy} - (\sum f_{xx}d_x)(\sum f_{yy}d_y)}{\sqrt{[N\sum f_{xx}d_x^2 - (\sum f_{xx}d_x)^2]} \sqrt{[N\sum f_{yy}d_y^2 - (\sum f_{yy}d_y)^2]}}$$

I. CORRELATION BETWEEN PRESCHOOL EXPERIENCES AND THE PROGRESS AND RATING ON BASIC READING TEST

The first correlation made was based on the number of preschool experiences and the combination progress and rating on the Basic Reading Tests. Table I represents this correlation.

Since there was a range in the number of experiences from seven to nineteen, thirteen classes were used for the X-variable with an interval of one. The average rating of each child on the Basic Reading

Table I
Representation of Correlation Between Preschool Experiences
and Progress and Rating on Basic Reading Tests

$r_{xy} = .81$

Y = Average Rating + Progress on Basic Reading	X = Number of Preschool Experiences																			N
	7	8	9	10	11	12	13	14	15	16	17	18	19							
Hi 1 ²⁺																			1	
Av 1 ²⁺						1	1	4											1	
Low 1 ²⁺																				
Hi 1 ²							1												1	
Av 1 ²	1					3								1	2				7	
Low 1 ²										1	1								2	
Hi 1 ¹																			0	
Av 1 ¹																			0	
Low 1 ¹																			0	
Hi PP									1										1	
Av PP				1	1	1													3	
Low PP	2	1																	3	
	7	8	9	10	11	12	13	14	15	16	17	18	19							
														30 = N						

Tests were used in combination with the level of reading that had been completed. This gave twelve classes for the Y-variable, since three ratings were used for each reading level. The symbol 12+ is used to indicate that a child had completed book one, level two and had read the independent reader, We Three, which is a part of the Scott, Foresman Series. The symbol 12 indicates the completion of book one, level two. P.P. is used to denote the completion of the Pre-Primers.

The table shows that all children who were able to reach a higher reading level than book one, level two, made an average rating of high or average. No child rated low who had reached this reading level. The range in the experiences of those who rated high on this reading level had a range of experiences from fifteen to nineteen. The experiences of those who rated average ranged from twelve to eighteen.

The range in the number of experiences of those who completed book one, level two, was from seven to sixteen. Only one child who had reached this level rated high on the Basic Reading Test.

From the scattergram, it is seen that the tallies tend to extend from the lower left to the upper right. This indicates that there is a high positive correlation. When the computation was made, the correlation was found to be .81.

II. CORRELATION BETWEEN PRESCHOOL EXPERIENCES AND GRADE PLACEMENT AS SHOWN BY THE CALIFORNIA READING ACHIEVEMENT TEST

The second correlation was made between the preschool experiences and the grade placement as obtained from the California Reading Test.

As in Table I an interval of one was used for the X-variable making thirteen classes. An interval of two was used for the grade placement. There were thirteen classes for the Y-variable, as the grade placement ranged from 1.3 to 3.8.

Table II is a representation of this correlation. It is interesting to note that more pupils had a grade placement of 2.1 or 2.2, and that the experiences of these children ranged from twelve to sixteen. It is also noted that the five children whose grade placement was lowest had a range in the number of experiences from seven to ten.

Computation revealed that the correlation between the preschool experiences and grade placement was .75, which was slightly lower than the correlation between the preschool experiences and the rating and progress as shown on the Basic Reading Tests.

III. CORRELATION BETWEEN PRESCHOOL EXPERIENCES AND EDUCATION STATUS OF THE PARENTS

The third correlation to be made was one based on the preschool experiences of the thirty children, as determined by the questionnaire and the educational status of the mothers.

Table III is a representation of this correlation. The range in the educational status of the mothers was from the fourth grade to the third year of college. By using an interval of one year of education, twelve classes were used for the Y-variable. The range in the number of the preschool experiences was from seven to nineteen. As an interval of one was used, there were thirteen classes for the X-variable. Adding

Table II
 Representation of Correlation Between Preschool Experiences
 and Grade Placement

$r_{xy} = .75$

Y = Grade Placement	X = Number of Preschool Experiences										N					
	7	8	9	10	11	12	13	14	15	16		17	18	19		
3.7 - 3.8														1	1	
3.5 - 3.6																0
3.3 - 3.4												1				1
3.1 - 3.2													1	1		2
2.9 - 3.0												1		1		2
2.7 - 2.8						1									1	2
2.5 - 2.6						1	1									2
2.3 - 2.4						1	1	1								3
2.1 - 2.2						1		1	1	2						5
1.9 - 2.0						1	1	1		1						4
1.7 - 1.8	1															1
1.5 - 1.6	1					1										2
1.3 - 1.4	1	2	1	1												5
	7	8	9	10	11	12	13	14	15	16	17	18	19	30	= N	

