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AN ANALYSIS AND EVALUATION OF READING READINESS EXPERIENCES  
DESCRIBED IN THE PROFESSIONAL LITERATURE, 1933-1943

by

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Approved by

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 parents and not clearly understood as confused concepts which  
 making the term indefinite and of less value. After the time of year  
 had been clearly delayed and nothing was done to prepare the child for the  
 confusion which the term implied.

Recently Galloway and Ford were

14. J. F. Galloway, "Experiment in Learning Readiness", *JOURNAL OF  
 Educational Research*, XXIII (November, 1930), 263.

## CHAPTER I

### INTRODUCTION

#### Justification of the Problem

School success of the first grade child depends almost entirely upon his success in reading.<sup>1</sup> Promotion from the first grade has been generally conceded to mean that the child has been fairly successful in learning to read. The highest percentage of failures in the schools is found in the first grade. With promotion based almost entirely upon success in reading, educators and psychologists have in recent years spent much time in research on the problems connected with reading. Even earlier than this, research workers had come to the conclusion that many children upon entering school were not ready to read. The realization of this fact brought into the school program a new idea known as "reading readiness", based on the assumption that a child, to undertake successfully the task of reading, needs to have reached a general state of preparedness.

This new term, reading readiness, was readily adopted but generally was not clearly understood; so, confused concepts arose thus making the term indefinite and of less value. Often the time of reading was merely delayed and nothing was done to prepare the child for the readiness which the term implied.

Recently Gates and Bond say:

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<sup>1</sup>A. J. Huggett, "Experiment in Reading Readiness", Journal of Educational Research, XXXII (December, 1938), 263.

It appears that readiness for reading is something to develop rather than merely to wait for. Most teachers... favor the delaying of beginning reading... primarily to provide time for a preparatory period in which readiness and an equipment of interests and skills for beginning are cultivated.<sup>2</sup>

Inasmuch as children enter school at the chronological age of six years, irrespective of their ability or readiness, there must be a preparatory period for the great number who are not yet ready for the reading process. This is not a period of waiting or just playing, but a period of work and play with a definite purpose, well-planned and directed.

Gates and others say:

In recent years the belief has come to be commonly held that failure in learning to read resulted, in large measure, from starting the child before he is ready to undertake it. Much investigation, therefore, has centered in the problem of identifying the factors which enter into what is known as reading readiness."<sup>3</sup>

Reading readiness is composed of many factors involving mental, physical, social, emotional, and educational development. Most of the studies that have been made are limited to the consideration of relatively few of the many factors alleged to be inherent in reading readiness.<sup>4</sup> Many of the studies have been carried on in groups too small to be conclusive.

Much controversy in the study of readiness for reading has centered around the term "mental age". Some investigators say that a mental age of six years and six months is necessary for success in

<sup>2</sup>A. I. Gates and G. L. Bond, "Reading Readiness, A Study of Factors Determining Success and Failure in Beginning Reading," Teachers College Record, XXXVII (May, 1936), 684.

<sup>3</sup>A. I. Gates and others, "A Significant Study of Reading Readiness", Elementary School Journal, XL (November, 1939), 164.

<sup>4</sup>A. I. Gates, "Basal Principles in Reading Readiness Testing," Teachers College Record, XL (March, 1939), 496.

beginning reading, while others say that six years is sufficient. Still others say that readiness to read is not based on mental age alone since other factors may be of equal importance. Wright says:

The mental age at which systematic reading instruction may be begun most effectively will probably depend upon (1) other factors influencing reading readiness, and (2) the type of systematic instruction provided. However, as a tentative working basis, we may consider that children are ready to read after a six-year mental age has been attained (some studies suggested six and one-half years), provided other readiness factors are favorable.<sup>5</sup>

Broom and others say:

In general when physiological maturity and mental maturity are closely related, children of superior mental ability are ready for reading at lower chronological ages than children of average mental ability, and children of average mental ability are ready for reading at lower chronological ages than dull or mentally retarded children. Pupils of relatively low mental ages may learn to read, but the process is discouraging both to the teacher and to the children.<sup>6</sup>

The latest thoughts on mental age indicate that mental age is a blanket term, being composed largely of the elements or factors described in the definition of reading readiness as found in Chapter II.

The child's whole life influences his readiness to read. Until recent years this fact had received very little attention from the majority of educators. With the advent of the nursery school greater interest and more research has been centered around the very young child. It is a recognized fact that the broader a child's experiences the better his chances to succeed in reading--- all other factors being equal.

For many years educators have worked with the problem of

<sup>5</sup>Wendell W. Wright, "The Nature and Measurement of Reading Readiness", Seventeenth Yearbook of the National Education Association Department of Elementary School Principals, 1938, p.250.

<sup>6</sup>M. E. Broom and others, Effective Reading Instruction in the Elementary Schools (New York: McGraw-Hill, 1942), p. 83.

remedial reading in an attempt to correct reading disabilities. In light of this, much of the scientific research carried on has centered around beginning reading. If reading disabilities can be largely removed from the schools by a more thorough understanding of the beginning child, his needs, and methods of meeting these needs, a great contribution would be made to education and to the happiness and welfare of civilization.

#### Statement of the Problem

The title of this thesis is: An Analysis and Evaluation of Reading Readiness Experiences Described in the Professional Literature, 1933-1943.

Phrased as a question it is: What does the professional literature say about reading readiness and the experiences which produce it?

The specific questions to be answered are:

- I. What is reading readiness?
- II. What devices to produce reading readiness are described in the literature of the last decade?
- III. Of what worth are they?
- IV. What aspects of reading readiness are slighted in the literature?
- V. What recommendations are possible in the light of the investigation?

#### Delimitation of the Problem

The first delimiting factor of the problem is that the study be confined to the professional literature of 1933-1943. Though much

progress in the study of reading readiness was made prior to this time, the literature of this date will carry over the best and include the new.

The second delimiting factor is that the study deal only with readiness for beginning reading. Although there is a reading readiness problem on other levels it will not be treated in this study.

The third delimiting factor is that the study be considered only in relation to the normal or near-normal child. The blind and the deaf and dumb would necessarily involve other problems and methods. Consideration will not be given to the problem presented by the mentally incompetent.

#### Method

A survey of the professional literature was conducted to determine the factors composing reading readiness and the experiences used to develop them. To supplement this data the opinions and suggestions of first grade teachers and experts in the fields of reading, education, and psychology have been sought, evaluated, and included in the definition of reading readiness.

The data on reading readiness were sought in many references—published and unpublished research studies, books, and texts, and articles in professional magazines.

In evaluating the material found the professional reputation of the author weighted his opinion; the name of the institution where the research was conducted often denoted careful supervision; unpublished theses of graduate students had greater value if the institution is a member of the Association of American Universities or is on the Association's accredited list; and a reputable publishing house enhanced

its value.

To avoid duplicating previous work and to secure help for this problem, the following sources were carefully checked:

Palfrey, Thomas R. and Coleman, Henry E. Guide to Bibliographies of Theses- - United States and Canada, Second edition. Chicago: American Library Association, 1940. 54 pp.

United States, Library of Congress. A List of American Doctoral Dissertations Printed 1912-1938. Washington: Government Printing Office, 1913-1938.

Doctoral Dissertations Accepted by American Universities, 1933-1934- - 1912-1942. Compiled for the National Research Council and the American Council of Learned Societies by the Association of Research Libraries. New York: The H. W. Wilson Company, 1934- - 1942.

Monroe, Walter Scott. Ten Years of Educational Research, 1918-1927. University of Illinois, Bureau of Educational Research, Bulletin No. 42, August, 1928. Urbana, Illinois: 1928, 377 pp.

United States Office of Education, Library. Bibliography of Research Studies in Education, 1926-1927- - 1939-1940. Washington: Government Printing Office, 1929-1940.

Good, Carter Victor. Doctors' Theses Under Way in Education, Journal of Educational Research, January 1931-January 1942.

Gray, Ruth A. Doctors' Theses in Education, A List of 797 Theses Deposited with the Office of Education and Available for Loan. United States Office of Education. Pamphlet No. 60. Washington: Government Printing Office, 1935. 69 pp.

Barstad, Anvor, and others, compilers and editors. Register of Doctoral Dissertations Accepted in Partial Fulfillment of the Requirements for Degree of Doctor of Philosophy. Vol. I, 1899- -1936. Teachers College Bulletin, 28th Series, No. 4, February 1937. New York: Teachers College, Columbia University, 1937. 136 pp.

New York University. Washington Square Library. List of Doctors' and Masters' Theses in Education. New York University, 1890- -June, 1936. New York: New York University, School of Education, 1937. 117 pp.

Northwestern University. List of Doctoral Dissertations, 1896- -1934. Evanston, Illinois: The University, 1935.

Monroe, Walter Scott and Shores, Louis. Bibliographies and Summaries in Education. New York: The H. W. Wilson Company, 1936. 470 pp.

Education Index: A Cumulative Author and Subject Index to a Selected List of Educational Periodicals, Books and Pamphlets. New York: The H. W. Wilson Company, 1929- - 1943.

The Bibliographic Index: A Cumulative Bibliography of Bibliographies, March, 1938- -March 1943. New York: The H. W. Wilson Company, 1938-1943.

Standard Catalogue for Public Libraries: 1940 edition. New York: The H. W. Wilson Company, 1940. 2, 192 pp.

-----, A Cumulated Supplement to the 1940 edition. New York: The H. W. Wilson Company, 1942. 395 pp.

Shaw, Charles B., editor. A List of Books for College Libraries. Chicago: American Library Association, 1931. 810 pp.

-----, Same for 1931-1938. Chicago: American Library Association, 1940. 284 pp.

Education Abstracts. January-February 1936- -1942. Albany, New York: 1936- -1942.

Selected References in Education 1933- - 1938. Chicago: University of Chicago, 1938.

Monroe, Paul, editor. A Cyclopedia of Education. New York: The Macmillan Company, 1925.

Monroe, Walter Scott, editor. Encyclopedia of Educational Research. New York: The Macmillan Company, 1941.

A survey of the literature revealed many studies which dealt with reading readiness. None was found which seemed to duplicate this study- -An Analysis and Evaluation of Reading Readiness Experiences as Described in the Professional Literature--1933-1943.

In 1937 Collette<sup>7</sup> in a study of forty four beginners concluded that pre-school literary experiences is a significant factor in increasing language and literary efficiency and that it is an important factor in developing reading readiness. She quoted from a Masters' Thesis by Cox that two outstanding factors regarded by course of study makers as

<sup>7</sup>Mabel Edna Collette, "Relation of Pre-School Literary Experiences to First-Grade Reading Readiness," (Unpublished Masters' Thesis, George Peabody College for Teachers, Nashville, Tennessee, 1937), 36 pp.

being the most important in developing a readiness for reading were, (1) building a background of experience through excursions, activities, and experience with printed symbols, and (2) developing expression through language dramatization, industrial arts, and literature-reading and telling stories and rhymes to children.

In 1937 Deal<sup>8</sup> completed a study of twenty-six children in which the following factors of hereditary and environmental nature were considered: intelligence, education of father, education of mother, number of children in the family, number of books in the home, newspaper, radio, car, room space per person, sex, Sunday school, chronological age, telephone, and occupation of the father. All factors showed positive correlations except Sunday school (which had little to offer), telephone (as there were none in the homes studied), chronological age, and occupation of father (as all were farmers).

In a thesis completed in 1940 by Bull<sup>9</sup> it was found that the absence of high correlations suggests that we have much to learn regarding what types of experiences are most effective and how long the reading readiness period should be. She assumed that the children in the study were normally developed, physically and socially. She listed the following steps to increase the child's educational readiness: (1) providing a background of experiences, (2) developing ability in the mechanics of readiness, (3) developing ability in the use of language, (4) enlarging the spoken language, (5) developing dramatic play, (6) developing readiness for comprehension, and (7) developing the power to use books and a love

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<sup>8</sup>Frances Deal, "Relation of Fifteen Factors to Reading Readiness," (Unpublished Masters' Thesis, George Peabody College for Teachers, Nashville, Tennessee, 1937), 41 pp.

<sup>9</sup>Evelyn L. Bull, "Reading Readiness Curriculum for Non-Reading Children in the First Grade," (Unpublished Masters' Thesis, University of Michigan, Ann Arbor, 1940), 52 pp. 52 pp.

for them.

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In another thesis completed in 1940 Behrens attempted to show "the interrelationships of reading readiness in terms of the child's social background and experiences; the physical efficiency relative to audition, vision, and dominance; and the educational factors with reference to intelligence and reading achievement." She concluded that success in reading may be insured when the child has rich social background and experience, has intellectual maturity and ability, and has auditory and visual acuity. Successful functioning of many factors assures success, while the inability of one or more may hinder the child in reading. She states that individual differences vary so greatly that it is impossible to attribute the cause of failure to one factor only, in most cases, but to a combination of several factors.

Brenner's<sup>11</sup> thesis was based on the assumption that there are items of information that may be secured by means of which it is possible to predict reading success. Thirty-six children of the kindergarten were used in this study. The plan of study included trips, experiences through pictures, books, dramatic play, lunch periods, language experiences, stories, poems, play and pay material, music, and rest periods.

In 1938 Hebler and others<sup>12</sup> published a booklet analyzing the factors which influence reading readiness and giving suggestions for

<sup>10</sup>Minnie Sophia Behrens, "An Evaluation of Reading Readiness," (Unpublished Doctors' Dissertation, George Peabody College for Teachers, Nashville, Tennessee, 1940), 112 pp.

<sup>11</sup>Beatrice M. Brenner, "Significant Factors that Indicate Reading Readiness," (Unpublished Masters' thesis, University of Syracuse, Syracuse, New York, 1937), 105 pp.

