AN ABSTRACT OF THE THESIS OF

Sally Alesse Casey for the Master of Education degree in guidance
(Major)

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Title: Directing Parental Cooperation in Teaching Reading

Abstract Approved: Redacted for Privacy
(Major Professor)

Much growing unrest can be seen in community-school relations by study groups attempting to learn about the school, by newspaper accounts of citizen alarm over the need for fundamentals and the failure of tax money being passed upon by taxpayers at elections. One field of education particularly in need of understanding by the parents is reading because the methods of teaching reading have changed since most parents have attended school.

This study is an attempt to draw together and evaluate those methods of directing parental cooperation in the teaching of reading that will be of value to the teacher and to try the parent handbook as a method of obtaining parental cooperation in a teaching situation. A handbook entitled "Ways You Can Help Your Child With Reading" was written by the writer for the use in this study.

It was found that no one method can adequately be used alone by the teacher in directing parental cooperation in teaching reading. The teacher should never feel that any or all of these methods can take the place of good teaching. Those methods most helpful to the teacher in directing parental cooperation in the teaching of reading are teacher participation, school newspapers, homework, report cards, newspapers, radio, parent conferences, visits to the school, parent workshops, study groups, assemblies, school exhibits, visual aids, parent participation and parent handbooks. On the basis of the data presented in studying the handbook, a statistical difference (critical ratio above 3.0) exists in favor of the group whose parents had the handbook entitled "Ways You Can Help Your Child With Reading". The results seem to indicate that the booklet may have helped in directing parental cooperation in the teaching of reading. However, other factors which may have been influential in causing the difference in reading ability are the teacher's personality, and the methods and materials used in teaching reading.

All these methods of directing parental cooperation warrant more scientific study. It is recommended that another study of the handbook as a method of directing parental cooperation be made, where the teacher's personality, reading methods and materials would not enter in as a factor in need of control.
DIRECTING PARENTAL COOPERATION
IN TEACHING READING

by

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She also wishes to express appreciation to her husband, John E. Casey, for his continued encouragement and interest in the problem.
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DIRECTING PARENTAL COOPERATION
IN TEACHING READING

CHAPTER I
INTRODUCTION

Statement of Problem. The amount of parental cooperation contributes in a large measure to the success or failure of a total school program. It is apparent that parental cooperation is important in establishing community relations, school programs, and the adjustment of each individual child.

It is common knowledge that first grade children and their parents show an enthusiasm for the school program never again equalled in the child's school life. As the child advances through the grades most parents lose this enthusiasm and interest in the school. One evidence of this lack of parental interest as the child advances through the grades is that the parent-teachers' associations and study groups constitute a larger number of parents of first grade children than of any other grade level. Most children come to school wanting to learn to read. They enjoy school. By the time they have reached the third grade many children have developed a dislike for school activities.

Much growing unrest among parents can be seen by study groups attempting to learn about the school and by newspaper accounts of citizen alarm over the need for fundamentals. Many lay groups have been anxious to evaluate the school program but few have shown a genuine interest in understanding the program.
Neigosch (26, p. 608) in speaking of the necessity for telling the parents about the school program says:

"Many a parent fails to notice that there is a distinct reason and purpose in the changes that have come about in the modern elementary school; and that the present state of affairs is the result of definite planning rather than of drifting on the part of educators. It is not an uncommon occurrence for principal and teacher to meet with a parent who undertakes to advise them how to teach and conduct a school. The advice offered is usually of the old-fashioned variety and indicates that the parent thinks the school operates as it does because of the limited knowledge of those in charge. The idea that educators have only recently, and with some difficulty, cast off the shackles of tradition would not occur to such parents. It is the business of the school therefore, to take the initiative in explaining and justifying its stand with respect to the changes suggested... rather than to wait until information is sought. Only a few parents will come to school to find out why certain things are done. The school must take the matter to the parent and definitely invite their attention to the newer procedures."

One instance where the school people should do more to interpret the school program to parents is in the field of reading. When children do not read well, lay observers criticize the newer methods of teaching reading. They are unaware that other important factors have some bearing on the child's inability to read. In the first place, the nature of the school population within the last few years has changed greatly. Formerly, high school was a preparation for college. Today almost everyone is expected to finish high school. Secondly, there has been a subtle change in the urban environment. The radio, television, and the movies all have a great influence. The family is not so closely knit as it once was. Third, families live in smaller houses and therefore do not spend the time in their homes or with their children that they did years ago.

Since these factors of school population, changes in urban environment, and changes in the family have influenced the child's
ability to learn to read, some plan must be inaugurated which will
give children the needed background for successful school progress.
Hickey (17, p. 227) suggests that some improvement in the child's
background is necessary before he can make successful progress in
school, and he puts forth two alternative plans for achieving this
end:

1. We can take children in school at a younger age. By
doing this we would have greater control over skills,
habits, and attitudes of children which are important
in the learning situation. The cost of such a plan
would be great and it would sever the family unit.

2. The second plan is that of a strong program of parent
education. In this way children would come to school
with good attitudes and habits and an adequate back-
ground. This plan seems the more feasible.

The plan of parent education, while more difficult to organize
and administer, would not have the accompanying ill effect of break-
ing up the family unit. Parent education might bring a better under-
standing, on the part of the parents, of the objectives of the school
program, and bring a closer cooperation between the parent and the
school.

The classroom teacher can be a key person in directing parental
cooperation but nowhere in the literature have the methods of devel-
oping parental cooperation been drawn together where it will be of
value to the classroom teacher.

Purpose of the Study. The purpose of this study is to bring to-
gether the usable material on directing parental cooperation, so that
it will be of value to the classroom teacher who seeks to improve
parental cooperation in the teaching of reading. We shall define
"parental cooperation" for this study as: "Any way in which the parent contributes to the school for the purpose of better understanding the basic needs of children, the objectives of education, and the methods and techniques used to work toward those objectives".

The writer hopes to answer the following questions by gathering this material on parental cooperation:

1. Which method or methods of directing parental cooperation are most effective?

2. What are some of the techniques of obtaining parental cooperation that are applicable to the teaching of reading?

3. One of the methods of obtaining parental cooperation is the use of a handbook for parents. The writer will try this method of directing parental cooperation to determine its effectiveness. An attempt will be made to answer the following questions:

   a. Did the handbook in reading bring about better parental cooperation from those parents who had the booklet than from those who did not have it?
   b. What was the effect on reading achievement in the group of children whose parents had the booklet on reading as compared with those children whose parents did not have the booklet?
   c. Is the handbook method more effective than other methods of directing parental cooperation?

Procedure. This study has been limited to the following fundamental methods of procedure:

1. A review of the current literature on reading and public relations in the schools.

2. Preparation of a handbook for parents designed to help them guide their child's out-of-school reading.

3. The collection and interpretation of test and personal data in a school system to determine the
effectiveness of a handbook on reading in obtaining parental cooperation.

4. The presentation of methods of directing parental cooperation and an analysis of their application in the classroom.

Source of Data. The writer has served as a teacher and principal in the primary grades of the Albany, Oregon school system, and consequently has had first hand opportunity to work with pupils, parents and teachers in the community. Through these contacts she has been able to discover the needs, analyze the research, and note the barriers that hinder the development of parental cooperation in the teaching of reading.
In addition to the schools there are a number of organizations and institutions interested in furthering parent education. These organizations may publish material and perform services which the classroom teacher can utilize in directing parental cooperation in the schools. The following organizations seem to have the largest amount of source material for parent education.

Institutions and organizations, other than the school, interested in parent education:

A. The Parent Teachers' Association (1, p. 1-7), official title of which is the National Congress of Parents and Teacher, since its inception in 1897 has been active in bringing the parent and teacher together in discussing school problems and procedures. The Parent Teachers' Association has encouraged the growth of study groups where parents and teachers work together for better understanding of the child.

B. The Child Study Association of America (14, p.95-99) has been active in parent education for over fifty years. It distributes pamphlets, booklets and lectures on the study of the problems of children. The Association also maintains a speakers' bureau and its members have used some radio time. It publishes a journal entitled "Child Study".
C. The National Council of Parent Education (23, p.53) acted as a clearing house in setting up parent education programs in various states. More than fifty organizations were affiliated as members on the council. It had a journal entitled "Parent Education".

D. The United States Office of Education, established by the federal government, has contributed directly to parent education with a vast amount of material made available in that field.

E. The White House Conference (23) on child welfare was called by President Theodore Roosevelt in 1909. At that time the Child Bureau of the Department of Labor was organized. Every decade since then important problems of youth have been discussed at the White House Conferences.

F. The nursery schools have pioneered the field of parent education. Among those most outstanding in the nursery school field is Dorothy Baruch who wrote "Parents and Teachers Go to School", which shows the importance of parents and teachers working as a team in the interest of the child.

G. More recently the formation of the National Citizens Commission (36, p.11-12) has contributed greatly to bringing the school and community closer together. Several of the basic plans of the Commission are:

1. A series of projects to encourage active interest in the public schools.

2. Assistance of community citizen committees for school improvement.

3. Far-reaching studies designed to help answer some of the most frequently asked and fundamentally important questions about the school.
The basic purpose of encouraging active public interest in the schools is to create a climate of opinion throughout the nation so that there will be local attempts to improve the schools. A basic activity of encouraging public interest in the schools is the national advertising campaign sponsored by the Advertising Council (36, p.11-14) with the cooperation of the National Citizens Commission, the Citizens Federal Committee and the U.S. Office of Education. The Commission also helped the March of Time make the film, "The Fight for Better Schools", which dramatizes the urgent needs of schools.