Table III
 Representation of Correlation Between Preschool Experiences
 and the Educational Status of Mothers

$r_{xy} = .76$

Y = Educational Status of Mothers	X = Number of Preschool Experiences																		
	7	8	9	10	11	12	13	14	15	16	17	18	19						
3 yr col																			1
2 yr col																			
1 yr col																			
12th G.					1			1		2	1								
11th G.								1		1									
10th G.									1	1									
9th G.									1	2									1
8th G.	1				1														
7th G.	1	2						1											
6th G.									1	1	2	1							
5th G.						1				2									
4th G.	1																		1
	7	8	9	10	11	12	13	14	15	16	17	18	19						
																			30 = N

X = Number of Preschool Experiences

the frequency in each cell revealed interesting facts. One mother had completed three years of college work; her child had nineteen experiences. Five mothers had completed high school, and the experiences of their children ranged from twelve to seventeen.

When the computation was completed, using the formula given above, the results showed the correlation to be .76.

IV. CORRELATION BETWEEN INTELLIGENCE QUOTIENT AND THE PROGRESS AND RATING ON THE BASIC READING TESTS

So that a comparison might be made between the correlation of rating and progress and the intelligence quotient and rating and progress, a fourth correlation was made. Table IV is a representation of this correlation.

Twelve classes were used for the rating and progress, the same used in Table I. The range in the intelligence quotient was from seventy-six to 114, and an interval of three was used. This made thirteen classes for the X-variable.

Of the twenty-one children who completed book one, level two, and had a rating of high or average, the intelligence quotient ranged from ninety-seven to 114. One child, who only completed the Pre-Primers, had a rating of high, although her intelligence quotient was seventy-six.

The correlation between these two variables was found to be .76, which was slightly lower than the correlation between preschool experiences and progress and rating on The Basic Reading Tests.

Table IV

Representation of Correlation Between Intelligence Quotient and Progress and Rating on Basic Reading Tests

$r_{xy} = .76$

$N = 30$

$\frac{X}{F_x}$	1	0	0	0	0	5	3	3	4	6	5	1	2	$\frac{F_y}{4}$
H1 1 ²⁺									1		1			2
Av 1 ²⁺							1		2		3	1		9
Low 1 ²⁺														0
H1 1 ²								1						1
Av 1 ²							2	1	3	1				7
Low 1 ²							2							2
H1 1 ¹														0
Av 1 ¹														0
Low 1 ¹														0
H1 PP	1													1
Av PP						2	1							3
Low PP						3								3
	76 -	79 -	82 -	85 -	88 -	91 -	94 -	97 -	100 -	103 -	106 -	109 -	112 -	
	78	81	84	87	90	93	96	99	102	105	108	111	114	$\frac{30}{30} = N$

X = Intelligence Quotient

Y = Rating and Progress on Basic Reading Tests

CHAPTER VI

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

The purpose of this study was to determine the relation of preschool experiences to progress and achievement in reading in the first grade. The group studied was a first grade class of thirty pupils, taught by the writer of the thesis. The study began as soon as school opened in the fall and continued throughout the school year.

I. SUMMARY

Table V is a summary table which gives the results of the questionnaire which was used at the beginning of the school year when home visits were made. The table also shows the results of the various tests which were administered during the year. It shows the number of experiences of each child, within the home and outside the home. It gives the education status of the mothers and fathers, the intelligence quotient, and the level of language ability on meaning and sentence structure. The results of the Basic Reading Test and the Grade Placement of each child is also indicated.

Table VI is a summary table of the correlations which were made between certain preschool experiences and the progress and achievement of the thirty pupils. It shows the results of each correlation. The highest correlation was found between the preschool experiences and the progress and rating on the Basic Reading Tests. The correlation between preschool experiences and grade placement was somewhat lower than that