<sup>12</sup>Amanda Hebler and others, Reading Readiness: An Analysis of Factors Which Influence Reading with Suggestions for Types of Experiences Which are Essential to Progress in Learning to Read (Olympia, Washington: Department of Education, 1938), 86 pp.

types of experiences which are essential to progress in learning to read. The factors considered were:

- General health
- Eyesight and reading
- Hearing and reading readiness
- Speech and physical development
- Muscular coordination and reading
- Mental maturity
- Emotional development
- Social development
- Background of experience
- Developing habits of careful thinking
- Developing meaning vocabulary
- Keeping a series of events in mind
- Making desirable growth in speech
- Corrective speech
- Experience with literature
- Environment factors

They state that each child is an individual human being with capacities and possibilities for development. The resourceful teacher will "create the best possible learning situation where all children will be stimulated to grow to their fullest capacity in all desirable ways. She will be aware of the physical factors which are matters of natural growth and will allow the immature child the time to grow up. She will, however, be consciously aware of those factors of reading readiness which are not something to wait for but can be developed. She will take the responsibility of arranging an environment favorable for children to

have those experiences which are basic in learning to read."<sup>13</sup> Some types of experiences essential to learning to read were discussed.

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<sup>13</sup>Ibid., p.170.

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<sup>13</sup>Ibid., p.170.

## CHAPTER II

## NATURE OF READING READINESS

## Reasons for Chapter

The term "reading readiness" is not new in the field of education. For many years this term has been in general use but all too often it has been misunderstood. Often teachers have thought that a child's difficulty would be overcome merely by waiting until a mysterious "readiness" should appear. These teachers have not known what was involved in "readiness", hence did not present the experiences which should produce the growth they wished. Their sole attack was mere waiting.

To be of real value to educators, the term "reading readiness" must be carefully analyzed. It is a very complex term, composed of many factors having intricate relationships. Readiness is not dependent upon any single factor; nor is retardation of readiness dependent upon any single factor. Harris has stated that, "Reading readiness is not a single trait but a condition of general preparedness or maturity, in which many different factors are involved."<sup>1</sup> Growth, according to Dewey<sup>2</sup> and Jennings,<sup>3</sup> is a response to stimulation. If a certain growth is desired, it may be acquired by judicious stimulation in that area.

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<sup>1</sup>Albert J. Harris, How to Increase Reading Ability (New York: Longmans, 1940), p. 14.

<sup>2</sup>John Dewey, Democracy and Education (New York: Macmillan, 1919), pp. 49-63.

<sup>3</sup>Herbert S. Jennings, Prometheus (New York: Dutton, 1925), 86pp.

Therefore, in order to prepare a child for reading, one should know what growth is necessary for readiness and what are the experiences most conducive to this growth. To meet the needs of the child it is necessary to make an analysis, identifying the areas in which the child lacks development. Then one is in a position to give the experiences that will produce the desired growth.

#### Method

In attempting to define reading readiness a survey of the professional literature of the past decade was conducted for the purpose of identifying the factors composing reading readiness. The data found were supplemented by the judgments and suggestions of an expert in the field of reading,<sup>4</sup> a professor of reading methods and former first grade teacher and supervisor,<sup>5</sup> and a specialist in the field of education and psychology.<sup>6</sup> The factors composing reading readiness, as found from these sources, were organized and tabulated. Each factor was defined and the common reasons for its inclusion in the concept of reading readiness given.

In order to give greater validity to the concepts thus outlined and defined they were submitted to a Jury of educators, psychologists, and primary teachers. They were asked to pass judgment on each factor, to state any modifications they thought necessary, and to note any omissions that came to their attention. A copy of the document sent to these individuals may be found in the appendix.

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<sup>4</sup>Ruth Fitzgerald, Professor of Education, Woman's College of the University of North Carolina, Greensboro, North Carolina.

<sup>5</sup>Miriam McFadyen, Professor of Education, Woman's College of the University of North Carolina, Greensboro, North Carolina.

<sup>6</sup>Franklin H. McNutt, Assistant Dean of the Graduate School of the University of North Carolina.

The replies received from the twelve Jurymen are hereinafter analyzed and tabulated. In these Tables the Jurymen are assigned numbers. Identification of the Jurymen may be found in the appendix.

The value of the testimony of any individual depends on who he is, what his experience has been, and the nature of his special training and disabilities. The Jurymen were selected from the three mentioned above in order to secure a well balanced collective judgment. However, the testimony of the psychologists are given particular weight in the psychological items, the general educators in aspects related to principles of teaching, and the classroom teacher in the aspects related to classroom living.

#### Analysis of the Judgments

In organizing the material for the analysis as sent to the Jury, twenty reading readiness factors were selected. The judgments of the several Jurymen are assembled by factors, tabulated and analyzed.

TABLE I

## Is Visual Discrimination a Part of Reading Readiness

Juryman	Profession	Yes	No	Not Sure	No Reply	Qualifying Statement
1	Psychologist	x				x
2	Supervisor	x				
3	Teacher	x				
4	Educational Psychologist					x
5	Supervisor	x				x
6	General Educator	x				
7	General Educator	x				
8	Educational Psychologist	x				x
9	Psychologist	x				x
10	General Educator	x				x
11	Supervisor	x				
12	Teacher	x				
Total		11	0	0	0	6

By visual discrimination is meant the ability to see likenesses and differences among objects.

Some think it a part of reading readiness because

A. words are perceived as wholes as are houses in a block or people in a crowd, and these must be differentiated, one from the other.

B. if one really "sees" a word he cannot mistake it for another.

Table I shows general agreement that visual discrimination is a part of reading readiness. Juryman 4, a psychologist, stated that the term was too general. Juryman 8, an educational psychologist, felt that this factor is closely related, or integrated with perception. Juryman 5, a

supervisor, and 9, a psychologist, agree that it is a function that may be improved with practice. Jurymen 1, a psychologist, said that visual discrimination is necessary for reading readiness as the "geometrical" shapes of the letters must take on meaning for the reader. Jurymen 10, a general educator, thought that part B should be changed from can not to usually will not. Although the Jury qualified certain statements, it is obvious that they support visual discrimination as an integral part of reading readiness.

TABLE II

## Is Auditory Discrimination a Part of Reading Readiness

Jurymen	Profession	Yes	No	Not Sure	No Reply	Qualifying Statement
1	Psychologist		x			x
2	Supervisor	x				
3	Teacher	x				
4	Educational Psychologist					x
5	Supervisor	x				x
6	General Educator	x				
7	General Educator	x				x
8	Educational Psychologist	x				x
9	Psychologist	x				x
10	General Educator	x				x
11	Supervisor	x				x
12	Teacher	x				x
Total		10	1	0	0	9

By auditory discrimination is meant the ability to detect similarities and differences among sound.

Some think it a part of reading readiness because

- A. the child's first equipment is oral language, in the light of which printed symbols are meaningful.
- B. constant use of oral reading is necessary in the early stages.
- C. much meaning is conveyed through inflection (irony, sarcasm, the question).
- D. ability to group into meaningful words the contiguous sounds in a series is essential (au di to ry dis crim i na tion is in volved in read ing read i ness) (mairzey doats).

With the exception of Juryman 1, a psychologist, the Jury is agreed that auditory discrimination is a part of reading readiness. Juryman 1 felt that attempting to correct auditory discrimination tends to confuse the reader. Both Jurymen 5, a supervisor, and 9, a psychologist, stated that auditory discrimination may be brought about by appropriate experiences. Juryman 10, a general educator, thought that part D should be eliminated as it follows reading readiness. Juryman 11, a supervisor, said that this is a factor in a limited sense, while Juryman 7, a general educator, said that it is desirable but not absolutely essential. Juryman 12, a teacher, does not consider part B a contributing factor, though it may be a true statement. Juryman 4, an educational psychologist, stated that the real question is, "Do the children have those aspects of auditory discrimination useful in reading?" In spite of the qualifying statements, it is evident that the Jury considers auditory discrimination a part of reading readiness.

TABLE III

## Is the Reproduction of Sound a Part of Reading Readiness

Juryman	Profession	Yes	No	Not Sure	No Reply	Qualifying Statement
1	Psychologist	x				x
2	Supervisor	x				
3	Teacher	x				
4	Educational Psychologist					x
5	Supervisor			x		x
6	General Educator	x				
7	General Educator	x				x
8	Educational Psychologist	x				
9	Psychologist	x				x
10	General Educator	x				
11	Supervisor	x				
12	Teacher	x				x
Total		10	0	1	0	6

By the reproduction of sound is meant the ability to reproduce sounds heard, or indicated by symbols, through adequate muscular co-ordination.

Some think it a part of reading readiness because

- A. early reading is of necessity largely oral.
- B. early reading is properly an aspect of a social situation.
- C. early reading is the connection of sound with symbols.
- D. some think meaning itself is grounded in muscular responses.

In reply to this question the Jury is in general agreement that

the reproduction of sound is a part of reading readiness. Juryman 5, a supervisor, in replying "Not Sure" did not wish to agree if the term included phonetics. Juryman 1, a psychologist, also stated that the reproduction of sound is not phonetics. Juryman 4, an educational psychologist, suggested that the sounds whose reproductions might be the elements out of which reading is built be listed here. Juryman 9, a psychologist, said that this factor is a necessary background for silent reading---that reading could not be successful unless the reader could, if called upon, reproduce orally what he had read. Juryman 7, a general educator, replied that speaking per se is a fundamental language skill which should receive as much (if not more) emphasis as reading. Juryman 12, a teacher, stated that personal adequacy and confidence are bolstered by ability to speak plainly, whereas speech handicaps build lack of confidence which slows the development of reading readiness. He also felt that part C should bring in the connection of meaning with symbols as expressed through sound. Though some of the Jury qualified their replies, they still support the reproduction of sound as an element of reading readiness.

TABLE IV

## Is Facility with Oral Language a Part of Reading Readiness

Juryman	Profession	Yes	No	Not Sure	No Reply	Qualifying Statement
1	Psychologist	x				x
2	Supervisor	x				x
3	Teacher	x				
4	Educational Psychologist	x				x
5	Supervisor	x				x
6	General Educator	x				
7	General Educator	x				
8	Educational Psychologist	x				x
9	Psychologist	x				x
10	General Educator	x				
11	Supervisor	x				x
12	Teacher	x				x
Total		12	0	0	0	7

By facility with oral language is meant the ease with which the child uses such vocabulary as he has to express complete thoughts.

Some think this is a part of reading readiness because

A. the greater the command of oral language, the easier the grasp of written language.

B. earliest power over environment is through single words, e.g. "drink", "out", "up", etc.; material progress from their primitive position is necessary.

C. ability to use sentences indicates ability to understand them in print.

From Table IV it is seen that there is total agreement that facility with oral language is a part of reading readiness. Jurymen 12, a teacher, said that there is a thoughtful use of oral language which indicates power to hold and organize ideas, which is a large part of reading readiness. Jurymen 1, a psychologist, felt that this an **important** factor as it associates the relationship between the printed page and reality. Jurymen 2, a supervisor, replied that this is the one tool the child brings to school. Jurymen 5, a supervisor, and 9, a psychologist, agree that this factor is an extension of the reproduction of sound. Jurymen 8, an educational psychologist, doubts part A if said in the sense of "Always". Jurymen 4, an educational psychologist, though answering "Yes", said the question should be, "How much facility in oral language is necessary in order to learn to read?" Undoubtedly this is an important factor in reading readiness as there is unanimous agreement by the Jury, their qualifying statements only adding strength to their positive replies.

TABLE V

Is a Spoken Vocabulary of Approximately  
2,500 Words a Part of Reading Readiness

Juryman	Profession	Yes	No	Not Sure	No Reply	Qualifying Statement
1	Psychologist		x			x
2	Supervisor	x				
3	Teacher	x				x
4	Educational Psychologist	x				x
5	Supervisor	x				
6	General Educator	x				x
7	General Educator	x				
8	Educational Psychologist	x				x
9	Psychologist			x		x
10	General Educator	x				x
11	Supervisor			x		
12	Teacher	x				x
Total		9	1	2	0	8

Some think a spoken vocabulary of approximately 2,500 words an essential part of reading readiness because

A. the larger the spoken vocabulary the greater the ease of reading.

B. the reader carries meaning to the printed page.

There seems to be general agreement, as shown by Table V, that a spoken vocabulary of approximately 2,500 words is a part of reading readiness, Juryman 1, a psychologist, stated that this is related to degree of intelligence, and indication of capacity, rather than a part of

reading readiness, while Juryman 8, an educational psychologist, said that it was a clue, indicating the child's development. Juryman 6, a general educator, and 9, a psychologist, agree that the size of the vocabulary necessarily would depend on certain qualifications: the size both (1) heard and used and (2) used with facility, how rich is the meaning of the words used, and spoken in rote fashion without any appreciation of meaning. Juryman 10, a general educator, thought that 2,500 words is too large for reading readiness, while Juryman 3, a teacher, said that a large spoken vocabulary often accompanies ease of reading. Juryman 12, a teacher, stated that a limited vocabulary was a handicap, and that words must be meaningful to be able to read intelligently. Juryman 4, an educational psychologist, said that it is self evident that this is a factor. The Jury, in their qualifying statements, agree that a large vocabulary is a part of reading readiness.

TABLE VI

Is the Ability to Focus on Small Objects  
a Part of Reading Readiness

Juryman	Profession	Yes	No	Not Sure	No Reply	Qualifying Statement
1	Psychologist		x			x
2	Supervisor	x				
3	Teacher	x				
4	Educational Psychologist					x
5	Supervisor	x				x
6	General Educator	x				x
7	General Educator	x				
8	Educational Psychologist	x				x
9	Psychologist	x				x
10	General Educator	x				
11	Supervisor	x				
12	Teacher	x				x
Total		10	1	0	0	7

By the ability to focus on small objects is meant to focus the eyes on small, close objects, involving convergence of the two eyes and adjustment of the lenses.