Methods of obtaining parental cooperation:

There are several methods that the classroom teacher can use in directing parental cooperation. Some are more applicable than others to the teaching of reading. The method or methods most valuable to the teacher of reading would depend upon the teacher's education, experience, personality, and the teaching situation. These methods include teacher participation, school newspapers, homework, report cards, the newspapers, radio, parent conferences, visits to the school, parent workshops, study groups, assembly, exhibits, visual aids, parent participation and parent handbooks. Each will be discussed in some detail.

A. Teacher participation in school activities as a method of directing parental cooperation in the teaching of reading. Nelson (27, p.53-54) re-emphasizes the feeling of most educators when he says that one of the most effective means of public relations is the daily contact of teachers with the general public. Their contacts
with the public are more personal than that of the administrators. The teacher has the opportunity to know both the parents and the children much better than has the administrator. In most cases the teacher's contacts with the home consist of only casual contacts such as reports of the children about the playground, report cards, telephone conversations, and Parent-Teachers meetings. These contacts are effective but lack the organization and direction of a well-planned program of parent education.

Much of the reading program is interpreted to parents only by the problems and needs of their own children. If their children are well adjusted to the school program and seem to be succeeding with a minimum of attention from home, the parents think the school is doing a good job. On the other hand, if their child is experiencing difficulty, parents will agitate for schools like the ones they went to when they themselves were children.

There are several reasons why teacher participation in directing parental cooperation is not as effective as it might be. First, the classroom teacher is already over-burdened with lunch and recess duties, guidance folders, and various reports, to say nothing of the preparation necessary in lesson planning. Second, many teachers, while they are excellent teachers, do not thoroughly understand the complex reading process, and therefore find some difficulty in explaining it to parents. Third, some teachers are unable to lead discussion groups. Fourth, some teachers find it difficult to explain educational terminology so as to make it understandable to parents.
Teachers should become conscious of their strategic position in directing parental cooperation with the schools. There are many things a teacher can do to obtain such cooperation. First (26, p.615) teachers as well as principals should learn to meet parents and explain to parents simply but scientifically the reading process and the reading difficulties of any individual child. Second, personal notes to parents on social and emotional development are equally as important as scholastic achievement. Teachers too frequently communicate with parents only when they have something negative to point out. Surely every child has some good points or special achievement that can be mentioned in a personal note to the parents. Willis (38, p.75) states that teachers should watch for outstanding achievements of children as opportunities to communicate with parents.

Leary (22, p.312) points out that the way parents feel toward the school program is a reflection of the child's feeling. If a child dislikes reading, dislikes school, and is bored by school activities, very likely the parent will have the same attitude about the school. When parents are left in doubt about the merits of a school, they often discuss this doubt in the presence of their children. When parents lack confidence in the school and its teachers, this attitude often is reflected in the behavior of the child and often the school life of the child is disturbed (32, p.298).

B. The school newspaper as a means of directing parental cooperation. The school newspaper has been used as an agency of interpreting the school more on the high school level than in the
elementary school. This is a medium which warrants more study. It would seem that the school newspaper could be an agency for directing parental cooperation in the teaching of reading which could be very valuable to the teacher. Leary (22, p.322) states that although the school newspaper is for the pupils themselves primarily, it is read by parents and other adults who discover in its contents something of the aims, activities, and outcomes of the reading program.

Children take great pride in seeing their names and contributions in print. The school newspaper should be written in words which the children can read. They often enjoy reading the school paper to their parents and younger brothers and sisters.

C. Homework as a method of directing parental cooperation.

The desirability or undesirability of homework has been under discussion by educators for many years. Noted educators on both sides of the issue have not come to any agreement on whether homework is desirable or should be avoided. Ludeman (24, p.114) states:

"More homework will draw home and school closer together. The child who brings some of his homework home will draw parental interest to what is going on at school. Any improvement in the ties between home and school always brings sound returns. And, furthermore, parents have been known to revive a lost love of learning and follow through with their own child in many school subjects."

In assigning homework the teacher should keep in mind that the homework should be easy work which will take little supervision by the parent. It is unfair to give new work or work which is difficult for the child. It would only tend to make the parent force the child to do the difficult homework and cause more strained relations between
the parent, the child and the teacher. One suggestion for homework is to let the child prepare at school a story to be read to his parents at home. The story should be so well prepared that the child will have very little difficulty in reading it to his parents. If the story is well prepared the child will feel secure and have a sense of accomplishment in reading to his parents. Another procedure which has merit is for the child to take home a mimeographed sheet of a story written by the class accompanied by word analysis and comprehension. Again it should be stressed that the child should be able to do the work with ease and should have done this type of work prior to doing it at home.

D. The report card as a method of directing parental cooperation. Report cards, like homework, have been a subject of discussion for many years. Various methods of reporting to parents have been advocated with varying results depending on the situation and the objectives stressed by the school. Some noted educators think report cards should be replaced by conferences with the parent; others think a personal note from the teacher will suffice. Oldroyd (28, p.30) argues that report cards are not a reliable method of reporting to parents because grading of each child by the teacher is not uniform.

Hannon (16, p.58) agrees with Oldroyd that the report card is the principal contact most parents have with the school. Because of this, the card should be constructed so that there will be no confusion on the part of the parent as to the objectives of the school. The usual type of report produces dissatisfaction because the
conscientious parent wants to guide his child but is not told how to
do so. Ojeman and Candless (29, p.110-116) suggest a report which
describes the underlying behavior. They feel that this would be more
helpful and satisfying to parents than the usual type of report. It
is doubtful that a report card could describe the underlying causes of
behavior since the reasons for a type of behavior can depend on a
variety of reasons. In all probability the report card would give
symptoms rather than causes of behavior.

Roos (33, p.28) advocates a report where parents as well as
teachers evaluate the child. Parents are asked to evaluate certain
traits and characteristics of their child in his out-of-school time
which are an important reflection on his in-school behavior and
achievement. Parents are told when marking the report card to put
themselves in the place of a fair and friendly neighbor who would mark
their child.

Roos found parent evaluation important for the following reasons:

"1. It provided valuable information to the school in guidance
problems when discussing these problems with parents and
pupils. Even the parent who refuses to cooperate in eval-
uating the child gives valuable guidance and conference
data merely by his refusal to cooperate, as does also the
over-indulgent parent or the one who may be too severe.

"2. It causes the parent to ponder that home and school en-
vironment has its implications for the child in school
as well as out.

"3. In being brought face to face with the problem of evalu-
ating the child, it is hoped that the parent will weigh
more carefully and with greater understanding the teacher
rating, and that many parents, by taking a greater inter-
est in the school program as an instrument in the service
of the child's development, will lose sight of the marks as such and take a real interest in the child's true growth and development."

A variation of the report card recommended by Roos would be the card used in Hastings, Nebraska (22, p.323). This report card has a section on reading which breaks down the reading program into several reading skills and attitudes of children toward reading. The starred items are checked by the parent as he observes them in the home. This section of the report card on reading is presented on the page following.

The teacher interested in directing parental cooperation in the teaching of reading might use the report card as a means to obtain such cooperation. A report card such as the one used in Hastings gives the parent a clear idea of the skills and habits which are important in the development of reading. The classroom teacher might add a supplementary sheet on reading to add meaning for the parent to the report card now used in the school system.

There are other effects not mentioned by Roos of a report card where parents have a part in the evaluation of the child. First, the parent might realize that reading must be encouraged in the home as well as in the school to establish good reading habits and skills. Second, the parent might become interested enough in the child's progress in reading to visit the school. In this way the teacher can answer some of the questions on reading which may have puzzled the parent.
**REPORT IN STUDY ACCORDING TO ABILITY**

Parent: In the column headed "parent", please check starred (*) items (as "satisfactory" or "unsatisfactory") as noticed at home.

<table>
<thead>
<tr>
<th>Item</th>
<th>Parent and teacher should confer</th>
<th>child doing very best he can</th>
<th>child not doing best he can</th>
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<tbody>
<tr>
<td>*Shows interest in learning to read</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shows lively interest in material of reading</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>*Reads voluntarily during free time</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>*Reads many types of reading material within his ability to understand</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>*Chooses books of gradually increasing difficulty</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>*Understands what he reads silently</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>*Reads aloud smoothly and understandingly</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>*Helps himself work out new words</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>*Uses eyes, not lips in silent reading</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>*Keeps the place without pointing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Follows written directions accurately</td>
<td></td>
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E. Newspapers as a method of directing parental cooperation in the teaching of reading. Holey and Wagner (18, p.189-201) studied the number of families in Ohio that had school age children and found that about thirty-five percent of the families had children in school. From this study it would seem that a large number of taxpayers have little or no contact with the school except through the newspaper and magazines. Since the first six years of a child's life are important in the development of habits and attitudes, it would seem necessary for us not to wait until the child has started school before telling parents about the school program. It would seem then that the newspaper would be an extremely important medium of public relations. Since the newspaper is an important medium for reaching those families without school-age children, it is interesting to see what kind of school news is carried in most newspapers.