Table V

Summary Table Showing Results of Questionnaire and Tests

Pupils No.	Experiences		I Q	Ed. Status		Language Test Meaning	Sent. Struc.	Basic Reading Tests			Calif. Test G. P.	
	Within Home	Outside Home		Fathers	Mothers			Readi-ness	Pre-Primer	Book 1 Level 1		Book 1 Level 2
1	10	9	114	A B Deg	3yr Col	2	3	69	68	68	66	3.8
2	9	9	107	9th	9th	3	3	69	60	63	63	2.7
3	7	10	108	12th	12th	2	2	60	63	65	58	3.2
4	8	8	112	12th	12th	2	2	66	65	63	64	3.2
5	8	8	104	7th	10th	2	2	65	60	66	59	2.9
6	8	8	100	9th	12th	2	3	58	58	61	60	2.7
7	8	8	107	7th	6th	2	2	69	64	53	53	2.1
8	8	8	100	9th	11th	2	2	57	60	58	57	2.0
9	9	6	107	3rd	6th	2	3	67	64	64	64	3.4
10	7	8	99	4th	6th	2	2	49	55	60	63	2.1
11	8	6	100	8th	11th	4	3	60	61	61	58	2.3
12	8	6	98	4th	12th	2	3	59	57	59	60	1.9
13	9	5	105	8th	10th	2	3	63	63	65	63	2.9
14	8	6	106	9th	7th	2	4	64	58	60	59	2.2
15	5	8	111	9th	9th	2	3	59	52	66	59	2.4
16	7	6	97	7th	10th	2	2	57	62	61	64	2.4
17	6	7	96	9th	6th	2	2	62	61	57	44	2.0
18	7	5	103	12th	11th	2	2	51	54	57	55	2.4
19	8	4	103	11th	6th	1	1	57	63	64	62	2.6
20	8	4	103	2nd	8th	2	2	57	63	64	52	2.8
21	6	6	107	7th	9th	2	2	54	58	63	56	2.2
22	5	7	96	12th	6th	2	2	50	61	56	49	1.9
23	7	5	76	4th	12th	1	1	22	66			1.6
24	4	6	93	11th	8th	1	1	23	61			1.3
25	3	6	96	5th	5th	2	2	54	60			1.3
26	2	6	96	4th	7th	1	1	39	62			1.3
27	1	7	91	9th	7th	2	2	24	42			1.3
28	3	4	93	5th	8th	2	2	54	36			1.3
29	5	2	99	4th	4th	1	1	53	59	55	52	1.8
30	1	6	90	7th	10th	1	1	50	39			1.6

Table VI
Summary Table of Correlations

Table No.	Variables Used	Results
I	Preschool Experiences and Progress and Rating on Basic Reading Tests	.81
II	Preschool Experiences and Grade Placement	.75
III	Preschool Experiences and Educational Status of Mothers	.76
IV	Intelligence Quotient and Progress and Rating on Basic Reading Tests	.76

of preschool experiences and progress and rating of the basic reading tests. There was only a slight difference between the correlation of Table II and Table III. The correlation between the two variables used in Table IV was lower than that of the variables in Table I.

II. CONCLUSIONS

1. The experiences that a child had prior to his entering school had a decided effect on his readiness for reading as well as his progress and achievement.

2. Those parents, particularly mothers, who had superior educational status tended to provide for their children more experiences favorable to reading success.

3. The children of mothers with a higher educational status, not only had more experiences which dealt directly with reading, but their level of language ability was higher, and the concern and interest on the part of these mothers encouraged progress and success in reading.

4. The degree of relationship between preschool experiences and achievement in reading is equal to the relationship of mental maturity and achievement.

III. RECOMMENDATIONS

In light of the findings of this study, the following recommendations are made:

1. One program each year at Parent Teachers Association should be devoted to the training of the preschool child. Emphasis, at this

program, should be placed on the important part the parents play in giving their child a successful beginning in school.

2. At the time of the Preschool Clinic in the spring the first grade teachers should talk, in small informal groups, with the parents advising them concerning those things that parents can do to assist their children in being ready to enter school. Reading material should be distributed to the parents at this time. Guide Them to School, which is compiled by the Public Relations Office, Rutherfordton, North Carolina, is an excellent book for this purpose. This book gives parents some idea of what teachers expect pupils to know and be able to do when they enter school. Items which are considered, by the teacher, to be most important should be emphasized. At this time parents should be encouraged to enrich the experiences of the children by reading to them, letting them use books and have books of their own. They should be advised to take their children on trips, explaining things concerning the trips and allow the children to tell about things they have seen and heard.

3. Also at the time of the Preschool Clinic, an appointment with the speech therapist should be made for those children who have speech defects. After being given speech tests by the therapist, the mothers should be given suggestions and material for helping children prior to their entering school in the fall.

4. It is thought most advisable for the teachers to make home visits early in the school year so that they might become familiar with the child's environment. The teacher must know what the child has experienced to know whether his background has been broad or narrow.

5. A prolonged enrichment program should be planned for those children with a limited background of experience.

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