Some think this a part of reading readiness because

A. the child has relatively little practice in such focusing prior to school life.

B. such focusing is basic to reading.

From Table VI it is seen that there is general agreement by the Jury that the ability to focus on small objects is a part of reading

readiness. The negative reply was by Jurymen 1, a psychologist, who felt that this ability is an automatic adjustment. Jurymen 12, a teacher said that this ability indicates a maturity of vision without/a child can not hope to make visual discrimination. He also thought that part B should indicate why it is essential (rather than basic) in reading. Jurymen 8, an educational psychologist, thought that this involves the concept of physical maturity. Jurymen 4, an educational psychologist, stated that this is hard to distinguish from visual discrimination and that it is a matter of how small. Jurymen 6, a general educator, asked if this is not a function of several elements of muscular control-coordination. Jurymen 5, a supervisor, replied that we must be careful to know that the eyes are in good condition and have attained certain maturity. Jurymen 9, a psychologist, said that statement A is not true. He said that this factor should include convergence and accommodation at far point (20 feet) as well as at near point (12-16 inches), and should include ability to shift from far to near and from near to far. Although many interesting points of view are given with reference to the ability to focus on small objects, it is evident that the Jury agrees that this ability is a part of reading readiness.

TABLE VII

## Are Lateral Eye-movements a Part of Reading Readiness

Juryman	Profession	Yes	No	Not Sure	No Reply	Qualifying Statement
1	Psychologist		x			x
2	Supervisor	x				x
3	Teacher	x				
4	Educational Psychologist	x				
5	Supervisor	x				x
6	General Educator			x		x
7	General Educator	x				
8	Educational Psychologist	x				
9	Psychologist General		x			x
10	Educator	x				
11	Supervisor			x		
12	Teacher	x				
<b>Total</b>		8	2	2		5

By lateral eye-movements is meant eye movements by jerks from left to right and a sweep back from right to left.

Some think this a part of reading readiness because

- A. it is fundamental to reading.
- B. the child's pre-school life rarely calls for it.
- C. he focuses the whole body rather than the eyes alone.

From Table VII it is seen that there is some disagreement concerning lateral eye-movements as a part of reading readiness. Juryman 9, a psychologist, who replied negatively, said, "As narrowly defined here lateral eye-movements are not a part of reading readiness, but rather they

represent one of the special eye-movement patterns that actually form a part of the first step in learning to read. Ability to make all types of eye-movements- - vertical- -horizontal- -particularly of the pursuit type are a part of reading readiness. These are very prominent in pre-school life, and if well coordinated, form a good background for the special kind of movements to be used later in reading." Juryman 1, a psychologist, in replying negatively, said that this is an automatic adjustment. Juryman 6, a general educator, was not sure whether this is a part of reading readiness or something to be developed later. Juryman 5, a supervisor, said that this is one of the first techniques a child must learn in beginning reading. Juryman 2, a supervisor, said that the right formation of desirable habits, attitudes, and skills constitute a definite phase of reading readiness. Several qualifying statements were given, all, with the exception of Juryman 1, lending support to this factor.

TABLE VIII

## Are Rich Social Experiences a Part of Reading Readiness

Juryman	Profession	Yes	No	Not Sure	No Reply	Qualifying Statement
1	Psychologist	x				x
2	Supervisor	x				
3	Teacher	x				
4	Educational Psychologist					x
5	Supervisor	x				x
6	General Educator	x				x
7	General Educator	x				
8	Educational Psychologist	x				x
9	Psychologist			x		x
10	General Educator	x				
11	Supervisor	x				
12	Teacher	x				x
Total		10	0	1	0	7

By rich social experience is meant wide experiencing, with others, of many aspects of home, neighborhood, and school.

Some think this a part of reading readiness because

- A. early reading is social in character.
- B. need for communication characterizes shared experiences.
- C. experience is basic to interpretation of further experiences.

There is general agreement in the replies of the Jury, as shown by Table VIII, that rich social experiences are a part of reading readiness. Juryman 9, a psychologist, in replying "Not Sure", said that it may help but is not necessary, while Juryman 8, an educational psychologist, answer-

ing positively, said that it is not necessary for some progress. Juryman 1, a psychologist, said that the richer our experiences the more significant is our reading because we "personalize" it in terms of our own background. Juryman 6, a general educator, said that this is a factor in reading readiness if "rich" be considered relative, and Juryman 4, an educational psychologist, asked that "rich" be defined. Juryman 5, a supervisor, replied that this factor is very important and that much more time should be given in the first grade to experiences as a background to reading, while Juryman 11, a supervisor also, agreed, saying that experiences may have to be provided at school. Juryman 12, a teacher, felt that social experiences in stimulating interest and desire might be brought in more specifically. The Jury, in qualifying their replies, still felt that rich social experiences are a part of reading readiness.

TABLE IX

## Is an Emotional Repertoire a Part of Reading Readiness

Juryman	Profession	Yes	No	Not Sure	No Reply	Qualifying Statement
1	Psychologist	x				x
2	Supervisor			x		
3	Teacher	x				
4	Educational Psychologist					x
5	Supervisor	x				x
6	General Educator	x				x
7	General Educator					x
8	Educational Psychologist	x				x
9	Psychologist	x				x
10	General Educator		x			x
11	Supervisor			x		
12	Teacher	x				x
Total		7	1	2	0	9

By an emotional repertoire is meant a range of wholesome emotional habits such as love for appropriate persons and things, fear, anger, hatred expressed in proper situations.

Some think this a part of reading readiness because

A. sympathetic interpretation of the feeling aspects of what is read depends upon ones emotional range.

B. sympathy itself, is the putting of oneself in another's place and feeling with him.

Table IX shows that there is some doubt on the part of the Jury as to an emotional repertoire being a factor in reading readiness. Jury-

man 7, a general educator, felt that the term might imply instability, while Jurymen 4, an educational psychologist, doubted its importance. Jurymen 10, a general educator, said that this factor was needed more after beginning reading. Jurymen 5, a supervisor, felt that maturity is essential and that the school can help children's emotions to mature. Jurymen 8, an educational psychologist, said that this is an important factor that should receive more emphasis. Jurymen 12, a teacher, replied that a situation which one has experienced makes for more sympathy, understanding, and feeling. Jurymen 1, a psychologist, in replying "Yes", said that we read not only for information but to "project" ourselves into the situation. Jurymen 9, a psychologist, suggested adding part C "this involves the desire to read - - -curiosity- - - the love of learning- - -seeking new things, etc." Only three of the qualifying statements add a note of negativism. The majority of the Jury members agree that an emotional repertoire is a contributing factor to reading readiness.

TABLE X

## Is the Feeling of Belonging a Part of Reading Readiness

Juryman	Profession	Yes	No	Not Sure	No Reply	Qualifying Statement
1	Psychologist	x				x
2	Supervisor	x				x
3	Teacher	x				
4	Educational Psychologist	x				
5	Supervisor	x				x
6	General Educator	x				x
7	General Educator	x				
8	Educational Psychologist	x				
9	Psychologist	x				x
10	General Educator	x				
11	Supervisor	x				
12	Teacher	x				x
Total		12	0	0	0	6

By feeling of belonging is meant the feeling of security and confidence arising from the identification of oneself with one's social group.

Some think this a part of reading readiness because

- A. early reading is preeminently social in character.
- B. fear, timidity, unhappiness, inhibit learning.

Table X shows an unanimous vote favoring the factor, feeling of belonging, as a part of reading readiness. In qualifying their replies Juryman 1, a psychologist, felt that this is properly a part of factor IX,

an emotional repertoire, while Jurymen 6, an educational psychologist, questioned it as to what degree it is essential. Jurymen 9, a psychologist, felt that this is a very important factor which should include the desire to excel; desire for preeminence. Some children learn to read because it is a means of compensating for other shortcomings - - - "I'll show them". Jurymen 2, a supervisor, thought that time must be taken to adjust children to the school situation as his reading will suffer if he feels insecure. Jurymen 5, a supervisor, said that the child's attitude toward reading and school is very important. Jurymen 12, a teacher, thought the emphasis should be on security and confidence, while belonging is one of the many contributing factors, others being: being needed and loved, feeling of trust in others, etc. In general, the qualifying statements of the Jury only add strength to the replies that the feeling of belonging is a part of reading readiness.

TABLE XI

## Is General Health a Part of Reading Readiness

Juryman	Profession	Yes	No	Not Sure	No Reply	Qualifying Statement
1	Psychologist	x				
2	Supervisor	x				
3	Teacher	x				
4	Educational Psychologist	x				x
5	Supervisor	x				
6	General Educator	x				x
7	General Educator	x				
8	Educational Psychologist	x				
9	Psychologist	x				x
10	General Educator			x		x
11	Supervisor	x				
12	Teacher	x				
Total		11	0	1	0	4

By general health is meant a sound, well-nourished body, and a personality free from unwholesome tendencies and neuroses.

Some think this a part of reading readiness because

A. zest, interest, energy, all essential in beginning reading, generally accompany health (mental and physical) rather than illness.

The Jury is agreed that general health is a part of reading readiness. Juryman 10, a general educator, in replying "Not Sure" said that general health does not make continued success in reading more sure. Juryman 4, an educational psychologist, replied "Yes" in one hundred per cent, while Juryman 9, a psychologist, agreed that it is a factor but not absolute-

ly necessary. Juryman 6, a general educator, commented that the term is stated negatively while physical health is stated positively.

TABLE XII

## Is the Attention Span a Part of Reading Readiness

Juryman	Profession	Yes	No	Not Sure	No Reply	Qualifying Statement
1	Psychologist	x				x
2	Supervisor	x				x
3	Teacher	x				
4	Educational Psychologist					x
5	Supervisor	x				
6	General Educator	x				
7	General Educator	x				
8	Educational Psychologist	x				x
9	Psychologist	x				x
10	General Educator	x				
11	Supervisor	x				
12	Teacher	x				x
Total		11	0	0	0	6

By attention span is meant the power to carry a developing idea through the successive words of a sentence to its completion.

Some think this a part of reading readiness because

A. meaning is locked in the sentence and paragraph rather than in word or phrase.

B. each word or phrase contributes a small part of the total meaning and it is essential that the accumulating meaning be carried along to the end.

The Jury is in complete agreement that the attention span is a part of reading readiness. Juryman 4, an educational psychologist, said that all children have an "attention span", but it is the breadth of this span that we want to know. The question is how much? Juryman 2, a supervisor, suggested that material should be phrased well to encourage children to read in thought units. Juryman 1, a psychologist, said that this is a factor which is an indicator of intelligence - - a part of one's basic abilities. Juryman 8, an educational psychologist, says that a so-called "short attention span" is observed in many cases of reading disability and asked if it is a cause or a result. Juryman 12, a teacher, says that this is a factor because reading is a thinking process. Juryman 9, a psychologist, also agrees, as the attention span forms the background for grouping; i e, phrasing in silent reading as well as in oral reading. Supporting this factor are several strong qualifying statements.

TABLE XIII

Is the Retention of Ideas a Part of Reading Readiness

Juryman	Profession	Yes	No	Not Sure	No Reply	Qualifying Statement
1	Psychologist	x				x
2	Supervisor	x				x
3	Teacher	x				
4	Educational Psychologist				x	
5	Supervisor	x				
6	General Educator	x				
7	General Educator	x				
8	Educational Psychologist	x				
9	Psychologist	x				x
10	General Educator	x				
11	Supervisor	x				
12	Teacher	x				
Total		11	0	0	1	3

By the retention of ideas is meant the holding aspect of memory.

Some think this a part of reading readiness because

A. the several aspects of memory, including retention, can be improved through the application of known principles.

B. reading is impossible until retention makes possible a day to day accumulation of ideas.

From Table XIII it is seen that there is total agreement on the retention of ideas as a part of reading readiness. All the Jury replied in the positive except Juryman 4, an educational psychologist, who made no reply. Juryman 1, a psychologist, said that the retention of ideas

is another indication of the degree of intelligence. Jurymen 2, a supervisor, thought that this factor implies the ability to look, to listen, and to concentrate. Jurymen 9, a psychologist, stated that these two factors, retention of ideas and the attention span, are two aspects of the same function differing only in the length of time involved.

TABLE XIV

## Is Ready Recall a Part of Reading Readiness

Jurymen	Profession	Yes	No	Not Sure	No Reply	Qualifying Statement
1	Psychologist	x				x
2	Supervisor	x				
3	Teacher	x				
4	Educational Psychologist				x	
5	Supervisor	x				
6	General Educator	x				
7	General Educator	x				
8	Educational Psychologist	x				x
9	Psychologist	x				
10	General Educator	x				
11	Supervisor		x			
12	Teacher	x				
Total		10	1	0	1	2

By ready recall of ideas is meant the ready recall of ideas when needed.

Some think that this is a part of reading readiness because

A. when reading it is very necessary that the child bring to

bear on his new material all his past pertinent experiences, and do this at the moment of difficulty.

B. this is an aspect of memory that can be improved by the application of known principles.

As seen by Table XIV there is general agreement that the ready recall of ideas is a part of reading readiness. Jurymen 1, a psychologist, stated that this is an aspect of basic ability which he doubted could be improved by training, but which might improve with maturation. Jurymen 8, an educational psychologist, felt that this factor involves attention, interest, and perception.

TABLE XV

## Is the Recognition of Ideas a Part of Reading Readiness

Jurymen	Profession	Yes	No	Not Sure	No Reply	Qualifying Statement
1	Psychologist	x				x
2	Supervisor			x		
3	Teacher	x				
4	Educational Psychologist				x	
5	Supervisor				x	
6	General Educator	x				x
7	General Educator	x				
8	Educational Psychologist	x				
9	Psychologist	x				x
10	General Educator	x				x
11	Supervisor			x		
12	Teacher	x				x
Total		8	0	2	2	5

By the recognition of ideas is meant the knowledge that this particular idea has been met before in such and such a situation.

Some think this a part of reading readiness because

- A. sureness in this particular is basic to confidence.
- B. the very young often have difficulty in separating the real from the imagined.
- C. this aspect of memory can be improved by the application of known principles.