Farley (10, p.59) in analyzing school news in a number of the larger newspapers concluded the following:

"...all those responsible for dissemination of the news regarding the school are over-emphasizing the time devoted to what many people call "fads and frills", without properly informing the public of what the school courses consist, how they are taught to the pupils, what results are achieved, and what is being done for the physical welfare of the children. Such neglect of the use of the strongest appeals must be due only to the faulty conception of the relative strength of the interest appeals in the various topics of the school news."

Farley goes on to state that while extra-curricular activities are of educational value as well as interest and are given a great deal of newspaper space, little is done by the publicist to point out the educational values of these activities. The study found that most school
publicity was devoted to subjects such as character of teachers, buildings, school boards, the cost and support by parents and teachers organizations, and other such matters which are incidental to the results of child development.

The lack of news items on the results of child development is a serious charge which deserves immediate attention from the schools. This charge takes on added importance when we know that a large segment of our population has no other contact with the school except through the local newspaper, because they do not have school-age children. This group of non-school families must get quite a distorted picture of the school and its objectives.

This lack of news items on the results of child development can be and should be corrected. Many teachers, supervisors, principals and superintendents have special talents for writing. A series of articles on certain phases of the school program, such as reading instruction, should contribute greatly to developing better parental cooperation with the school and help to correct the distorted view of the school program that many non-school families must have.

F. Radio as a method of directing parental cooperation in the teaching of reading. The radio, like the newspaper, should be a valuable method for bringing the school and community into closer cooperation because it reaches the large segment of population which does not have children in school. Like the newspaper, the radio with its vast possibilities has had little experimentation and use as an agency for directing parental cooperation.
Stubblefield (35, P.45) reported the use of the radio in obtaining parental cooperation in the schools. Through a local radio station special radio recording tape equipment was installed in the classroom and the daily program was recorded. In the evening the program was broadcast so that parents, teachers and the general public could hear it. Radio seems of promising value as a method of directing parental cooperation because it reaches so many people. Parents have little opportunity to know what actually goes on in the classroom because they usually do not visit school except on special occasions for special programs, or unless requested because the child is having some difficulty in school.

The radio can be a help in directing parental cooperation in the teaching of reading. Radio can be used as a medium for helping parents understand the reading program. Members of the staff can prepare programs in which the reading program is explained. Another variation could be to have special story hours where children could read or tell stories over the air. An actual classroom lesson also could be broadcast.

G. Parent conferences and visits to the school as methods of directing parental cooperation in the teaching of reading. Parent conferences and visits to the school by the parent have a more personal element than many of the other methods for directing parental cooperation. A parent-teacher conference is an opportunity for the parent and teacher to get to know each other personally. Many of the reading difficulties of children are deeply rooted in the social and emotional adjustments of the child. Therefore, it is necessary that the teacher and parent
pool their information about the child to gain a better understanding of his problems.

Parent conferences and visits to the school are two of the most popular and direct methods for obtaining parental cooperation. However, Dolio (8) has found that it has some serious implications which the teacher should recognize when using parent conferences and school visits as methods of directing such cooperation. Dolio found that most teachers feel that teachers and parents should know each other better. He investigated the similarities and differences in educational attitudes of parents, teachers, and students of a secondary high school. One of these issues involved three questions pertaining to parent-teacher relationships.

The parent, teacher and student samples in Dolio's study (8, p.49-50) were composed of individuals from a small, agricultural town in southern Illinois. Forty-four teachers from the high school, 663 parents representing 382 different families, and 863 students took part in the study.

Dolio found (8, p.200-207) that while over half of the parents and teachers felt that the school was doing a "good" or "very good" job of telling parents about the school, another large part felt that the school was doing a "fair" or poorer job in this phase. This large group of parents who were dissatisfied with the job the school was doing, together with the large number of people who did not have children in school, constituted a large number of taxpayers who were either dissatisfied with or uninformed about the school.
As was stated earlier, most teachers indicated that parents and teachers should know each other better. It was interesting to note that those parents who felt they knew the teachers sufficiently constituted a large number of parents whose formal education included one or more years of college beyond the education of the teachers (8, p.200-207). Many of this same group also felt that they were not acquainted with the teachers as well as they would like to be. This would seem to signify that a large proportion of parents, especially those whose formal education was less than that of the teachers, would have some difficulty in meeting and talking with teachers.

While teachers almost unanimously agreed that parent visitations were desirable, more than one-fourth of the parents said that they had never visited school. Only 63.5 percent of those who had visited school said that all or almost all of the teachers had welcomed their visit. This is 45.1 percent of the entire parent group. Dolio offered the conclusion that perhaps teachers do not give parents the impression that they are truly welcomed (8, p.206). The investigator did not mention whether many of these visits might have been made only when there was some difficulty involved and therefore might not be welcomed by the teacher. Dolio's conclusions on the similarities and differences in the attitudes of parents and teachers on parent visitation seem to indicate that the teacher should be more conscious of the difficulties parents face in talking with teachers.

Baruch (39, p.105-106), well known leader in parent education in the nursery school field, offers the following suggestions to teachers in conducting a parent-teacher conference:
"1. The teacher needs to make available to the parent the response of a friend, yet immunity from the usual friend's touchiness.

"2. When the parent and teacher talk together the teacher needs to do much listening.

"3. She should be willing to let the parent talk about anything and everything he desires.

"4. The teacher needs to know and remember that inasmuch as she can come to accept the parent as the parent actually is, the more able the parent becomes to accept himself.

"5. The teacher, on the other hand, needs to remember that condemnation brings forth defensiveness and leads away from a frank facing of self.

"6. The teacher needs to remember that there are always reasons for parents doing what they do.

"7. The teacher needs to take great cognizance of the fact that "spilling" about a matter helps often to make the matter less disturbing."

Willis (38, p.75) described one technique of visits to the school which might make parents feel more at ease with the teacher. He suggests that first grade teachers explain to parents what school is like and describe a typical school day. Parents of young children are most eager to cooperate, and it should be easy for a first grade teacher to gain parental confidence by this method.

Neigosh (26, p.613) agrees with Willis that school visits are a good way to obtain parental cooperation but he points out a difficulty of school visits which seems to have no solution. Usually those parents in need of special help do not visit school. Most parents will visit school if invited. This gives them an opportunity to see the total school program. The parent who visits school often is not apt
to evaluate the present school in terms of the school he remembers from his childhood.

Halverson (15, p.24) reports a variation in school visitation. This superintendent set up a program where leaders in the community were invited to visit the school. It was an opportunity for citizens to see what actually happens inside a school on an ordinary school day. Each Wednesday six members of a local group, such as the Lions, Kiwanis, or Rotary Club, or women's organizations, were guests of a school lunch in the school cafeteria. Each guest had a host or hostess and was taken to visit various departments of the school. Each guest agreed to report back to his club group about his visit. They were told that they could criticize or praise what they saw as they wished. The administrator feels that this plan of community leaders visiting the schools has two advantages (15, p.24): first, it is inexpensive, and secondly, it reaches a large number of people. Perhaps such a plan could be utilized, at least until the public and parents realize that they are really welcomed in the schools, and that the school is not merely giving the plan of parent conferences and school visits lip service. Parents must be let in on school activities and the reasons for them. They must see for themselves what kind of educational activities and experiences their children have and why they have them, or they will want them replaced with something they do know such as the school they attended as children (39, p.99).

Teachers can do a great deal to make parents feel at ease during parent conferences and visits. They can constantly and sincerely encourage parents to visit the school. Making each visit a pleasant
experience for the parent might make the parent feel more at ease with the teacher and in turn bring the parent to school more often. Elaborate, expensive school publicity can never substitute for good teaching in the obtaining of parental cooperation. By parental conferences and visits to the school the parent can see for himself how the school is educating his child.

H. Parent workshops and study groups as methods of directing parental cooperation. Gabbard (11, p.27) in the U.S. Office of Education handbook, "Working with Parents", states:

"Parents often have questions about the school's program and methods of teaching which need to be discussed in order to reach a satisfying understanding. Sitting down in groups small enough to be informal and to put parents at ease has been found to be a good way of interpreting school policy. Mutual understanding of parents and teachers grows through this kind of exchange of information."

East Lansing, Michigan (7, p.50) had a winter workshop at Clear Lake Camp in 1948. It consisted of parents, faculty, board members and resource individuals. The following topics were discussed:

1. Improvement of school and community relations.

2. Techniques that might be helpful in conducting such a program.

3. Lay advisory groups (teachers, parents and civic groups) working together.

4. Winter workshop for parents and other interested groups.

5. Newsletter of school and educational news to be sent to all citizens by the board of education.

6. Employment of a research man on community relations and a staff member to devote part time to such study.

This workshop was reported to have been highly successful.
Berkeley, California for a period of eight years had a parent workshop. Pfister (31) investigated the effectiveness of the Berkeley workshop in community-school relations. A public opinion poll (31, p.192-193) of one hundred statements of educational policy was sent to three hundred parents who had workshop experience and three hundred who did not have such experience. Of these, 178 replies (fifty-eight percent) from the workshop group and 159 (fifty-three percent) from the non-workshop group responded to the poll. The answer key was developed by authors Paul R. Mort, F. G. Cornell and Norman G. Hinton (31, p. 193). Both groups responded to certain questions on the questionnaire which were in disagreement with the correct answer key.

The investigator (31, p.168-169) also compared the report card grades of children whose parents had the workshop experience with the grades of children whose parents did not have the workshop experience. She found that those children whose parents attended the workshop had slightly higher grades than those whose parents did not attend it. While the results were not statistically significant, there was an indication of a trend in favor of the children whose parents had had workshop experience. During the period of the workshop a program of publicity was carried on through the local newspapers and by members of the workshop who reported back to their local Parent-Teachers' Associations on the progress of the workshop. This writer feels that some of Pfister's conclusions are open to question. Perhaps more positive results might have been accomplished if:
1. The questionnaire and workshop had dealt with more specific items which the parents could put into practice rather than broad educational concepts.

2. Report card grades were reliable enough to base a study on them.

3. A method of control had been used in the study.

It is Neigosch's opinion (26, p.614) that the principal of the school should take the initiative in organizing parent classes for the study of modern education, including school activities and subjects. He suggests that reading can be given a comprehensive treatment by speakers, such as the principal, teachers, supervisors, the superintendent and college professors. Though the organization of the workshop is the duty of the administrators, the teacher can contribute directly to the workshop by speaking on the phases of reading on which she is most qualified to speak. She also plays an important part in encouraging parents to attend the workshop.

The workshop and study group methods seem to be techniques which could play a major part in directing parental cooperation in the teaching of reading. In organizing a workshop it should be remembered that it should be of practical content. The workshop should not be one-sided where the educator tells the parent. Saunders (34, p.50) warns that educators and parents must work together, that neither group has a monopoly on the answers to the questions related to the growth and development of children. He adds that the school achieves its role in community relations only when the school and community become so interrelated in their efforts to solve educational problems through cooperative action that it is difficult to distinguish school from community.
I. Assembly and school exhibits as methods of directing parental cooperation in teaching reading. The assembly and school exhibit are media which are often used in the school, but few teachers have thought of them as methods for obtaining parental cooperation. Some teachers have felt that the school assembly and exhibits were characteristics of the traditional school.

Saunders (34, p.49) reports the device of open house as valuable in obtaining parental cooperation. An evening or a day can be set aside for parents and friends to visit the school, and in this way visitors could see a typical school session. Ely (9, p.216-217) agrees with Saunders and suggests another variation of exhibits. He suggests that students' work be displayed in the school building, public buildings, or show windows where patrons are most likely to see the work.

On the value of assembly programs as a method of directing parental cooperation Peterson (30, p.27) says:

"The significance attached to the elementary school assembly for establishing rapport between the school and the community cannot be overestimated; for accurate interpretation of the school can be achieved best through the direct contact of the community with the school. By providing opportunities for a high degree of pupil participation in a number of interesting activities, the school can materially increase the number of adults that visit. This activity should be considered not in an end itself but as a means of providing the occasion for the administrator and staff to interpret accurately the work and the needs of the school to the community."

Perhaps these methods of assembly and school exhibits, with their new objectives of directing parental cooperation, will gain more respect among teachers of the modern school.
Both exhibits and assembly programs have endless possibilities for obtaining parental cooperation in the teaching of reading. Children enjoy illustrating stories they have read and writing short reports about them. Folders with a collection of the child's stories help to point out to parents, teachers and children alike the amount of progress made through the year. This serves as a far more concrete illustration of the child's achievement than a report card could show. Children never tire of dramatizing stories. Each story is different. These dramatizations can be worked into interesting assembly programs. Parents are anxious to help with costuming and the make-up of children for assembly programs. This is an opportunity for the teacher to bring the parent into the school not as a passive partner but as a coworker. Exhibits and assembly programs should always be the culmination of some unit or activity directly related to the classroom and not a project in and of itself. It is this latter type of exhibit and assembly program which is time-consuming and unrelated to the school.

J. Visual aids as a method of directing parental cooperation in teaching reading. Visual aids as a method of directing parental cooperation is gaining increased use in the schools. Films and slides have the advantage of being presentable time and again to a large number of people. The major job of the public relations program is to bring and keep the public up-to-date by interpreting newer methods (37, p.9). The motion picture is an important medium because it is easily understood and can reach every level of intelligence.
Wagner (37, p.100) using a film entitled "Our Children Learn to Read", surveyed the opinions of administrators on whether the film was effective in obtaining parental cooperation. Of twenty-nine schools replying to his questionnaire, four said that attendance at parent-teachers meetings where the film was shown was normal, eleven said attendance was greater than normal, and fourteen said it was much greater. The investigator concluded that school-made motion pictures have more drawing power than the usual school-community type meeting, for two reasons: first, it is almost always on the level of concrete experience, and verbalism is practically nonexistent; second, it has the ability to show many of the activities of the school within a short space of time to a large number of people.

The film answered many questions which puzzle parents (37, p.10):

"1. Why concrete things are labeled with their names. This promotes functional learning on the part of the child.

"2. A definite part of the program is the eye test. If eyes are weak or need correction, reading will be difficult.

"3. The "reading readiness" test demonstrates why all children are not ready for regular reading activities at the same age.

"4. The most important single item which the picture so adequately portrays is the fact that meaningful reading for beginners is based almost entirely upon concrete experience. The movie shows how this concrete experience is integrated with the reading program.

"5. In the upper grades the movie shows how the reading becomes more abstract."

Wagner (37, p.10) included in his study the outline of a film on reading. His outline is repeated below to give the reader an idea how films can be used to direct parental cooperation in teaching reading.
MOVIE ON READING

1. Title - "Our Children Learn to Read"

2. Scroll Subtitle

3. Flash-shots of several of the following situations where reading is necessary:
   a. Builder reading blueprints
   b. Man scanning bus timetable
   c. Pedestrian reading street signs
   d. Travelers consulting map
   e. Couple looking at circle advertisement
   f. Hunter suddenly noticing "No Hunting" sign
   g. Man ordering meal from menu
   h. Woman consulting prices in a store
   i. Home scene: Man reading paper, woman consulting recipe as she bakes cake. Youngster of kindergarten age plays on floor. Mother picks up circular inviting her to visit school on Wednesday to "observe how your youngster learns to read in the Fordson School". She indicates by actions that she is interested.

4. Youngster in previous shot leaves home, crosses street aided by safety patrol, enters school, opens door marked "KINDERGARTEN"

5. Youngster proceeds to coat hook, picks out his name, hangs up coat, walks to group of kindergartners.

6. End of story hour, teacher using pictures. Principal leads mother of youngster into room; mother is greeted by teacher who proceeds with her to various points in the room:
   a. Nature table with articles labeled
   b. Grocery store project with articles marked
   c. Calendar, child crossing off day

7. Teacher leads mother across hall to room marked "Junior Primary" as she explains, gestures toward I-b room

8. a. Child being given eye test
   b. Other children taking "reading readiness" test

9. Subtitle: "We find that not all children are ready for regular reading activities at the same age".
10. Mother watches scene in Junior Primary room:
   a. Playhouse activity
   b. Story-telling from large colored pictures

11. Principal enters, leads mother to room marked "First Grade". They enter and watch activities:
   a. Group reading stories on family life. One child reads as others follow in their books
   b. Youngster examining rabbit or turtle. Teacher walks into scene, begins to write story as children dictate
   c. (flashes) Group fixing weather chart, others looking at Weekly Reader, reading easy books.

12. Shot of door lettered 4th grade; room with children seated and reading. Principal and mother walk into background, proceed to case where variety of books is evident.

13. Principal explains, gesturing in direction of books. Fade into shot of teacher examining and selecting books from assistant superintendent's assortment.

14. Principal finishes explanation and both turn to activities:
   a. Shot of student reading, "Homes in Far-Away Lands". Others in the room making pictures from the stories, while a group, in recitation, goes to map, points out country, shows picture in illustration.
   b. Students writing stories. Student runs into difficulty, scratches his head, goes to dictionary, returns and continues.

15. Principal and parent proceed down the hall, enter sixth grade room, where they find:
   a. Social study or science reading
   b. Portion of group leaves room for library shots of use of card index, encyclopedia and other reference material.

16. Close-up of principal and mother seated in office talking. Standard achievement tests, points to test as he explains--
   a. Group taking standard achievement tests
   b. Junior High scene; remedial reading
c. Senior High: circle groups
d. Senior High library

17. Mother leaves office and building

18. Family scene as in opening, youngster picks up his book, runs to his father pointing out a picture, dissolving into—

19. Silhouette shot, in factory reading blueprint

20. End

Brown (6, p.112) reported the use of slides and the tape recorder in a program to interpret school activities to the public. Pictures were made by eighth grade students over a period of a year and included various activities such as reading, number concepts, various units in geography, social studies and science, safety education, health, physical and dental examinations and other activities of the school program. The tape recorder recorded staff member telling of their part in the program. Those best qualified were chosen to explain each part of the program.

While film has an advantage over many methods of interpretation it should be kept in mind that it is an expensive method and one which could be utilized in the larger school systems rather than in small schools. In most cases it would require a person trained in photography to take the pictures. The equipment and film would be another expense to be considered. Wagner mentioned the disadvantage that film can only show the setting in which learning takes place—and not the learning process itself (37, p.128).
K. Parent participation as a method of directing parental cooperation in the teaching of reading. Gabbard states (11, p.24): "Gaps in community service are often discovered as parents take steps to see what can be done to improve and extend programs for children. Projects in which parents assume a major responsibility may be the forerunner for the establishment of a permanent service, such as a school lunch program, a library, or year-round recreation activities for children."