There is general agreement, as seen in Table XV, that the recognition of ideas is a part of reading readiness. Juryman 6, a general educator, felt that this is a function of ready recall of ideas. Juryman 9, a psychologist, said this factor is involved in reading readiness because it provides a background against which meaning emerges. It is the implicit recall and recognition taking place during the reading act--not that evoked by formal questions. Juryman 12, a teacher, stated that without this factor a reading vocabulary would never be built. The sense that the word has been met before sets in motion the trend of thinking which is basic to recalling the word. Again Juryman 1, a psychologist, thinks this is a factor which is an aspect of basic ability. Juryman 10, a general educator, thought part B should be eliminated.

TABLE XVI

## Is the Desire to Read a Part of Reading Readiness

Juryman	Profession	Yes	No	Not Sure	No Reply	Qualifying Statement
1	Psychologist	x				x
2	Supervisor	x				
3	Teacher	x				
4	Educational Psychologist	x				
5	Supervisor	x				
6	General Educator	x				
7	General Educator	x				
8	Educational Psychologist'	x				
9	Psychologist	x				
10	General Educator	x				
11	Supervisor	x				
12	Teacher	x				x
Total		12	0	0	0	2

By the desire to read is meant the appreciation by the child of the value of written symbols as tools for his own purposes, i.e., to find out about things that interest him.

Some think this a part of reading readiness because

A. it indicates that reading as a "tool" will be functional in the child's life.

B. one masters with relative ease the "tool" one really desires to use.

From Table XVI it is very evident that the desire to read is a part of reading readiness. The Jury is unanimous in its decision. Jury-

man 1, a psychologist, said that motivation is very, very important. Juryman 12, a teacher, stated that a desire provides a motive which makes possible concentration, attention, and effort which the child can not give voluntarily. The qualifying statements strengthen the replies of the Jury that the desire to read is a factor in reading readiness.

TABLE XVII

## Is Dominance a Part of Reading Readiness

Juryman	Profession	Yes	No	Not Sure	No Reply	Qualifying Statement
1	Psychologist		x			
2	Supervisor			x		
3	Teacher	x				
4	Educational Psychologist					x
5	Supervisor			x		
6	General Educator			x		
7	General Educator	x				
8	Educational Psychologist	x				x
9	Psychologist		x			
10	General Educator			x		
11	Supervisor		x			
12	Teacher	x				
Total		4	3	4	0	2

By dominance is meant well-defined preference for left eye and left hand or right eye and right hand.

There is some controversy as to whether dominance is an important phase of reading readiness.

The evidence as shown by Table XVII, shows serious doubt as to dominance being a part of reading readiness. Jurymen 4, an educational psychologist, expressed the opinion that no one knows the answer. Jurymen 8, also an educational psychologist, feels that dominance is closely associated or an integral part of development.

For the purpose of this study dominance will not be considered a part of reading readiness because of the marked disagreement of the Jury.

TABLE XVIII

## Is Reasonable Sensory Acuity a Part of Reading Readiness

Jurymen	Profession	Yes	No	Not Sure	No Reply	Qualifying Statement
1	Psychologist				x	
2	Supervisor				x	
3	Teacher	x				
4	Educational Psychologist					x
5	Supervisor				x	
6	General Educator	x				
7	General Educator	x				
8	Educational Psychologist					x
9	Psychologist				x	
10	General Educator	x				
11	Supervisor				x	
12	Teacher	x				
Total		5	0	0	5	2

## Reasonable sensory acuity

If there are visual or auditory handicaps, remedial measures should be taken.

From Table XVIII it is seen that those replying favor reasonable sensory acuity as a part of reading readiness. Jurymen 4, an educational psychologist, felt that this is "mighty close to visual discrimination". Jurymen 8, an educational psychologist, thought reasonable sensory acuity is not necessary as some children learn in spite of handicaps.

TABLE XIX

## Is Mere Maturation a Part of Reading Readiness

Jurymen	Profession	Yes	No	Not Sure	No Reply	Qualifying Statement
1	Psychologist					x
2	Supervisor	x				
3	Teacher	x				x
4	Educational Psychologist					x
5	Supervisor					x
6	General Educator	x				x
7	General Educator	x				x
8	Educational Psychologist					x
9	Psychologist		x			
10	General Educator		x			x
11	Supervisor		x			
12	Teacher	x				x
Total		5	3	0	0	9

The Jury is not agreed that maturation is a part of reading readiness, as seen by Table XIX. Jurymen 1, a psychologist, replied that maturation is an essential underlying factor which can not be measured in itself, but is certainly reflected in the total development.

Juryman 4, an educational psychologist, agreed with Juryman 1 that it is a factor, undoubtedly, but already reflected and defined in (1) size of vocabulary; (2) breadth of attention span; and (3) capacity for visual discrimination, etc. Juryman 3, a teacher, thought the ability to sit still and to follow directions is a part of maturation, though these may be covered in "attention span". Juryman 6, an educational psychologist, said that physical, social, mental and emotional maturity are necessary for readiness. Juryman 5, a supervisor, agreed that maturity is important but that experiences and attitudes conducive to making reading meaningful and useful are also necessary. Juryman 12, a teacher, stated that maturation is a sort of summation of factors--giving the child as a whole character of being ready or not ready for the reading experience. He said that it is too comprehensive to be mere for it includes physical, social, emotional, and intellectual maturity. Juryman 10, a general educator, answered this question negatively as he felt that other conditions would be essential. Juryman 8, an educational psychologist, said the statement was vague, as the complex concept of maturation is intimately associated with the equally complex phrase of "readiness" for anything. Juryman 7, a general educator, said that research shows that maturation brings an increase in M. A. in relation to I.Q. up to about fifteen years of age.

For the purpose of this study, mere maturation will not be considered a part of reading readiness because of the marked disagreement of the Jury.

TABLE XX

## Is Mental Age Properly a Part of Reading Readiness

Juryman	Profession	Yes	No	Not Sure	No Reply	Qualifying Statement
1	Psychologist	x				x
2	Supervisor				x	
3	Teacher	x				
4	Educational Psychologist				x	
5	Supervisor				x	
6	General Educator	x				
7	General Educator	x				
8	Educational Psychologist					x
9	Psychologist		x			
10	General Educator	x				
11	Supervisor	x				
12	Teacher					x
Total		6	1	0	3	3

TABLE XXI

## Is Mental Age a Composite Term

The Elements of which Appear in this List

Juryman	Profession	Yes	No	Not Sure	No Reply	Qualifying Statement
1	Psychologist	x				
2	Supervisor	x				
3	Teacher			x		
4	Educational Psychologist					x
5	Supervisor	x				
6	General Educator	x				x
7	General Educator				x	
8	Educational Psychologist				x	
9	Psychologist	x				
10	General Educator	x				
11	Supervisor			x		
12	Teacher					x
Total		6	0	2	2	3

From Tables XX and XXI it is seen that there is much doubt as to mental age being a part of reading readiness. In analyzing the qualifying statements it is found that only one of the Jury, Juryman 7, a general educator, gives an unqualified answer of "Yes"; the others indicate that mental age is a composite term. Juryman 1, a psychologist, modified his answer of "Yes" to Table XX by saying that in a broad sense mental age is a part of reading readiness, but that it is a composite term. Juryman 8, an educational psychologist, replied that mental

age does not give the answer. Jurymen 12, a teacher, said that mental age is one indication of reading readiness for it includes many elements listed here as well as number concepts and relationships. Jurymen 6, a general educator, thought mental age a composite term, but felt that no one knows the answer as to its being composed of the elements appearing in this document. Jurymen 4, an educational psychologist, also thought mental age a composite measure, but may contain something not present in the statements. The qualifying statements of the Jury in answer to these two questions agree that mental age is a composite term.

For the purpose of this study, mental age will not be considered a part of reading readiness because of the marked disagreement of the Jury.

#### Chapter Summary

For the purpose of this study reading readiness is considered to be a composite term including the following aspects:

1. Visual discrimination
2. Auditory discrimination
3. Reproduction of sound
4. Facility with oral language
5. Spoken vocabulary of approximately 2,500 words
6. Ability to focus on small objects
7. Lateral eye-movements
8. Rich social experiences
9. An emotional repertoire
10. Feeling of belonging
11. General health
12. Attention span

13. Retention of ideas
14. Ready recall of ideas
15. Recognition of ideas
16. Desire to read
17. Reasonable sensory acuity

## CHAPTER III

## ANALYSIS OF DATA FROM THE LITERATURE

Introduction

In the preceding chapter the composite term, reading readiness, was analyzed and its aspects listed and defined. It now becomes necessary to classify the activities, devices, and resources found in the literature and then relate these to the aspects of reading readiness. However, a brief statement of the underlying theory of the functions of the activities, devices, and resources seems necessary as an introduction.

General Theory

In this study it is assumed that reading readiness is a growth achieved as the result of stimulation rather than by mere waiting, i. e., if a certain growth is desired it may be secured through judicious stimulation in that area.

The theory held by Dewey<sup>1</sup> and Jennings<sup>2</sup> that growth is a response to stimulation has been used in defining reading readiness. Jennings has said that an organism, in its development, depends upon the material of which it is composed and upon the conditions in which it is found. "The dependence on what they are originally made of we call heredity. But no single thing that the organism does depends alone on heredity or alone on environment: always both have to be taken into account."<sup>3</sup>

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<sup>1</sup>John Dewey, Democracy and Education (New York: Macmillan, 1919), pp. 49-63

<sup>2</sup>Herbert S. Jennings, Prothemsus (New York: Dutton, 1925), 86 pp.

<sup>3</sup>Ibid., p. 6.

The functioning of man's mind and body has been learned largely from the study of lower animals. Jennings reported experiments carried out on animal life, showing that development is a continual adjustment to environment and illustrating the extent to which environment may affect "inherited" characteristics and alter the entire organism. Thus what one inherits is a certain material that under certain conditions will produce a particular characteristic.

As in the case of lower animals, so with man environment may be a determining factor in the selection of characteristics which shall develop. Jennings said, " - - the lot of given individuals and society is enormously alterable and improvable by change of conditions, by inventions, by increase and dissemination of knowledge."<sup>4</sup>

In 1922 Colvin<sup>5</sup> wrote, "Intelligence must be acquired. Only the capacity is inborn". Needham,<sup>6</sup> in 1941, said that the nature of the individual is dependent upon its innate hereditary tendencies, but that the internal forces and the external conditions provide for the development of the potentialities of nature.

Evidences show that environment is a very important factor in the development of the potentialities of individual intelligence. Therefore, a more thorough understanding of the beginning child, his needs, and **methods of meeting these needs** should eliminate to a large degree reading disabilities in the schools.

The schematic figure below shows that growth is needed, and may be developed by various experiences, to prepare the child for reading.

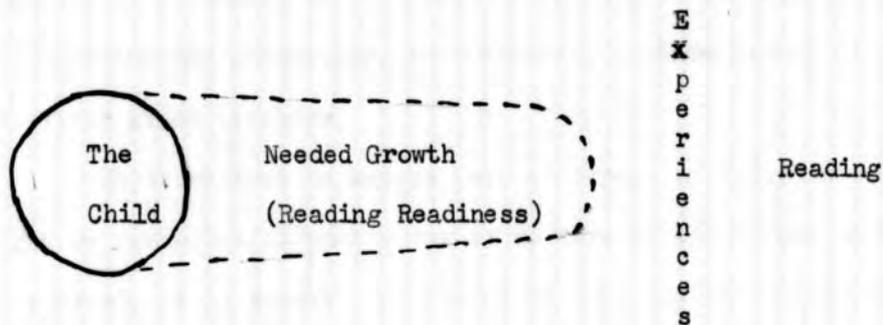
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<sup>4</sup>Ibid., p. 65.

<sup>5</sup>Stephen S. Colvin, "Principles Underlying the Construction and use of Intelligence Tests". Twenty-first Yearbook of the National Society for the Study of Education 1922. p. 17.

<sup>6</sup>James G. Needham, About Ourselves (Lancaster, Pennsylvania: The Jacques Cattell press, 1941), pp. 125-133.

FIGURE I



Thus the experiences selected to stimulate the child may cause the growth that prepares him for reading. This growth is called reading readiness. It is secured by actively guiding the child through the experiences that cause the growth and not by waiting until he is half-past six and hence has "unfolded" sufficiently to read.

#### Reading Readiness in the Literature

A survey of the literature reveals many pupil activities, teacher devices, and material resources that are presumed to develop reading readiness. In order to determine whether this presumption is sound, it will be necessary to arrange the resources under headings commonly used in the literature, and then to attempt to determine whether there is any relationship between the resources described and the aspects of reading readiness as listed in Chapter II.

It should be noted that the classification headings taken from the literature tend to beg the question. In the following analysis, the activities themselves, rather than the headings, were weighed in terms of each aspect of reading readiness. This enables the Jury of six to make judgments without being influenced by the leading phrases in the titles. This Jury was deemed necessary to substantiate the investigator(s)

opinions of the resources described in the literature. The Jury was composed of an expert in the field of reading, a specialist in the fields of education and psychology, a supervisor, a kindergarten teacher, and two first grade teachers.

It is obvious to anyone that a certain activity as excursions, might be conducted in such a way as to have little effect on reading readiness. It is assumed in this study that the activities are guided by intelligent, well-prepared teachers who have their objectives clearly in mind.

### Classifications

#### I. Excursions

##### A. Types as found in the literature

1. To observe different aspects of community life
  - a. To commercial stores, stations, airports, dairy, farm, greenhouse, hatchery, post office, fire departments, parks, a building in construction, etc.
2. To observe things in nature
  - a. Change in seasons
  - b. Plant, animal, and bird life
3. To observe the school building, grounds and classrooms

##### B. Purposes as stated in the literature

1. To broaden the field of meaningful concepts
2. To expand and improve the pupils' use of language
3. To provide a wide range of knowledge
4. To develop interest and attention
5. To build a background of common information

## C. Sources used

1. Bond, Guy L. and Bond, Eva. Teaching the Child to Read. New York: The Macmillan Company, 1943. pp. 66-67
2. Bull, Evelyn L. "Reading Readiness Curriculum for Non-Reading Children in the First Grade." Unpublished Masters' thesis. University of Michigan, Ann Arbor, 1940. p. 23.
3. Gates, Arthur I. "The Pre-Reading and Reading Readiness Program". National Elementary Principal, XX (July, 1941), 389.
4. Gates, Arthur I. and Bartlett, Mary M. Manual for the Pre-Reading and Beginning Reading Program. Revised edition. New York: The Macmillan Company, 1943. pp. 10-11.
5. Harrison, M. Lucile. Reading Readiness. Revised and enlarged. New York: Houghton-Mifflin Company, 1939. pp. 39-41.
6. Johnson, William H. "Pre-Reading Program of the Chicago Public Schools." Elementary School Journal, XL (September, 1939), 41.
7. Lamoreaux, Lillian A. and Lee, Doris May. Learning to Read Through Experience. New York: D. Appleton-Century Company, 1943. pp.26-28.
8. McKee, Paul. Reading and Literature in the Elementary School. New York: Houghton-Mifflin Company, 1934. p. 101.
9. Pennell, Mary E. Early Reading as a Thought Getting Device. Seventeenth Yearbook of the Department of Elementary School Principals. of the National Education Association. Washington: (The Association), 1938. pp. 292-293.
10. Pennell, Mary E. and Cusack, Alice M. Teaching of Reading for Better Living. New York: Houghton-Mifflin Company, 1935. pp. 150-151;161-162.
11. Reading Readiness: A Suggestive Program. New York: American Book Company, n. d. pp. 5; 11.
12. Shank, Eleanor R. and Wallace, Marie E. "Reading Readiness Activities for Slow Children in the First Grade". National Elementary Principal, XX (July, 1941), 394-395.

## D. Judgments of the Jury of Six

TABLE XXII

## Excursions

Votes of the Jury on Relationship of "excursions" to the aspects of reading readiness

Aspects	Major Relationship	Minor Relationship	Little or no Relationship
Visual discrimination	3		2
Auditory discrimination			5
Reproduction of sound			5
Facility with oral language	6		
Spoken vocabulary of approximately 2,500 words	6		
Ability to focus on small objects			5
Lateral eye-movement			5
Rich social experience	6		
An emotional repertoire	1	3	2
Feeling of belonging	6		
General health			5
Attention span		2	3
Retention of ideas	6		
Ready recall of ideas	6		
Recognition of ideas	6		
Desire to read	6		
Total	52	5	32

## E. Discussion of the judgments

From Table XXII it is seen that the Jury is in complete agreement that excursions have a major relationship to facility with oral language,

spoken vocabulary of approximately 2,500 words, rich social experiences, feeling of belonging, retention of ideas, ready recall of ideas, recognition of ideas, and the desire to read. The Jury is in substantial agreement that excursions have little or no relationship to auditory discrimination, reproduction of sound, ability to focus on small objects, lateral eye-movements, and general health.

## II. Social or group activities

### A. Types as found in the literature

1. Birthday and holiday celebration
2. Sharing experiences and possessions
3. Entertaining others
4. Dramatic activities
5. Toy band
6. Care of pets and animals

### B. Purposes as stated in the literature

1. To make social adjustments
  - a. Cooperation with individuals and the group
  - b. Self control
  - c. Respect for the right of others
  - d. Observe social courtesies ("Please", "Thank You", etc.)
2. To develop attention and concentration upon the task at hand
3. To develop the ability to think through problems
4. To develop facility in the use of oral language
5. To develop self confidence
6. To develop meaningful concepts

### C. Sources used:

1. Broom, M. E. and others. Effective Reading Instruction. New York: McGraw-Hill Book Company, 1942. p. 95.

2. Bull, Evelyn L. "Reading Readiness Curriculum for Non-Reading Children in the First Grade." Unpublished Masters' thesis, University of Michigan, Ann Arbor, 1940. p. 23.
  3. Harrison, M. Lucile, Reading Readiness. Revised and enlarged. New York: Houghton-Mifflin Company, 1939. pp. 41-43.
  4. Johnson, William H. "Pre-Reading Program of the Chicago Public Schools." Elementary School Journal, XL (September, 1939), 42.
  5. Lamoreaux, Lillian A. and Lee, Doris May. Learning to Read Through Experience. New York: D. Appleton-Century Company, 1943. pp. 13; 28-32.
  6. Pennell, Mary E. and Cusack, Alice M. Teaching of Reading for Better Living. New York: Houghton-Mifflin Company, 1935. pp.151-164.
  7. Reading Readiness: A Suggestive Program. New York: American Book Company, n.d. pp.4;11.
- D. Judgments of the Jury of six

TABLE XXIII

## Social or Group Activities

Votes of the Jury on the relationship of "social or group activities" to the aspects of reading readiness.

Aspects	Major Relationship	Minor Relationship	Little or no Relationship
Visual discrimination			5
Auditory discrimination	1		4
Reproduction of sound			5
Facility with oral language	6		
Spoken vocabulary of approximately 2,500 words	6		
Ability to focus on small objects			5
Lateral eye movements			5
Rich social experiences	6		
An emotional repertoire	5	1	
Feeling of belonging	6		
General health			5
Attention span		6	
Retention of ideas	3	3	
Ready recall of ideas	4	2	
Recognition of ideas	4	2	
Desire to read	3	1	2
Total	44	15	31

## E. Discussion of the judgments

From Table XXIII it is seen that the Jury is in full agreement that social or group activities have a major relationship to facility with oral language, spoken vocabulary of approximately 2,500 words, rich

social experience, and feeling of belonging. It gives substantial agreement to these activities as having a major relationship to an emotional repertoire, ready recall of ideas, and recognition of ideas. They also give full agreement to these activities as having a minor relationship to attention span. The Jury is substantially agreed that social or group activities have little or no relationship to visual discrimination, auditory discrimination, reproduction of sound, ability to focus on small objects, lateral eye movements, and general health.

### III. Construction activities

#### A. Types as found in the literature

1. Making toy airplanes, boats, buses, trains, etc
2. Making booklets
3. Making pen and nest for nesting hen
4. Making movies
5. Making a village, a farm, a playhouse
6. Mounting pictures of toys, pets, flowers, fruits, vegetables, children, etc.

#### B. Purposes as stated in the literature

1. To develop greater meaning
2. To promote thinking through a problem
3. To develop a sequence of ideas
4. To promote interest and attention
5. To develop facility with oral language

#### C. Sources used

1. Bull, Evelyn L. "Reading Readiness Curriculum for Non-Reading Children in the First Grade." Unpublished Masters' thesis, University of Michigan, Ann Arbor, 1940. p. 23.

2. Harrison, M. Lucile. Reading Readiness. Revised and enlarged. New York: Houghton-Mifflin Company, 1939. pp. 43-44.
3. McKee, Paul. Reading and Literature in the Elementary School. New York: Houghton-Mifflin Company, 1934. p. 101.
4. Pennell, Mary E. and Cusack, Alice M. Teaching of Reading for Better Living. New York: Houghton-Mifflin Company, 1935. p. 165.
5. Reading Readines: A Suggestive Program. New York: American Book Company, n.d. p. 5.

#### D. Judgments of the Jury

TABLE XXIV

## Construction Activities

Votes of the Jury on the Relationship of "Construction Activities" to the aspects of reading readiness.

Aspects	Major Relationship	Minor Relationship	Little or no Relationship
Visual discrimination	3	2	1
Auditory discrimination			5
Reproduction of sound			5
Facility with oral language	3	1	2
Spoken vocabulary of approximately 2,500 words	2	4	
Ability to focus on small objects	3	2	
Lateral eye movements		5	
Rich social experiences	2	4	
An emotional repertoire	2	2	2
Feeling of belonging	3	3	
General health		2	3
Attention span	5	1	
Retention of ideas	3	3	
Ready recall of ideas	1	5	
Recognition of ideas	1	5	
Desire to read	3	3	
Total	31	42	18

## E. Discussion of the judgments

In no instance is the Jury in total agreement as to the relationship of construction activities to the aspects of reading readiness. The Jury gives substantial agreement to these activities as having a major relation-

ship to attention span. It gives substantial agreement to these activities as having a minor relationship to spoken vocabulary of approximately 2,500 words, rich social experiences, ready recall of ideas, and the recognition of ideas. The Jury is substantially agreed that they have little or no relationship to auditory discrimination and the reproduction of sound.

#### IV. Practical activities

##### A. Types as found in the literature

###### 1. Jobs in classroom

- a. Water plants
- b. Care of fish
- c. Arrange flowers
- d. Exhibit a book for "Book Time"
- e. Cut out and paste in scrapbook
- f. Put together Mother Goose pictures

###### 2. Planting a garden

###### 3. Planting bulbs for gifts

###### 4. The classroom sale

##### B. Purposes as stated in the literature

1. To promote a feeling of belonging and security of confidence
2. To develop a spirit of cooperation

##### C. Sources used

1. Harrison, M. Lucile. Reading Readiness. Revised and enlarged. New York: Houghton-Mifflin Company, 1939. pp. 45-46.
2. Riordan, Eleanor. "Pre-Reading Activities." Childhood Education, XV (September, 1938), 24.

##### D. Judgments of the Jury

TABLE XXV

## Practical Activities

Votes of the Jury on the relationship of "practical activities" to the aspects of reading readiness.

Aspects	Major Re- lationship	Minor Re- lationship	Little or no Relationship
Visual discrimination	1	4	
Auditory discrimination			5
Reproduction of sound			5
Facility with oral language	1	1	4
Spoken vocabulary of ap- proximately 2,500 words	1	1	4
Ability to focus on small objects			5
Lateral eye movements			5
Rich social experience	2		4
An emotional repertoire	2		4
Feeling of belonging	6		
General health			5
Attention span	2	4	
Retention of ideas	3		3
Ready recall of ideas	3		3
Recognition of ideas	1		5
Desire to read	3		3
Total	25	10	55

## E. Discussion of the judgments

The Jury is in complete agreement that practical activities have a major relationship to the aspect of feeling of belonging. The Jury gives

substantial agreement that these activities have little or no relationship to auditory discrimination, reproduction of sound, facility with oral language, spoken vocabulary of approximately 2,500 words, ability to focus on small objects, lateral eye movements, rich social experiences, an emotional repertoire, general health, and the recognition of ideas.

#### V. Games to aid visual ability

##### A. Types as found in the literature

##### 1. Color games<sup>7</sup>

##### 2.a. Musical chair

b. Color game (1)

c. Color game (2)

d. Color game (3)

e. Colored balls

##### 2. Observational games

a. Horseshoes

b. Peg games

c. Bounce-ball

d. Show a picture; take it away and see how many things in it can be remembered

e. Cover a number of familiar objects on a table. Remove cover for a few seconds while children watch. Replace cover and have children name as many objects as they can.

f. In a series of pictures find the unlike one

g. Classifications: fruits, vegetables, flowers, animals, birds, insects

h. Seasonal changes

i. Pupils' height, eyes, hair (noting likenesses and differences)

j. Pupils' names: long, short, same initial (noting likenesses and differences)

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<sup>7</sup>See appendix for description of color games.

3. Matching games
  - a. Objects, colors, geometric forms
  - b. Like designs among other dissimilar ones
  - c. Like designs among other similar ones
  - d. Labels around room
  - e. Parts of jig-saw puzzles
  - f. Pictures with objects
  - g. Expose a single pattern for a moment. Remove it and have children draw from memory
- B. Purposes as stated in the literature
  1. To develop visual discrimination
  2. To develop ability to see likenesses and differences
  3. To learn to see more adequately and thus more accurately
- C. Sources used
  1. Broom, M. E. and others. Effective Reading Instruction. New York: McGraw-Hill Book Company, 1942. p. 115.
  2. Lamoreaux, Lillian A. and Lee, Doris May. Learning to Read Through Experiences. New York: D. Appleton-Century Company, 1943. pp. 53-59.
  3. Monroe, Marion. "A Program to Develop Reading Readiness in Grade I". Seventeenth Yearbook of the Department of Elementary School Principals of the National Education Association. Washington: (The Association), 1938. p. 278.
  4. Reading Readiness: A Suggestive Program. New York: American Book Company, n.d. p. 6.
- D. Judgments of the Jury

TABLE XXVI

## Games to Aid Visual Abilities

Votes of the Jury on the relationship of "games to aid visual abilities" to the aspects of reading readiness.

Aspects	Major Re- lationship	Minor Re- lationship	Little or no Relationship
Visual discrimination	5	1	
Auditory discrimination			5
Reproduction of sound			5
Facility with oral language		1	4
Spoken vocabulary of ap- proximately 2,500 words		2	2
Ability to focus on small objects	1	4	1
Lateral eye movements	1	1	4
Rich social experiences	1	4	
An emotional repertoire	1	4	
Feeling of belonging	1	4	
General health			5
Attention span	3	3	
Retention of ideas	1	4	
Ready recall of ideas		5	
Recognition of ideas		5	
Desire to read		4	2
Total	14	42	28

## E. Discussion of the judgments

Table XXVI shows that the Jury is generally agreed that games to aid visual abilities are of minor relationship to the aspects of reading readiness. The Jury is substantially agreed that these games have

a major relationship to visual abilities. There is substantial agreement that games to aid visual abilities have minor relationship to rich social experiences, an emotional repertoire, feeling of belonging, retention of ideas, ready recall of ideas, recognition of ideas, and the desire to read. The Jury is in substantial agreement that they have little or no relationship to auditory discrimination, reproduction of sound, facility with oral language, lateral eye movements, and general health.