A file on parent talents and hobbies gives teachers new source material. Some parents are exceedingly skillful story tellers and would enjoy telling or reading stories to the children. Besides being a treat to the children it gives the parent real experience in choosing desirable books for children. In those schools where school libraries are not available, the teacher may solicit the help of mothers in obtaining books from the library. Another suggestion is to have parents help with field trips to the local library. Parents want to help and these are some ways which are a true service to both the school and the parent.

L. Parent handbook as a method of directing parental cooperation in the teaching of reading. Authorities in the field of reading are well agreed on the fact that one of the major goals of the reading program is to develop the habit of turning to books for pleasure and information. The teacher must stimulate the child to read far beyond that which is required in the basal readers and required books. This habit needs to be developed at an early age. Molyneaux (25, p.102) mentions the following as our ultimate goals in reading:
1. To develop each child's reading ability to its maximum. From the reports of the neglect of the mentally gifted child in the classroom it would seem that we need to make a greater effort in this area to encourage the bright child to read extensively since the classroom teacher cannot hope to do so;

2. To make reading an adequate learning tool. Learning to find information is one of the most valuable tools of reading;

3. To derive satisfaction from reading as a pleasurable experience;

4. To foster an appreciation for, and an interest in, good literature.

Molyneaux states (25, p.102) that extension reading contributes to all these ends.

If extension reading is to be effective, it must be developed by the home as well as by the school. Children in the primary grades have difficulty in developing habits of reading in the home because the methods of teaching reading used today are far different from those taught the parents. Parents are confused and either expect too much or too little of the child's reading ability. It would seem that if the parents are to guide the child's reading, they must have some understanding of the reading program. Handbooks have been used effectively in acquainting parents with the objectives and activities of kindergarten and first grade. This seems to indicate that it might also be effective in helping the parents understand the reading program.
CHAPTER III

THE HANDBOOK AS A METHOD OF DIRECTING

PARENTAL COOPERATION IN TEACHING READING

The teacher is a key person in directing parental cooperation in education. Many teachers are unaware of their important position or do not know how to secure this cooperation, which is important in all phases of education—particularly in the teaching of reading. Reading methods have changed drastically since most parents attended school. There have been changes in the objectives of the reading program as well as in the methods of teaching reading. Today reading is a tool rather than an end in itself. Reading readiness has become an important part of the reading program. Formerly children were expected to start reading the very first day they attended school. Parents are confused by these changes. They do not know what is expected of their children and, therefore, are unable to aid in guiding the out-of-school reading of their children. Yet, to become established, good reading habits must be practiced in the home as well as at school.

Statement of the Problem. Is it possible to devise a handbook for parents which will enable them to cooperate more effectively in the development of the reading ability of their children? The writer attempted to develop such a handbook in connection with this study.

In using the handbook, several basic questions arose:

1. Did the handbook, entitled "Ways You Can Help Your Child with Reading", bring about better parental
cooperation in those parents who had the handbook than in those who did not have access to it?

2. What was the effect on reading achievement between the group whose parents had the handbook and those who did not have it?

Setting of the Study. In attempting to answer the main and subsidiary problems a study was conducted in the Albany Public Schools, Albany, Oregon, during the school year 1949-1950. Albany is a town of about fifteen thousand population, located in the center of the Willamette Valley. Its chief industries are agriculture, lumbering and logging.

The second grade of two schools was involved in the study. The experimental group was located in the Madison Primary School in the east part of the town. The control group was located in the Waverly School, also in the east part of the town. Two separate schools were chosen for the study rather than two second grades in the same school because of the need to keep the information in the booklet on reading from reaching the control group.

The experimental group consisted of twenty-five children while the control group consisted of twenty-four children. Both classes varied from twenty-eight to thirty-five children during the year, but only those children were included in the study who attended the school for the entire school year. Both these classes were judged to be representative of all the second grade classes in the Albany schools.

Both groups were fairly homogeneous, socially and economically equal. In October 1949 both groups were administered the Gates Primary Reading Test, form 1, and were found to have the same mean reading
grade. Both groups also were equal in intelligence as measured by the Detroit Primary Intelligence Test. The experimental group was distinguished from the control group in one major characteristic: the parents of the children in the experimental group were given copies of the booklet, "Ways You Can Help Your Child with Reading", to be described later. It was to measure the effectiveness of this booklet that this study was devised.

Instruments and Techniques Used in the Study. This study makes use of the Gates Primary Reading Tests, the Gates Advanced Primary Reading Test, and the Detroit Primary Intelligence Test. Its originality lies in the use of the above-mentioned booklet, "Ways You Can Help Your Child with Reading", designed to obtain parental cooperation in the teaching of reading.

Construction and use of the booklet. The booklet was written by the author in response to the need of parents in guiding their child's extension reading in the out-of-school hours.

As was mentioned earlier, extension reading has become an important part of the reading program. Authorities in the field of reading know that to develop the reading habit, children must learn to enjoy reading at an early age. The amount of time spent in reading in the school is small. To develop effective reading habits, the child must be encouraged to enjoy this type of leisure activity in the home as well as at school.
The booklet was based on the questions parents have asked the writer in her three years of teaching experience. Nowhere in the literature has there been an attempt to give parents helpful suggestions on guiding their child's reading. It was necessary to examine many professional books and journals for teachers to determine what material was most suitable for parents.

In constructing the booklet it was kept in mind that much of our educational terminology is confusing to the parent. Irvine suggests (19, p.31-32) that shorter and less complex sentences should be used, that the vocabulary should be limited to commonly used words and that it should have human appeal. These points were stressed in determining the readability of the booklet for parents.

It was decided that the contents of the booklet should not include an explanation of the methods of teaching reading. While telling parents about the methods of teaching reading would increase their understanding of the reading program, definite suggestions on how they could help at home, it was felt, would be more helpful to the child. The material contained in the booklet can be summarized into five phases:

1. Parents should listen to their children read stories
2. Younger brothers and sisters like to listen to children read stories
3. What parents can do when the child doesn't know a word
4. Suggestions for reading material that parents can buy which might help the child with reading
5. Ways to check a child's comprehension of what he reads.
Use of the Booklet. The first Parent-Teachers meeting of the year was planned as a school for parents. Parents came to the school, sat in their child's seat, met the teachers and were encouraged to ask questions about school activities. Since this was the first meeting of the school year, a fairly large number of parents were present. The teacher of the experimental group explained the contents of the booklet to the parents, and said it would be distributed in January. That month was selected as the most favorable time for distribution for the following reasons:

1. By January second graders should have developed enough skills of word attack to do independent extension reading.

2. By then parents show more interest in their child's school progress. They have a better idea of what is expected of the child.

3. The teacher, pupils and parents have had an opportunity to become better acquainted.

Reaction of Parents to the Booklet. One mother who had never visited the school previously arrived to visit the afternoon after the booklet was distributed. She was enthusiastic over it, and already had tried some of the suggestions. She was anxious to ask questions about the reading program.

Another mother, who had four small children, said she did not have time to read the booklet, but her husband read it, and now the children read to him every night. She mentioned that her husband also used the suggestions with their first grade child.

As a whole, parents seemed to visit school more often than in previous years. They asked several questions not answered in the booklet about the reading program:
1. Why don't they teach the alphabet?
2. Why don't children learn phonics like they did years ago?
3. How soon does a child learn to "sound out" words?
4. My child has trouble with little words like the, and, and but. How can I help him learn those words?

Reaction of Children in the experimental group to the Booklet.
1. Over half the children bought either the Dolch Picture Word Cards or the Dolch Sight Word Cards.
2. About one-fourth of the group bought picture-word dictionaries.
3. Children were pleased to find that parents and younger brothers and sisters enjoyed hearing them read stories.
4. Children were pleased to receive books as gifts which they were able to read independently.
5. Many of the children did a great deal of extension reading at home.
6. By the end of the year most of the children had library cards and were making visits to the library either by themselves or accompanied by their parents.

Tests Used in the Study. During the first week in October the Gates Primary Reading Test, form 1, was administered to both the experimental and the control groups. This was to determine the child's reading level at the beginning of the school year. Three weeks elapsed from the time school started until the test was given. The three weeks gave the children time to adjust to the school situation and therefore showed a better picture of their reading achievement than would have been possible with a test given earlier.
During the last week of March the Gates Primary Reading Test, form 3, was administered to both groups to determine the amount of reading growth for each child from October 1949 until March 1950. Since that test scores only as high as 3.5 reading grade, it was necessary to administer an advanced reading test so that more accurate scores could be obtained for those children getting perfect or near perfect scores on the test. Therefore, the Gates Advanced Primary Reading Test was administered to all children the same week in March as the Gates Primary Reading Test, form 3.

The Detroit Primary Intelligence Test, a group intelligence test, was administered to both groups in March. That test was chosen because it requires a minimum of reading; therefore the reading ability of the child would not influence greatly the score obtained on the test. The Stanford-Binet Test, form I, an individual intelligence test, was given to some children to check on the validity of the Detroit test. Scores were about the same on both the individual and the group tests.