## VI. Games to improve auditory abilities

### A. Types as found in the literature

#### 1. Listening games

- a. Clap the rhythm of a song for the group to identify
- b. Clap hands to the rhythm of poems or music
- c. Listening for the words that rhyme - - that begin alike
- d. Tap on desk several times, Children listen and count taps mentally, and then tell the number of taps. Vary the procedure by tapping slowly, quickly, and in irregular rhythm.
- e. Pattern clapping. Teacher claps out a pattern with her hands thus: III II, or I II, or I II III. If child called on can clap back the same pattern he may remain standing, otherwise he must sit down.
- f. Recognizing musical instruments from hearing them played while they sit with their eyes closed and heads down.

#### 2. Choral speaking

- a. Rhymes and poems

#### 3. Games with speaking or singing parts<sup>8</sup>

- a. Little Tommy Titmouse
- b. Bounce-the-ball
- c. Dog and Bone

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<sup>8</sup>See appendix for description of these games

4. Phonetic games

- a. Find words that rhyme--that begin with the same sound
- b. Give a number of words beginning with the same and then give one beginning with a different sound, as man, money, mother, milk, many, sled. Have the children try to indicate when they hear the "different" word. Do the same with rhyming words.

B. Purposes as stated in the literature

1. To develop auditory discrimination
2. To develop the habit of listening
3. To develop an interest in words

C. Sources used

1. Foster, Josephine C. and Headley, Neith E. Education in the Kindergarten. New York: American Book Company, 1936. p. 245.
2. Johnson, William H. "Pre-Reading Program of the Chicago Public Schools." Elementary School Journal, XL (September, 1939), 42.
3. Lamoreaux, Lillian A. and Lee, Doris May, Learning to Read Through Experience. New York: D. Appleton-Century Company, 1943. pp. 61-63.
4. Monroe, Marion. "A Program to Develop Reading Readiness in Grade I." Seventeenth Yearbook of the Department of Elementary School Principals of the National Education Association. Washington: (The Association), 1938. p. 279.
5. Riordan, Eleanor. "Pre-Reading Activities." Childhood Education, XV (September, 1938), 25-26.

D. Judgments of the Jury

TABLE XXVII

## Games to Improve Auditory Abilities

Votes of the Jury on the relationship of "games to improve auditory abilities" to the aspects of reading readiness.

Aspects	Major Re- lationship	Minor Re- lationship	Little or no Relationship
Visual discrimination		1	4
Auditory discrimination	5	1	
Reproduction of sound	5	1	
Facility with oral language		6	
Spoken vocabulary of approximately 2,500 words		5	
Ability to focus on small objects			5
Lateral eye movements			5
Rich social experiences		5	
An emotional repertoire		5	
Feeling of belonging		5	
General health			5
Attention span	5		
Retention of ideas		5	
Ready recall of ideas	1	4	
Recognition of ideas		4	
Desire to read		5	
Total	16	47	20

## E. Discussion of the judgments

The Jury is in general agreement that games/improve auditory abilities have a minor relationship to facility with oral language. There is substantial agreement that these games have a major relationship to

auditory discrimination, reproduction of sound, and to attention span. The Jury is substantially agreed that these games have a minor relationship to spoken vocabulary of approximately 2,500 words, rich social experiences, an emotional repertoire, feeling of belonging, retention of ideas, ready recall of ideas, recognition of ideas, and the desire to read. It further agrees that they have little or no relationship to visual discrimination, ability to focus on small objects, lateral eye movements, and general health.

#### VII. Games and activities to increase motor abilities

##### A. Types as found in the literature

##### 1. Outdoor games (for larger muscles)

- a. Dodge ball
- b. Simple tricks on playground apparatus

##### 2. Schoolroom activities

- a. Walk on cracks of floor (for balance and big muscle coordination)
- b. Skip, gallop, walk, and run to music
- c. Nested blocks (for controlled coordination)
- d. Peg boards (for finer coordination)
- e. Handwork, drawing, and saw and hammer construction
- f. Cut simple pictures trying to stay on line
- g. Make things of plasticine or clay, using large lumps

##### 3. Games with ball (for greater motor skill)

- a. Throwing the ball into a basket in the middle of the circle
- b. Standing on a given line and throwing or bouncing the ball into a basket
- c. Bouncing and catching the ball
- d. Bouncing the ball without catching it (counting to see how many times it can be bounced)

B. Purposes as stated in the literature

1. To develop motor skills
2. To develop motor coordination

C. Sources used

1. Foster, Josephine C. and Headley, Neith E. Education in the Kindergarten. New York: American Book Company, 1936. pp. 242-243.
2. Johnson, William H. "Pre-Reading Program of the Chicago Public Schools". Elementary School Journal, XL (September, 1939), 42.
3. Lamoreaux, Lillian A. and Lee, Doris May. Learning to Read Through Experience. New York: D. Appleton-Century Company, 1943. pp. 63-64.
4. Monroe, Marion. "A Program to Develop Reading Readiness in Grade I". Seventeenth Yearbook of the Department of Elementary School Principals National Education Association. Washington: (The Association), 1938. pp. 279-280.

D. Judgments of the Jury

TABLE XXVIII

## Games and Activities to Increase Motor Abilities

Votes of the Jury on the relationship of "games and activities to increase motor abilities" to the aspects of reading readiness.

Aspects	Major Re- lationship	Minor Re- lationship	Little or no Relationship
Visual discrimination		2	4
Auditory discrimination		1	4
Reproduction of sound			5
Facility with oral language			5
Spoken vocabulary of ap- proximately 2,500 words	1	1	4
Ability to focus on small objects	1		4
Lateral eye movements		1	5
Rich social experiences		4	1
An emotional repertoire		4	1
Feeling of belonging		1	4
General health	1	4	
Attention span		5	
Retention of ideas		1	4
Ready recall of ideas		1	4
Recognition of ideas		1	4
Desire to read			5
Total	2	26	54

## E. Discussion of the Judgments

The Jury, as shown in Table XXVIII, is generally agreed that games and activities to increase motor abilities have little or no relationship

to the aspects of reading readiness. It agrees that these games and activities have but a minor relationship to rich social experiences, and emotional repertoire, general health, and attention span. It further agrees that they have little or no relationship to visual discrimination, auditory discrimination, reproduction of sound, facility with oral language, spoken vocabulary of approximately 2,500 words, ability to focus on small objects, lateral eye movements, feeling of belonging, retention of ideas, recognition of ideas, and the desire to read.

#### VIII. Games and activities to develop facility in the use of oral language

##### A. Types as found in the literature

##### 1. Word games

##### a. For prepositions

- (1). Have children put an object in, on, under, beside, below, or behind the box

##### b. For adverbs

- (1). Have children walk slowly, quickly, sadly, quietly, noisily, happily, etc.

##### c. For verbs

- (1). Have children run, walk, hop, work, play, and so on
- (2). Question the children: What can a boy, a girl, a mother, a father, a dog, or a tiger do?

##### d. For adjectives

- (1). Find a number of different balls or objects. Ask the children to identify the blue, red, big, striped, smooth, hard, or soft ball.
- (2). Have them pretend they are big, little, brave, unhappy, kind, old, or young.
- (3). Let them describe objects, each other, their clothes, and other items.

##### 2. Language activities

##### a. Free and spontaneous activities

- b. Sharing and relating experiences
- c. Telling stories
- d. Composing group and individual letters
- e. Dramatizing stories
- f. Playing games having spoken parts
- g. Learning games and songs
- h. Planning procedure in activities
- i. Imitative conversation on the toy telephone
- j. Playing radio with the toy radio
- k. Planning a talking part in movies
- l. Discussing excursions
- m. Creating stories and poems
- n. Describing pictures and telling stories that are suggested by them
- o. Carrying messages
- p. Following directions
  - (1). Skip to the door
  - (2). Skip to the cloakroom
  - (3). Run to the cupboard
  - (4). Hop to the window sill
  - (5). Put the book on the table
  - (6). Put the eraser near the chalk
  - (7). Put the chalk in the desk
  - (8). Stand in front of me.
  - (9). Stand behind me
  - (10). Stand beside me
- q. Choral speaking of poems and singing of songs

- r. Conversation
  - s. Shadow plays
  - t. Have children make picture charts classified according to subject as farm animals, animals in the zoo, furniture, toys, vegetables, numbers, colors, things mother does, things father does, things they do, a story of their day, and so forth.
- B. Purposes as stated in the literature
- 1. To develop facility in the use of oral language
  - 2. To promote the use of simple English sentences
  - 3. To develop a broad speaking vocabulary
  - 4. To increase the child's knowledge and use of words
- C. Sources used
- 1. Broom, M. E. Effective Reading Instruction. New York: McGraw-Hill Company, 1942. p. 98.
  - 2. Harrison, M. Lucile, Reading Readiness. Revised and enlarged. New York: Houghton-Mifflin Company, 1939. pp. 50-51.
  - 3. Johnson, William H. "Pre-Reading Program of the Chicago Public Schools". Elementary School Journal, XL (September, 1939), 50-51.pp.
  - 4. Lamoreaux, Lillian A. and Lee, Doris May. Learning to Read Through Experience. New York: D. Appleton-Century Company, 1943. 41-42.
  - 5. McKee, Paul. Reading and Literature in the Elementary School. New York: Houghton-Mifflin Company, 1934. pp. 108-111.
  - 6. Monroe, Marion. "A Program to develop Reading Readiness in Grade I." Seventeenth Yearbook of the Department of Elementary School Principals of the National Education Association. Washington: (The Association), 1938. pp. 280-281.
  - 7. Reading Readiness: A Suggestive Program. New York: American Book Company, n.d. pp. 5, 15.
  - 8. Riordan, Eleanor. "Pre-Reading Activities". Childhood Education, XV (September, 1938), 24.
- D. Judgments of the Jury

TABLE XXIX

Games and Activities to Develop Facility  
in the Use of Oral Language

Votes of the Jury on the relationship of "games and activities to develop facility in the use of oral language" to the aspects of reading readiness.

Aspects	Major Re- lationship	Minor Re- lationship	Little or no Relationship
Visual discrimination			5
Auditory discrimination	1	5	
Reproduction of sound	1	5	
Facility with oral language	5	1	
Spoken vocabulary of approximately 2,500 words	5	1	
Ability to focus on small objects			5
Lateral eye movements			4
Rich social experiences	4	1	
An emotional repertoire		5	
Feeling of belonging	1	4	
General health			5
Attention span		5	
Retention of ideas		5	
Ready recall of ideas		5	
Recognition of ideas		5	
Desire to read		5	
Total	17	47	19

E. Discussion of the judgments

The vote of the Jury shows substantial agreement that games and activities to develop facility in the use of oral language have a major

relationship to facility with oral language, a spoken vocabulary of approximately 2,500 words, and rich social experiences. It agrees that they have a minor relationship to auditory discrimination, reproduction of sound, an emotional repertoire, feeling of belonging, attention span, retention of ideas, ready recall of ideas, recognition of ideas, and the desire to read. It further agrees that they have little or no relationship to visual discrimination, ability to focus on small objects, lateral eye movements, and general health.

IX. Activities which develop the memory span

A. Types as found in the literature

1. Retelling stories enjoyed by all
2. Making and giving movies of familiar stories
3. Listing incidents in the story on the board
4. Cutting out pictures from a book, and pasting them in the correct order for a frieze
5. Relating steps in an experience
6. Remembering a series of operations in constructing or making something
7. Carrying out a series of requests in proper order
8. Listening to stories and poems
9. Touching game<sup>9</sup>
10. Toy game<sup>10</sup>

B. Purposes as stated in the literature

1. To develop the ability to keep a series of events in mind
2. To develop the ability to listen
3. To help form the habit of rapid fluent reading

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<sup>9</sup>See appendix for description of this game.

<sup>10</sup>See appendix for description of this game.

## C. Sources used

1. Broom, M. E. and others. Effective Reading Instruction. New York: McGraw-Hill Book Company, 1943. p. 97
2. Gates, Arthur I. and Bartlett, Mary M. Manual for the Pre-Reading and Beginning Reading Program. Revised edition. New York: The Macmillan Company, 1943. pp. 18-19.
3. Harrison, M. Lucile. Reading Readiness. Revised and enlarged. New York: Houghton-Mifflin Company, 1939. pp. 55-56.
4. McKee, Paul. Reading and Literature in the Elementary School. New York: Houghton-Mifflin Company, 1934. pp. 120-121.

## D. Judgments of the Jury

TABLE XXX

## Activities Which Develop the Memory Span

Votes of the Jury on the relationship of "activities which develop the memory span" to the aspects of reading readiness.

Aspects	Major Re- lationship	Minor Re- lationship	Little or no Relationship
Visual discrimination			5
Auditory discrimination			5
Reproduction of sound			5
Facility with oral language		2	3
Spoken vocabulary of approximately 2,500 words	1	4	
Ability to focus on small objects			5
Lateral eye movements			5
Rich social experiences			5
An emotional repertoire		1	4
Feeling of belonging		1	4
General health			5
Attention span	1	4	
Retention of ideas	1	5	
Ready recall of ideas	2	4	
Recognition of ideas	2	3	
Desire to read		5	
Total	7	29	46

## E. Discussion of the judgments

The Jury substantially agrees that the activities which develop the memory span have a minor relationship to spoken vocabulary of approximately 2,500 words, attention span, retention of ideas, ready recall

of ideas, and the desire to read. It agrees that these activities have little or no relationship/<sup>to</sup> visual discrimination, auditory discrimination, reproduction of sound, ability to focus on small objects, lateral eye movements, rich social experiences, an emotional repertoire, feeling of belonging, and general health. There was no agreement as to a major relationship.