**Analyses Which Were Made.** In this study a comparison has been made between the improvement in reading achievement for two groups of children over a period of almost seven months. The parents of the experimental group were given a booklet containing suggestions on guiding their children's out-of-school reading.

Homogeneity of the experimental and the control groups in intelligence and in reading ability at the beginning of the experimental period is established by results obtained with the two groups on the
Detroit Primary Intelligence Test and the Gates Primary Reading Test, form 1. The mean I.Q. of the experimental group was 108, that of the control group 107. The distribution of students by I.Q. was very similar for the two groups, as shown by Table I, page 41.

On the Gates Primary Reading Test, form 1, administered to both groups three months before the handbooks were distributed to the parents of the experimental group, the mean score for each group was 1.9, which means nine-tenths of the way through material of the first grade level. An examination of individual scores (Table II, page 42, under "Gates...form 1") shows the close comparability of the two groups.

From the above data, it is probably safe to conclude that, so far as intelligence and reading ability at the beginning of the experimental period are concerned, the experimental and the control groups were as equal as could be obtained without matching individual students from a much larger number of second grade classes. The latter procedure would have introduced other and serious complications.

**Reading Improvement in the Two Groups.** During the last week in March the Gates Primary Reading Test, form 3, was administered to both the control and the experimental groups to determine the amount of progress made in reading since the Gates Primary Reading Test, form 1, was given in the preceding October. The mean reading grade for the experimental group was 3.2—that is, two-tenths of the way through the third grade. The mean reading grade of the control group was 2.7, i.e. seven-tenths of the way through the second grade. The mean improvement of the experimental group was 1.3, one year and three-tenths of a year,
<table>
<thead>
<tr>
<th>INTELLIGENCE QUOTIENT</th>
<th>FREQUENCY OF SCORE</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Experimental</strong></td>
<td><strong>Control</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Group</strong></td>
<td><strong>Group</strong></td>
</tr>
<tr>
<td>80 - 84</td>
<td>1</td>
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<td>85 - 89</td>
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<td>100 - 104</td>
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<td>105 - 109</td>
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<td>110 - 114</td>
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<td>120 - 124</td>
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<td>2</td>
</tr>
<tr>
<td>125 - 129</td>
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<td>1</td>
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<tr>
<td><strong>Sum (N)</strong></td>
<td>25</td>
<td>24</td>
</tr>
<tr>
<td><strong>Mean I.Q.</strong></td>
<td>108</td>
<td>107</td>
</tr>
</tbody>
</table>
**TABLE II: READING GRADES OF INDIVIDUAL STUDENTS ON GATES PRIMARY READING TEST, FORM 1, GIVEN IN OCTOBER AND FORM 3, GIVEN IN MARCH, AND IMPROVEMENT IN READING GRADE, FOR CONTROL AND EXPERIMENTAL GROUPS**

<table>
<thead>
<tr>
<th>Student</th>
<th>Gates, form 1 reading grade</th>
<th>Gates, form 3 reading grade</th>
<th>Improvement in reading grade</th>
<th>Student</th>
<th>Gates, form 1 reading grade</th>
<th>Gates, form 3 reading grade</th>
<th>Improvement in reading grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
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<td>3.4</td>
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<td>0.7</td>
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<td>1.1</td>
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<td>2.4</td>
<td>3.2</td>
<td>0.8</td>
</tr>
<tr>
<td>E</td>
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<td>1.2</td>
<td>E</td>
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</tr>
<tr>
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<td>1.3</td>
<td>G</td>
<td>1.9</td>
<td>2.6</td>
<td>0.7</td>
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<tr>
<td>H</td>
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<td>3.4</td>
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<td>1.5</td>
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<td>L</td>
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<td>2.7</td>
<td>0.9</td>
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<td>1.8</td>
<td>3.4</td>
<td>1.6</td>
<td>M</td>
<td>1.8</td>
<td>2.1</td>
<td>0.3</td>
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<td>1.5</td>
<td>3.3</td>
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</tr>
<tr>
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<td>2.0</td>
<td>0.5</td>
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<td>1.6</td>
<td>2.0</td>
<td>0.4</td>
</tr>
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<td>1.5</td>
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<td>1.8</td>
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<td>1.5</td>
<td></td>
<td></td>
<td></td>
<td>0.85</td>
</tr>
</tbody>
</table>

**Means:**
- Experimental group: 1.9, 3.2, 1.3
- Control group: 1.9, 2.7, 0.85
and of the control group was 0.85, approximately six-sevenths of a year. Table II on page 42 shows these data by individuals and by the means of the two groups.

One defect in the Gates Primary Reading Test, so far as this study is concerned, is that the highest obtainable reading grade is 3.5, a grade reached by eight students in the experimental group and by no student in the control group. An additional thirteen students—again mostly in the experimental group—attained a grade of 3.4, which is almost maximum. It appeared that this difficulty might result in a spuriously low reading grade, particularly for the experimental group. To determine the results if a more advanced reading test were used, the Gates Advanced Primary Reading Test, form 1, was administered to all children of both groups the same week in March as was the Gates Primary Reading Test, form 3. The Advanced Test measures reading ability through grade eight.

As is shown by Table III, page 44, and by Table IV, page 45, the mean reading grade and amount of reading improvement was considerably higher for the Advanced Primary Reading Test than for the Primary Reading Test, form 3. This was not true, however, of the control group. For the experimental group, the mean reading grade increased from 3.2 (two-tenths of the way through the third grade) to 3.6 with the Advanced Primary Reading Test. For the control group, the mean reading grade decreased from 2.7 with the Primary Reading Test, form 3, to 2.6 with the Advanced Test. With the Gates Advanced Primary Reading Test, the difference in test achievement is one full school year in favor of the experimental over the control group.
TABLE III: READING GRADES OF STUDENTS ON GATES PRIMARY READING TEST, FORM 1, GIVEN IN OCTOBER, AND GATES ADVANCED PRIMARY READING TEST, GIVEN IN MARCH, AND IMPROVEMENT IN READING GRADE, FOR BOTH GROUPS

<table>
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<tr>
<th></th>
<th>EXPERIMENTAL GROUP</th>
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<th>CONTROL GROUP</th>
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<td></td>
<td>Gates, form 1 reading grade</td>
<td>Advanced Test reading grade</td>
<td>Improvement in reading grade</td>
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<td>3.4</td>
<td>6.2</td>
<td>2.8</td>
</tr>
<tr>
<td>B</td>
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</tr>
<tr>
<td>C</td>
<td>2.7</td>
<td>4.3</td>
<td>1.6</td>
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<tr>
<td>D</td>
<td>2.4</td>
<td>4.8</td>
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<td>1.7</td>
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<tr>
<td>J</td>
<td>1.9</td>
<td>3.6</td>
<td>1.7</td>
</tr>
<tr>
<td>K</td>
<td>1.9</td>
<td>3.8</td>
<td>1.9</td>
</tr>
<tr>
<td>L</td>
<td>1.8</td>
<td>3.1</td>
<td>1.3</td>
</tr>
<tr>
<td>M</td>
<td>1.8</td>
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<tr>
<td>N</td>
<td>1.8</td>
<td>3.0</td>
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<tr>
<td>O</td>
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<td>3.6</td>
<td>2.0</td>
</tr>
<tr>
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<td>1.6</td>
<td>3.0</td>
<td>1.4</td>
</tr>
<tr>
<td>Q</td>
<td>1.6</td>
<td>4.1</td>
<td>2.5</td>
</tr>
<tr>
<td>R</td>
<td>1.5</td>
<td>2.2</td>
<td>0.7</td>
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</tr>
<tr>
<td>Y</td>
<td>1.3</td>
<td>2.7</td>
<td>1.4</td>
</tr>
</tbody>
</table>

MEAN: 1.9 | 3.6 | 1.7 | 1.9 | 2.6 | 0.85
# TABLE IV

**MEAN SCORES ON ALL TESTS AND MEAN IMPROVEMENT**

FOR EXPERIMENTAL GROUP AND FOR CONTROL GROUP

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
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<th></th>
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</thead>
<tbody>
<tr>
<td>Experimental</td>
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<td>8-6</td>
<td>108</td>
<td>1.9</td>
<td>3.2</td>
<td>3.6</td>
<td>1.3</td>
<td>1.7</td>
</tr>
<tr>
<td>Control</td>
<td>8-0</td>
<td>8-6</td>
<td>107</td>
<td>1.9</td>
<td>2.7</td>
<td>2.6</td>
<td>0.85</td>
<td>0.85</td>
</tr>
</tbody>
</table>

**Note:** Figures under reading tests are in terms of school years and tenths of years. 1.0 would be the minimum score—the reading ability expected of a child at the beginning of his first school year. 3.2 indicates two-tenths of the way through the third grade.
It was noted that thirteen of the children in the control group and eight in the experimental group scored slightly or considerably lower on the Gates Advanced Primary Reading Test than on the Gates Primary Reading Test, form 3. A probable reason for at least some of those reduced scores is that some children became upset over the difficulty of the test, since it measures reading ability to the eighth grade.

**Statistical Treatment of Data.** Is it possible that the reading improvement shown by the tests might be due to chance, that if the experiment were repeated the difference in means between the two groups would disappear or even be reversed? In order to determine whether or not the true difference between the means of the control group and the experimental group was greater than zero, the critical ratio between the means was computed.

If the critical ratio between two means is three or greater, it means that the chances are 999 in 1000 that a repetition of the experiment would give quite similar results. A critical ratio of 3.0 or greater is accepted as "statistically significant"—that the difference in means almost certainly is not due to chance factors.

Tables V through VIII, pages 47 and 48, show the computation of the critical ratios between the experimental group and the control group means of reading grade and of improvement in reading grade at the conclusion of the experimental period. Data are shown for both the Gates Primary Reading Test, form 3, and the Gates Advanced Primary Reading test. In every instance, the critical ratio is more than 3.0.
### TABLE V

**SIGNIFICANCE OF THE DIFFERENCE BETWEEN THE MEANS**

**ON THE GATES PRIMARY READING TEST FORM 3**

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Mean*</th>
<th>$\sigma$</th>
<th>$\sigma_M$</th>
<th>$\sigma_{\text{diff.}}$</th>
<th>Diff.</th>
<th>Critical Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experimental</td>
<td>25</td>
<td>32.5</td>
<td>3.61</td>
<td>0.72</td>
<td>1.30</td>
<td>5.0</td>
<td>3.8</td>
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<tr>
<td>Control</td>
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<td>27.5</td>
<td>5.29</td>
<td>1.08</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Mean reading grade in tenths of school years

### TABLE VI

**SIGNIFICANCE OF THE DIFFERENCE BETWEEN THE MEANS**

**ON THE GATES ADVANCED PRIMARY READING TEST**

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Mean*</th>
<th>$\sigma$</th>
<th>$\sigma_M$</th>
<th>$\sigma_{\text{diff.}}$</th>
<th>Diff.</th>
<th>Critical Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experimental</td>
<td>25</td>
<td>36.0</td>
<td>8.30</td>
<td>1.67</td>
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<td>9.7</td>
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<td>6.86</td>
<td>1.40</td>
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</table>

*Mean reading grade in tenths of school years
TABLE VII

SIGNIFICANCE OF THE DIFFERENCE OF THE MEAN IMPROVEMENT
FROM GATES PRIMARY READING TEST, FORM 1 (OCTOBER) TO FORM 3 (MARCH)

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Mean* Improv.</th>
<th>$\sigma$</th>
<th>$\sigma_m$</th>
<th>$\sigma_{diff.}$</th>
<th>Diff</th>
<th>Critical Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experimental</td>
<td>25</td>
<td>13.3</td>
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<td>0.97</td>
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<td>3.5</td>
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<td>4.5</td>
<td>0.91</td>
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</tr>
</tbody>
</table>

* Mean improvement in tenths of school years

TABLE VIII

SIGNIFICANCE OF THE DIFFERENCE OF THE MEAN IMPROVEMENT
FROM THE GATES PRIMARY READING TEST, FORM 1 (OCTOBER) TO
THE GATES ADVANCED PRIMARY READING TEST (MARCH)

<table>
<thead>
<tr>
<th>Group</th>
<th>N</th>
<th>Mean* Improv.</th>
<th>$\sigma$</th>
<th>$\sigma_m$</th>
<th>$\sigma_{diff.}$</th>
<th>Diff</th>
<th>Critical Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experimental</td>
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* Mean improvement in tenths of school years
Summary. The purpose of this part of this study was to determine whether a booklet on reading, written specifically for parents to help them guide their children's reading in the home, would bring about better cooperation of parents in the teaching of reading. In doing so, the writer hoped to answer the following questions:

1. Did the handbook, "Ways You Can Help Your Child with Reading", bring about better parental cooperation in those parents who had the handbook than in those who did not have it available?

The handbook seemed to be a highly motivating factor in securing parental cooperation, as evidenced by the following:

a. Children were pleased that their parents and younger brothers and sisters were interested in hearing them read stories;

b. Children were encouraged to visit the library and do more extension reading because their parents were willing to listen to them read;

c. Parents selected books as gifts which the children could read. These books were selected from the recommended list in the handbook;

d. Some parents bought their children the picture dictionary and other reading materials recommended in the handbook.

2. What was the effect on reading achievement of the group whose parents had the handbook compared with those whose parents did not have it?

The children whose parents had the handbook showed a greater achievement in reading than the group whose parents did not have it. However, it has not definitely been established that the reason for this increase in achievement was due to the handbook on reading alone.
CHAPTER IV

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

SUMMARY:

This study is an attempt to draw together those methods of directing parental cooperation in the teaching of reading that will be of value to the classroom teacher. For the purpose of this study parental cooperation is defined as, "Any way in which the parent contributes to the school for the purpose of better understanding the basic needs of children, the objectives of education, and the methods and techniques used to work toward these objectives".

The need for a study of this kind is apparent when one considers the changing methods of teaching reading, the need for parental interest in the schools, and the importance of obtaining tax money for educational purposes.

The general and specific purposes of this study were stated in the first chapter. The purpose of this study was to bring the usable material on directing parental cooperation together so that it will be of value to the classroom teacher who seeks to improve parental cooperation in teaching reading. The writer hoped to answer the following questions by gathering this material:

1. Which method or methods of directing parental cooperation are most effective?

2. What are some of the techniques of obtaining parental cooperation that are applicable to teaching reading?

3. One of the methods for obtaining parental cooperation is a handbook for parents. The writer tried this method of directing parental cooperation to determine its effectiveness.
An attempt was made to answer the following questions:

a. Did the handbook on reading bring about better parental cooperation in those parents who had the booklet than in those who did not have it?
b. What was the effect on reading achievement between the group whose parents had the booklet on reading and those who did not have it?
c. Is the handbook method more effective than other methods of directing parental cooperation?

CONCLUSIONS:

No one method can adequately be used alone by teachers in directing parental cooperation in teaching reading. The teacher should never feel any or all of these methods can take the place of good teaching. These methods are only a supplement to good teaching in obtaining parental cooperation.

Those methods and techniques most helpful in directing parental cooperation in teaching reading are listed:

1. Teacher participation.
   a. The teacher should learn to meet parents and explain to them simply but scientifically the reading process and the difficulties of any individual child.
   b. Personal notes of social, emotional and intellectual development will create a better relationship between the home and the school.

2. School newspaper.
   a. Children may be motivated to do better work in reading when they are able to contribute to a school newspaper.
   b. Children enjoy reading the school newspaper to their parents and younger brothers and sisters.
   c. The school newspaper can give the parents some idea of the objectives of the school and the methods used to work toward those objectives.

3. Homework.
a. Homework should be of the type which takes little supervision by the parent.
b. Children can prepare at school stories to be read to their parents. The story should be well prepared to give the child a sense of security and accomplishment.
c. Children can do homework consisting of a mimeographed sheet of a story written by the class with accompanying exercises of word analysis and comprehension.

4. Report Cards.

a. The report card can contain items about the skills and attitudes of the child in reading rather than one single mark or grade in reading.
b. A space on the report card for evaluation by the parent of certain habits and skills as observed in the home can be of value in bringing closer cooperation between the home and the school.

5. Newspaper.

a. Teachers talented in writing can write a series of articles on reading for the local newspaper. This will be helpful in reaching parents whose children have not entered school as well as those who already have children in school.


a. Radio needs a great deal more experimentation as a method of directing parental cooperation in teaching reading.
b. Actual classroom reading lessons can be broadcast.
c. Children can read and tell stories over the air.
d. Teachers and other qualified school personnel can give talks on reading.

7. Parent conferences and visits to the school.

a. Teachers should be sincere in their invitations to parents to visit the school.
b. Leaders in the community can be invited to visit the school.
c. Teachers should keep in mind those suggestions made by Baruch in conducting conferences with parents:
   (1) The teacher needs to make available to the parent the response of a friend yet immunity from the usual friend's touchiness
(2) When the parent and teacher talk together the teacher needs to do much listening

(3) She should be willing to let the parent talk about anything and everything he desires

(4) The teacher needs to know and remember that inasmuch as she can come to accept the parent as the parent actually is, the more able the parent becomes to accept himself.

(5) The teacher, on the other hand, needs to remember that condemnation brings forth defensive-ness and leads away from a frank facing of self.

(6) The teacher needs to remember that there are always reasons for parents doing what they do.

(7) The teacher needs to take great cognizance of the fact that "spilling" about a matter helps often to make the matter less disturbing.

8. Parent workshops and study groups.

   a. It is the duty of the principal or superintendent to organize the workshop and study groups, but the teacher should be aware that she does not know all the answers to child development and can learn a great deal from attending these groups.

9. Assemblies and school exhibits.

   a. Children's work can be exhibited in public buildings and in the school.
   b. Children can dramatize stories they have read for assembly programs.
   c. Parents can help by making costumes and helping with the make-up in the assembly programs.


   a. Films can be of value in directing parental cooperation in teaching reading because they can reach such a large number of people at one time.
   b. Films have the disadvantage of the large expense of production and the need for a person skilled in visual aids to plan the film.