X. Aids in acquiring knowledge of left and right.

A. Types as found in the literature

1. Game of pointing to left (or right) ear, eye, foot, shoulder, hand, etc.
2. Directions in games
  - a. Run to left
  - b. Jump to right
  - c. Turn to right
  - d. Slide left, etc.
  - e. Playing "Looby Loo"<sup>11</sup>
3. Slide the hand along under the printed chart as it is being read.
4. Showing the teacher where to begin and where to end new sentences for a cooperative chart.
5. Counting a series of objects horizontally arranged, beginning at the left and swinging back to the left to count a second horizontal series.
6. Telling a series of stories from a sequence of pictures

C. Sources used

1. Broom, M. E. and others. Effective Reading Instruction. New York: McGraw-Hill Book Company, 1942. p. 99.
2. Gates, Arthur I. and Bartlett, Mary M. Manual for the Pre-Reading and Beginning Program. Revised edition. The Macmillan Company, 1943. p. 12.

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<sup>11</sup>See appendix for description of this game.

3. Harrison, M. Lucile. Reading Readiness. Revised and enlarged. New York: Houghton-Mifflin Company, 1939, pp. 56-57.
4. Lamoreaux, Lillian A. and Lee, Doris May. Learning to Read Through Experience. New York: D. Appleton-Century Company, 1943. pp. 72-73.
5. Reading Readiness: A Suggestive Program. New York: American Book Company, n.d. p. 18.
6. Riordan, Eleanor. "Pre-Reading Activities." Childhood Education, XI (September, 1938), 26.

#### D. Judgments of the Jury

TABLE XXXI

## Aids in Acquiring Knowledge of Left and Right

Votes of the Jury on the relationship of "aids for acquiring knowledge of left and right" to the aspects of reading readiness.

Aspects	Major Re- lationship	Minor Re- lationship	Little or no Relationships
Viscual discrimination			5
Auditory discrimination			5
Reproduction of sound			5
Facility with oral language			5
Spoken vocabulary of ap- proximately 2,500 words			5
Ability to focus on small objects			5
Lateral eye movements	4	2	
Rich social experiences			5
An emotional repertoire			5
Feeling of belonging			5
General health			5
Attention span			5
Retention of ideas			5
Ready recall of ideas			5
Recognition of ideas			5
Desire to read		1	4
Total	4	3	74

## E. Discussion of the judgments.

As seen in Table XXXI, the Jury is in substantial agreement that the aids in acquiring the knowledge of left and right have little or no relationship to the aspects of reading readiness except for lateral eye

movements, which received four votes as a major relationship.

## XI. Activities for developing the desire to read

### A. Types as found in the literature

1. Teacher's interest in books and reading. Her manner of using books and reading activities with children
2. Room library with well chosen books or reading table
  - a. Picture books
  - b. Picture books with one or two lines of simple text
  - c. Story and picture type (story enriched by pictures)
  - d. Collection of good stories to be read to children
  - e. Informational type
  - f. Poetry books
  - g. Fun books (stick-up scenes and peep-shows)
3. Listening to stories told or read
4. Illustrating stories
5. Handling books
6. Reading charts
7. Attractiveness of first reading books
8. Following up the children's own questions
9. Bulletin boards
10. Miscellaneous nature
  - a. Bulletins, signs, labels
  - b. Pictures accompanied by rhymes, poems, or stories
  - c. Writing of letters, rules, notices, etc.
  - d. Movies, picture books, and scrapbooks of simple text
  - e. Older children invited to come to read
  - f. Using the typewriter
  - g. Recognizing their own names

B. Purposes as stated in the literature

1. To develop a healthy curiosity about reading
2. To arouse a keen interest in reading
3. To develop the child's conscious need for reading

C. Sources used

1. Bull, Evelyn L. "Reading Readiness Curriculum for Non-Reading Children in the First Grade." Unpublished Masters' thesis. University of Michigan, Ann Arbor, 1940. pp. 46-50.
2. Dolch, Edward William. Teaching Primary Reading. Champaign, Illinois: The Garrad Press, 1941, p. 34.
3. Gates, Arthur I and Bartlett, Mary M. Manual for Pre-Reading and Beginning Reading Program. Revised edition. New York: The Macmillan Company, 1943. pp. 43-44.
4. Harrison, M. Lucile. Reading Readiness. Revised and enlarged. New York: Houghton-Mifflin Company, 1939. pp. 53-55.
5. Lamoreaux, Lillian A. and Lee, Doris May. Learning to Read Through Experience. New York: Houghton-Mifflin Company, 1943. pp. 67-69.
6. McKee, Paul. Reading and Literature in the Elementary School. New York: Houghton-Mifflin Company, 1934. pp. 113-120.
7. Pennell, Mary E. and Cusack, Alice M. Teaching of Reading for Better Living. New York: Houghton-Mifflin Company, 1935. pp. 153-154, 172.
8. Reading Readiness: A Suggestive Program. New York: American Book Company, n.d. pp. 7-8.

D. Judgments of the Jury

TABLE XXXII

## Activities for Developing the Desire to Read

Votes of the Jury on the relationship of "activities for developing the desire to read" to the aspects of reading readiness.

Aspects	Major Re- lationship	Minor Re- lationship	Little or no Relationship
Visual discrimination		5	
Auditory discrimination		2	3
Reproduction of sound		1	5
Facility with oral language	1	2	3
Spoken vocabulary of approximately 2,500 words		6	
Ability to focus on small objects		6	
Lateral eye movements		6	
Rich social experiences		3	3
An emotional repertoire		6	
Feeling of belonging		1	5
General health			5
Attention span	1	5	
Retention of ideas		6	
Ready recall of ideas		6	
Recognition of ideas		6	
Desire to read	2	4	
Total	4	65	24

## E. Discussion of the judgments

The Jury is generally agreed that the activities for developing the desire to read have a minor relationship to a spoken vocabulary of approximately 2,500 words, ability to focus on small objects, lateral

eye movements, an emotional repertoire, retention of ideas, ready recall of ideas, and the recognition of ideas. It is substantially agreed that these activities have a minor relationship to visual discrimination, attention span, and the desire to read. It further agrees that they have little or no relationship to reproduction of sound, feeling of belonging, and general health. In no case were these activities voted to have a major relationship to reading readiness.

#### Chapter Summary and Analysis

To relate the aspects of reading readiness as determined in Chapter II to all of the devices found in the literature, the opinions of a Jury of six were sought. Eleven classifications of resources, as found in the literature, were used. Each Juryman, after studying the types of resources, listed them as of major, minor, or of little or no relationship to each aspect of reading readiness. In each case it was assumed that the method used was intelligent, and that the teacher had the objectives well in mind.

The following table shows the extent to which each aspect of reading readiness is implemented with activities to promote its growth. To show this, corresponding items in each of the eleven preceding Tables were totaled and that total placed in the appropriate column by the appropriate item.

TABLE XXXIII

## Summary of Votes

Tabulation of votes showing the extent to which the aspects are provided with developmental activities.

Aspects	Major Re- lationship	Minor Re- lationship	Little or no Relationship
Visual discrimination	12	15	31
Auditory discrimination	7	9	41
Reproduction of sound	6	7	45
Facility with oral language	22	14	26
Spoken vocabulary of approximately 2,500 words	21	24	15
Ability to focus on small objects	5	12	40
Lateral eye movements	5	15	38
Rich social experiences	21	21	18
An emotional repertoire	11	31	18
Feeling of belonging	23	19	18
General health	1	6	48
Attention span	17	35	8
Retention of ideas	17	32	12
Ready recall of ideas	17	32	12
Recognition of ideas	14	31	15
Desire to read	17	28	16
Total	216	331	401

Index of Implementation

To indicate the degree to which each aspect of reading readiness is provided with developmental activities, each vote listed in Column II above was valued at 1 and each vote in Column I was valued at 2.

TABLE XXXIV

## Indices of Implementation

An index figure indicating the degree of implementation given each aspect of reading readiness in the literature.

Aspect	Index	Aspect	Index
Visual discrimination	39	An emotional repertoire	53
Auditory discrimination	23	Feeling of belonging	65
Reproduction of sound	19	General health	8
Facility with oral language	58	Attention span	69
Spoken vocabulary approximately 2,500 words	66	Retention of ideas	66
Ability to focus on small objects	22	Ready recall of ideas	66
Lateral eye movements	25	Recognition of ideas	59
Rich social experiences	63	Desire to read	62

In the above Table no attempt has been made to rank the aspects of reading readiness in the order of importance.

It is assumed that the aspects of reading readiness which received, in the above Table, an index of 58 or more are fairly well implemented with activities to promote their growth. It should be noted that no aspect can be considered adequately implemented, for even the most favored received very little more than half the index of perfect implementation (132). The aspects having an index of less than 58 are poorly implemented.

The aspects which are fairly well implemented are: facility with oral language, spoken vocabulary of approximately 2,500 words, rich social experiences, feeling of belonging, attention span, retention of ideas, ready recall of ideas, recognition of ideas, and the desire to



## CHAPTER IV

## CONCLUSIONS AND RECOMMENDATIONS

## Conclusions

In Chapter I, the declarative statement of the problem, i.e., An Analysis and Evaluation of Reading Readiness Experiences Described in the Professional Literature, 1933-1943, was rephrased as a series of questions. These questions were:

- I. What is reading readiness?
- II. What devices to produce reading readiness are described in the literature of the last decade?
- III. Of what worth are they?
- IV. What aspects of reading readiness are slighted in the literature?
- V. What recommendations are possible in the light of the investigation?

The survey of the literature of the decade, 1933-1943, the judgments of juries of experts, and logical deductions from the data justify certain conclusions that answer, at least in part, the questions above.

I. Reading readiness, in the opinion of a competent jury and also in the opinion of some of the contributors to the literature, is a composite term which includes the factors of visual discrimination, auditory discrimination, reproduction of sound, facility with oral language, spoken vocabulary of approximately 2,500 words, ability to focus on small objects, lateral eye movements, rich social experiences, an emotional repertoire, feeling of belonging, general health, attention

span, retention of ideas, ready recall of ideas, recognition of ideas, desire to read, and reasonable sensory acuity.

2. Dominance, i.e., a preference for either right or left hand and eye, long considered a factor in reading readiness, is now doubted by many competent authorities.

3. Maturation is a development which results from the stimulation of the organism; it is the organism's response to stimulation; it is not a mere "unfolding", or a development that takes place with the mere passing of time.

4. In the opinion of many competent individuals, mental age is a term which includes many of the factors of reading readiness. In using it one should be aware of the simple elements composing it.

5. The devices in the literature are classified as excursions, social or group activities, construction activities, practical activities, games to aid visual abilities, games to improve auditory abilities, games and activities to increase motor abilities, games and activities to develop facility in the use of oral language, activities which develop the memory span, aids in acquiring knowledge of left and right, and activities for developing the desire to read.

6. The classification of reading readiness devices found in the literature and listed above, containing some leading phrases. These phrases may be misleading to a reader lacking in discernment.

7. Considered as a whole the implementations found in the literature are inadequate for the optimal development of reading readiness.

8. Some aspects of reading readiness are fairly well implemented; namely, facility with oral language, spoken vocabulary of approximately 2,500 words, rich social experiences, feeling of belonging, attention recognition of ideas, span, retention of ideas, ready recall of ideas, and desire to read.

9. The emotional repertoire, an aspect of great importance, should be better implemented.

10. Many of the studies have been carried on with groups of children too small to serve as a basis for generalization.

11. The studies in the literature of the decade have been limited to the consideration of relatively few of the many factors making up the composite phenomenon, reading readiness.

12. Some aspects of reading readiness are poorly implemented; namely, visual discrimination, auditory discrimination, reproduction of sound, ability to focus on small objects, lateral eye movements, and general health.

13. The relationship of general health to reading readiness is little understood and lacking in definite implementation.

#### Recommendations

In the light of the investigation certain recommendations are possible.

1. More research is necessary in order to secure better implementation of certain aspects. This is especially true of visual discrimination, auditory discrimination, reproduction of sound, ability to focus on small objects, lateral eye movements, and general health.

2. Because of the widespread idea that reading readiness is a phenomenon that appears in the child at six years six months there is a real need for teachers and supervisors who realize that maturation and mental ability are organismic responses to proper stimulation, and not merely an "unfolding".

3. Method is an important part of developing reading readiness. More literature on method should be available for nursery school, kinder-

garten, and first grade teachers.

4. If the teacher has insufficient time to explore the literature on reading readiness, the following are recommended as a minimum:

#### Books

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2. Harrison, M. Lucile. Reading Readiness. Revised and enlarged. New York: Houghton-Mifflin Company, 1939.
3. Lamoreaux, Lillian A and Lee, Doris May. Learning to Read Through Experience. D. Appleton-Century Company, 1943.
4. Monroe, Marion. "A Program to Develop Reading Readiness in Grade I." Seventeenth Yearbook of the Department of Elementary School Principals of the National Education Association. Washington: (The Association), 1938. pp. 273-281.

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2. Harrison, M. Lucile. "Readiness for the Thinking Side of Reading." Childhood Education, XV, (January, 1939), 213-218.
3. Kallen, Miriam. "Beginning Reading Experiences in the New School". Elementary English Review, XVI (January, 1939), 28-30.
4. Leavell, Ullin W. "Development of Reading Readiness Through Instruction." Peabody Journal of Education, XXI (July, 1943), 28-40.

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## APPENDIX I

## Instrument Used by the Jury for the

## Analysis of Reading Readiness

An Inquiry into its Nature

The undersigned is attempting to evaluate the "reading readiness" devices described in the professional literature of the past decade. To date, no fully satisfactory analysis of "reading readiness" has been found. Obviously, one must know what it is, before evaluating devices designed to produce it. The present purpose, therefore, is to find out what "reading readiness" is.

As a starting point, the investigator has culled from the literature, from tests designed to measure reading readiness, and from conversation with a few competent teachers, the items that compose the following tentative analysis of the very complex phenomenon called "reading readiness". It is for the purpose of refining the concept that the investigator seeks your counsel. Your aid will be greatly appreciated.

Sincerely,

-----

1. Visual Discrimination

By visual discrimination is meant the ability to see likenesses and differences among objects.

Some think it a part of reading readiness because

- a. words are perceived as wholes as are houses in a block or people in a crowd, and these must be differentiated, one from the other.
- b. if one really "sees" a word he cannot mistake it for another.

Is visual discrimination properly a part of reading readiness?

( ) YES ( ) NO ( ) NOT SURE

If it be a part, in what way must the above statement be modified?

2. Auditory Discrimination

By auditory discrimination is meant the ability to detect similarities and differences among sound.

Some think it a part of reading readiness because

- a. the child's first equipment is oral language, in the light of which printed symbols are meaningful.
- b. constant use of oral reading is necessary in the early stages.
- c. much meaning is conveyed through inflection (irony, sarcasm, the question)

- d. ability to group into meaningful words the contiguous sounds in a series is essential ( au di to ry dis crim i na tion is in volved in read ing read i ness) (mairsey doats)

Is auditory discrimination properly a part of reading readiness?

( ) YES ( ) NO ( ) NOT SURE

If it be a part, in what way must the above statement be modified?

### 3. Reproduction of Sounds

By this is meant the ability to reproduce sounds heard, or indicated by symbols, through adequate muscular coordination.

Some think it a part of reading readiness because

- early reading is of necessity largely oral.
- early reading is properly an aspect of a social situation.
- early reading is the connection of sound with symbols.
- some think meaning itself is grounded in muscular responses.

Is the reproduction of sounds properly a part of reading readiness?

( ) YES ( ) NO ( ) NOT SURE

If it be a part in what way must the above statement be modified?

### 4. Facility with Oral Language

By this is meant the ease with which the child uses such vocabulary as he has to express complete thoughts.

Some think this a part of reading readiness because

- the greater the command of oral language, the easier the grasp of written language.
- earliest power over environment is through single words, e. g., "drink", "out", "up", etc.; material progress from their primitive position is necessary.
- ability to use sentences indicates ability to understand them in print.

Is facility with oral language a part of reading readiness?

( ) YES ( ) NO ( ) NOT SURE

If it be a part, in what way must the above statement be modified?

### 5. Spoken Vocabulary of Approximately 2,500 Words.

Some think such a vocabulary an essential part of reading readiness because

- the larger the spoken vocabulary the greater the ease of reading.
- the reader carries meaning to the printed page.

Is such a vocabulary properly a part of reading readiness?

( ) YES ( ) NO ( ) NOT SURE

If it is a part, in what way must the statement be modified?

### 6. Ability to Focus on Small Objects

By this is meant the ability to focus the eyes on small, close objects, involving convergence of the two eyes and adjustment of the lenses.

Some think this a part of reading readiness because

- a. the child has relatively little practice in such focusing prior to school life.
- b. such focusing is basic to reading.

Is such ability properly a part of reading readiness?

( ) YES ( ) NO ( ) NOT SURE

If it is a part, in what way must the above statement be modified?

#### 7. Lateral Eye-Movements

By this is meant eye movements by jerks from left to right and a sweep back from right to left.

Some think this a part of reading readiness because

- a. it is fundamental to reading.
- b. the child's pre-school life rarely calls for it.
- c. he focuses the whole body rather than the eyes alone.

Are lateral eye movements properly a part of reading readiness?

( ) YES ( ) NO ( ) NOT SURE

If they are, in what way must the above statement be modified?

#### 8. Rich Social Experiences

By rich social experiences is meant wide experiences, with others, of many aspects of home, neighborhood, and school.

Some think this a part of reading readiness because.

- a. early reading is social in character.
- b. need for communication characterizes shared experiences.
- c. experience is basic to interpretation of further experiences.

Are such social experiences properly a part of reading readiness?

( ) YES ( ) NO ( ) NOT SURE

If they be a part, in what way must the above statement be modified?

#### 9. An Emotional Repertoire

By this is meant a range of wholesome emotional habits such as love for appropriate persons and things, fear, anger, hatred expressed in proper situations.

Some think this a part of reading readiness because

- a. sympathetic interpretation of the feeling aspects of what is read depends upon ones emotional range.
- b. sympathy itself, is the putting of oneself in another's place and feeling with him.

Is an emotional repertoire properly a part of reading readiness?

( ) YES ( ) NO ( ) NOT SURE

If it is a part, in what way must the above statement be modified?

## 10. Feeling of Belonging

By this is meant the feeling of security and confidence arising from the identification of oneself with one's social group.

- Some think this a part of reading readiness because
- early reading is preeminently social in character.
  - fear, timidity, unhappiness, inhibit learning.

Is the feeling of belonging properly a part of reading readiness?

( ) YES ( ) NO ( ) NOT SURE

If it is a part, in what way must the above statement be modified?

## 11. General Health

By this is meant a sound, well-nourished body, and a personality free from unwholesome tendencies and neurosis.

- Some think this a part of reading readiness because
- zest, interest, energy, all essential in beginning reading, generally accompany health (mental and physical) rather than illness.

Is general good health properly a part of reading readiness?

( ) YES ( ) NO ( ) NOT SURE

If it be a part, in what way must the above statement be modified?

## 12. Attention Span

By this is meant the power to carry a developing idea through the successive words of a sentence to its completion.

- Some think this a part of reading readiness because
- meaning is locked in the sentence and paragraph rather than in word or phrase.
  - each word or phrase contributes a small part of the total meaning and it is essential that the accumulating meaning be carried along to the end.

Is the attention span properly a part of reading readiness?

( ) YES ( ) NO ( ) NOT SURE

If it be a part, in what way must the above statement be modified?

## 13. Retention of Ideas

By this is meant the holding aspect of memory.

- Some think this a part of reading readiness because
- the several aspects of memory, including retention, can be improved through the application of known principles.
  - reading is impossible until retention makes possible a day to day accumulation of ideas.

Is retention of ideas properly a part of reading readiness?

( ) YES ( ) NO ( ) NOT SURE

If it be a part, in what way must the above statement be modified?

## 14. Ready Recall of Ideas.

By this is meant the ready recall of ideas when needed.

- Some think that this is a part of reading readiness because
- a. when reading it is very necessary that the child bring to bear on his new material all his past pertinent experiences, and do this at the moment of difficulty.
  - b. this is an aspect of memory that can be improved by the application of known principles.

Is the ready recall of ideas properly a part of reading readiness?  
 a ( ) YES ( ) NO ( ) NOT SURE

If it be/part, in what way must the above statement be modified?

#### 15. Recognition of Ideas

By this is meant the knowledge that this particular idea has been met before in such and such a situation.

- Some think this a part of reading readiness because
- a. sureness in this particular is basic to confidence.
  - b. the very young often have difficulty in separating the real from the imagined.
  - c. this aspect of memory can be improved by the application of known principles.

Is the recognition of ideas properly a part of reading readiness?  
 ( ) YES ( ) NO ( ) NOT SURE

If it is a part, in what way must the above statement be modified?

#### 16. Desire to Read

By this is meant the appreciation by the child of the value of written symbols as tools for his own purposes, i. e., to find out about things that interest him.

- Some think this a part of reading readiness because
- a. it indicates that reading as a "tool" will be functional in the child's life.
  - b. one masters with relative ease the "tool" one really desires to use.

Is the desire to read properly a part of reading readiness?  
 ( ) YES ( ) NO ( ) NOT SURE

If it be a part, how must the above statement be modified?

#### 17. Dominance

By this is meant well-defined preference for left eye and left hand or right eye and right hand.

There is some controversy as to whether dominance is an important phase of reading readiness.

In your opinion, does dominance enter into reading readiness?  
 ( ) YES ( ) NO ( ) NOT SURE

## 18. Reasonable Sensory Acuity

If there are visual or auditory handicaps, remedial measures should be taken.

## 19. Maturation

Is mere maturation a part of reading readiness?

## 20. Mental Age

Some believe mental age to be a part; others hold it be a composite term, the elements of which are already listed above.

Is mental age properly a part of reading readiness?

YES  NO  NOT SURE

Is mental age a composite term, the elements of which already appear in this list?

YES  NO  NOT SURE

Comment Please:

Contributor's Signature.

## APPENDIX II

## Identification of the Jury

Juryman 1. Lt. Wilton P. Chase, Ph. D., Director of Instruction, Separating Classification School, Fort Dix, New Jersey.

Juryman 2. E. Louise Cooper, Supervisor Negro Elementary Schools, Washington, North Carolina.

Juryman 3. Joyce Cooper, First Grade Teacher, Demonstration School of the Woman's College of the University of North Carolina, Greensboro, North Carolina.

Juryman 4. Dr. A. M. Jordan, Professor of Educational Psychology, The University of North Carolina, Chapel Hill, North Carolina.

Juryman 5. Ethel McNairy, Principal of the Clara J. Peck School, Greensboro, North Carolina.

Juryman 6. Dr. Roy W. Morrison, Professor of Elementary Education, The University of North Carolina, Chapel Hill, North Carolina.

Juryman 7. Dr. H. Arnold Perry, Associate, Division of Instructional Service, Department of Public Instruction, Raleigh, North Carolina. Specialist in Elementary Education.

Juryman 8. Dr. Wilda Rosebrook, Psycho-Educational Consultant, The Ohio State University, Columbus, Ohio.

Juryman 9. Lt. William C. Schwarzbek, Ph. D., Instructor, Pre-Flight School, United States Navy.

Juryman 10. Prof. James S. Tippet, Former Director Curriculum, Parker School District, Greenville, South Carolina. More recently visiting professor University of North Carolina, Chapel Hill, North Carolina.

Juryman 11. Nannie L. Turner, Supervisor Negro Elementary Schools, Warsaw, North Carolina.

Juryman 12. Mrs. Blanche Verbeck, First Grade Teacher at University School, The Ohio State University, Columbus, Ohio.

## APPENDIX III

## Games to Aid Development of Reading Readiness

## I. Color Games.

## A. "Musical Chairs".

Place a different color paper under each chair. The "extra" child calls a color. The child sitting on the chair with that color under it, stands and starts skipping. When all are skipping the music stops. Each time the child has a different color, so he must know all the names.

## B. "Color Game No. 1."

Children seated in a circle. One child has eyes closed while teacher holds up ball of colored yarn. She pins it on some child's back, who remains standing in circle. The first child opens his eyes and tries to get around to see the ball, and tell its color.

## C. "Color Game No. 2".

Materials: Sucker sticks

Covered (colored) milk bottle tops.

One child spins his top and calls the name of a child. The child called must name the color of the top before it stops spinning. Later in year, he may also find word card telling the color.

## D. "Color Game No. 3".

Materials: 3 cotton rabbits

Large board with colors pasted on so:

	PURPLE		GREEN	
(Peter's House)		ORANGE		RED (Peter)
	BLUE		YELLOW	

Once upon a time there was a mother rabbit and she had two babies. One day when she was very busy she sent them into the yard to play, telling them to stay near the house. Cotton Tail did as his mother asked, but Peter, who was naughty, ran away-- way down here (place him at end of board). After awhile he decided to go home but soon finds he is lost. Finally a little bird says, "Go just the way I tell you and you will soon be home." (Teacher holds up a red card --later in year word card--. Bunny hops on red. Then teacher holds up green, yellow, orange, blue, purple.) Peter then sees his house and is safe home once more, so he thanks the little bird and runs to find his mother.

## E. "Colored Balls".

Teacher holds two or three balls of different solid colors in the air. Children are told to look at the balls and then to blind their eyes. The teacher removes one ball and asks the children which ball she took away. (Increase the number of balls in accordance with the skill displayed by the group.)

## II. With speaking or singing parts.

## A. "Little Tommy Titmouse"

"Little Tommy Titmouse  
Lives in a little house  
Someone's knocking- me - oh - my  
Someone's calling - who am I."

One child (Tommy) sits on a chair (his house) in the middle of the group and blinds his eyes. Another child (the visitor) goes quietly up behind him. The children recite the verse and visitor knocks at right time. Visitor alone says, "Who am I?" Tommy tells the name of visitor if he can. If he can not tell, after three times of listening to voice, then someone describes the visitor and Tommy tries to tell from that.

## B. "Bounce-the-Ball"

A child selected to bounce the ball says to the children, "Put your heads down." He then bounces the ball and the children count silently. He says, "Put your heads up." "How many times did I bounce the ball?". Individuals were asked and if the correct answer was given he was next to bounce the ball.

## C. "Dog and Bone"

Children seat themselves in a circle. One chair is in the center with a ball under the chair. One child, representing the dog, is in the chair with eyes closed. "Once upon a time there was a little dog, (etc). - - - so he buries his bone under his house to save it for another time. While he is sleeping, another dog slips up very quietly and tries to get the bone." (Teacher points to some child who tiptoes up. Object: to get the ball from under the chair and back to his place before the sleeping dog hears him and points in the correct direction of the sound.)

## III. "Touching Game".

- A. One child touches an object and calls it "number one". A second child touches and says, "Number one" and selects another object, "number two". A third child touches "number one" and "number two" and selects "number three". Continue the game as long as possible, probably until fifteen consecutive articles may be touched.

III. "Toy Games."

- A. Have a group of toys on a table. One child volunteers and comes up to look at the toys a few seconds. He then turns away from the table and names all the toys he can.

IV. "Looby Loo."

- A. Reference for music: The Music Hour in the Kindergarten and First Grade. New York: Silver Burdett and Company, 1929. p 158.

Chorus:

Here we dance, Looby Loo,  
Here we dance, Looby Light,  
Here we dance, Looby Loo,  
All on a Saturday night.

1. I put my right hand in  
I take my right hand out,  
I give my right hand a shake, shake, shake,  
And turn myself about.
2. I put my left hand in, etc.
3. I put my right foot in, etc.
4. I put my left foot in, etc.
5. I put my little head in, etc.
6. I put my whole self in, etc.

Formation: Single circle, facing left with hands joined.

Chorus,

Measures 1-8:

Players move around the circle to left with skipping, or walking steps. The dance is begun with the chorus and it is repeated after each verse.

Verses 1, 2, 3, 4, 5, 6,

Measures 9-16:

Players stand facing the center. The action suggested by the words of the song is given in pantomime. The children should be encouraged to make large and vigorous movements.