11. Parent participation.

   a. Talents and hobbies can be utilized in teaching.
   b. Parents can help with field trips.
   c. Parents can conduct story hours for the children.
   d. In those schools that do not have their own library parents can take turns in obtaining books from the public library for the use of the children in school.

a. A handbook on reading could enable parents to cooperate more effectively in the development of the reading ability of their children.

b. Children of parents who had the booklet on reading showed greater improvement in reading than children whose parents did not have access to the booklet.

c. On the basis of the data presented in this study, a statistically significant difference (critical ratio above 3.0) exists in favor of the group whose parents had the booklet, "Ways You Can Help Your Child with Reading". The results seem to indicate that the booklet may have helped in directing parental cooperation in teaching reading.

d. Factors other than the booklet may have been influential in making the significant difference in reading ability test scores between the two groups. Other factors which may have been influential in causing the differences in reading ability are the teachers' personalities, and the methods and materials used in teaching reading.

e. The teacher's personality can do a great deal in motivating a child. This is especially true of small children. Although both the control and the experimental groups used the same basic reading books and reading workbooks, the presentation of the material by the teacher could influence the children's reading ability. In one case the teacher may have conducted the reading program under her close supervision while the other teacher may have encouraged the children to do more of their work independently.

RECOMMENDATIONS.

All of these methods of directing parental cooperation warrant more scientific study. It is recommended that another study of the handbook as a method of directing parental cooperation be made, where the teachers' personalities, reading methods and materials would not enter in as a factor in need of control. The factors of teachers' personalities and teaching materials and methods might be better controlled if the study could be set up in one of the two
following ways:

1. Divide the group so that each teacher teaches half of the group whose parents had the handbook and half of the group whose parents do not have the handbook.

2. Use a larger number of classes and teachers so that the teacher's personality and reading materials and methods would not be factors which would be as influential as when only two teachers and two classes are involved in the study.

Since the booklet, "Ways You Can Help Your Child with Reading" will be published by Row, Peterson Company in September 1950, this booklet will be available in sufficiently large numbers for such a study.
BIBLIOGRAPHY


APPENDIX A

The following appendix contains the material in the booklet, "Ways You Can Help Your Child with Reading". The booklet was made in the convenient size of $5\frac{1}{2}''$ by $8\frac{1}{2}''$. This booklet will be published by Row Peterson Company, September 1950.
WAYS YOU CAN HELP YOUR CHILD
WITH READING
by
Sally L. Casey

Dear Parents:

The purpose of this booklet is to help you to know what to do the next time Johnny says, "What is this word?"

It isn't a textbook on how to teach reading. Reading looks simple but is really a complicated process; it needs a trained person to teach it successfully. But parents can help. Most of you want to help, but aren't always sure about what you should do.

This booklet tells some of the things you can do which will help your child learn to read well.

Sincerely yours,

Mrs. Casey
BE A GOOD LISTENER

When your child brings home a book to read help him enjoy the story by being a good listener. Never tell him you want to hear him read. Even adults feel jittery when we think someone is listening to the way we read instead of listening to what we read.

It's best for your child to read the story to himself before reading it out loud. In this way he will become familiar with the events in the story and learn any difficult words he might encounter.

It may save him embarrassment and will certainly make him more confident and secure if he has first read the story to himself before attempting to read it to you.

FATHERS ONLY

Sometimes Johnny feels it's quite an accomplishment to read to Daddy after dinner. BE SURE YOU ARE A GOOD LISTENER. While he is reading, please listen. Don't do anything else that takes any great concentration. There is nothing more discouraging for him than to feel you aren't listening to what he is reading. You wouldn't like reading to a stone wall yourself.

**DO**

Do sit in an easy chair.

Do relax.

Do smoke your pipe or cigarette (if you smoke).

Do show real interest.

Do give plenty of praise.

**DON'T**

Don't read the paper.

Don't listen to the radio.

Don't carry on a conversation with Mother.

Don't ridicule the child.
MOTHER CAN HELP

Mother is usually Johnny's most willing listener. Much of Johnny's enthusiasm depends on you. You have many opportunities for being a good listener. There are many little chores you can do while listening to a story.

DO

Do peel potatoes.

Do darn socks.

Do set the table.

Do wash dishes.

Do give plenty of praise.

DON'T

Don't listen to the radio.

Don't carry on a conversation with anyone else.

Don't talk on the telephone.

Don't ridicule the child.
Johnny's greatest admirer is his younger brother or sister who has not yet started school. If you have a younger child in your family, Johnny has the greatest opportunity of all of being a shining star.

Who could be a more willing listener, show more enthusiasm or be more interested than a younger brother or sister who has not yet started school?

Johnny knows they have a genuine admiration. They will sit for hours listening to him read a story. The stories are about things in which the younger brother and sister are interested. They are listening to the story, not to how he reads.

If you have a younger child in your family be sure to take advantage of this opportunity. The experience is good for both children; Johnny because he has a willing listener and the younger child because he will learn about many things he might not otherwise have the opportunity to learn. Make it a privilege for the younger child to hear Johnny read a story.
WHAT IS THIS WORD?

One of the first problems that confronts parents when Johnny begins to read is what to do when he doesn't know a word.

The soundest advice is to tell him the word. It's important that he continue reading the story since reading is a "thought getting" process. Every time he stops for a word, this process is interrupted.

If he stops to analyze each word as he reads, he will become a word reader rather than reading for understanding. His oral reading will show a lack of smoothness which is important in good reading.

"I TELL HIM OVER AND OVER AND STILL HE DOESN'T KNOW THE WORD"

Before long you'll be saying, "I tell him over and over again and still he doesn't know the word." Continue to tell him about ten more times.

While telling the child the unknown word is a valuable reading technique, it doesn't help the child to help himself. Johnny must be taught ways of finding what a word is when you and I aren't there to help him.

TEACH HIM TO ASK HIMSELF THESE TWO QUESTIONS.

1. Do I know another word that looks almost the same as this word?

   Johnny comes to the word bump. He already knows the word jump. He substitutes the beginning sound and says bump.
2. Does the word make "sense" in the sentence?

   IF THESE TWO STEPS DON'T WORK, THEN WHAT?

1. He may find the unknown word by reading the rest of the sentence or the entire paragraph and then going back to the unknown word.

2. He may look at the pictures to see if he can find some clue to the word.

3. Some of the larger words can be divided into syllables and analyzed.

4. The final test is always whether the word makes sense in the sentence.

5. Under no circumstances is it advisable to ask the child to spell a word orally when he doesn't know the word.

---

Some children have severe difficulties in learning to read. In such cases it is extremely important that parents and teachers cooperate very closely to see if they can find the child's specific difficulties.

A thorough physical examination, tests of hearing and sight, intelligence and reading tests should be given. No machine can do a good job if its parts are in need of repair. Everything possible should be done to help your child become a well-rounded individual.

Our democracy gives every child the privilege of an education. He can't take the fullest advantage if his machine needs repair.
DOES HE KNOW THE MEANING OF THE WORDS WHICH HE READS?

Be sure Johnny knows what the words mean that he is reading. Any word that has no meaning for the child is hard to learn.

FOR EXAMPLE:

Children learn the word party easily because almost everyone of them has been to a party and can tell you about a party but many children have difficulty learning words like is, where, there, and the because these words have no meaning to the child except as part of a sentence or phrase.

READING CAN BE A SHARED EXPERIENCE

Just as Johnny enjoys reading to you, he also enjoys your reading to him. When you read to him, hold the book so that he can follow along as you read.

Sometimes the procedure can be varied if you read one paragraph and he reads the next. Another suggestion: have him read what one character says and then you read what the other character says.
WHAT CAN I BUY THAT WILL HELP JOHNNY WITH READING?

THE PICTURE DICTIONARY: A child enjoys having a dictionary of his own. Here are some ways in which a dictionary can help him with reading.

1. The dictionary helps your child to learn words he doesn't know. When he comes to a word in a story he is able to look it up and learn the word without having to ask anyone. In this way he learns independence in reading.

2. It teaches him the meaning of many words. Some words have more than one meaning. In the dictionary he will find the word used in many ways.

PICTURE WORD CARDS: On one side of each card there is a word and a picture showing what the word stands for. On the back of the card is printed the word without any picture. The cards are very helpful to primary school children since they are words found often in their readers. Here is a sample of what the cards look like.
BASIC SIGHT VOCABULARY CARDS: This is a set of 220 sight words. There are words like where, there is, are, and, but, which can't be pictured but must be known by the time a child reaches the third grade. Here is a sample of the cards. The word is on one side only.

There

SAMPLE OF PICTURE WORD DICTIONARY

This is a tree.
A tree is a big plant.
It has leaves and bark.
Some trees are green all year.
These are called evergreen trees.
WHERE CAN I SEND FOR THIS HELPFUL MATERIAL?

GOLDEN DICTIONARY:  by Ellen W. Walpole
                      Simon and Schuster, Inc.
                      Rockefeller Center
                      New York City, N.Y.

RAINBOW DICTIONARY:  by Wendell W. Wright
                      World Publishing Company
                      2231 West 110th Street
                      Cleveland 2, Ohio

PICTURE WORD CARDS:  by E. W. Dolch. Price 50 cents a set.
                      Garrard Press
                      Champaign, Illinois

BASIC SIGHT VOCABULARY
CARDS:  by E. W. Dolch. Price 50 cents a set.
       Garrard Press
       Champaign, Illinois

DOES JOHNNY KNOW WHAT HE READS?

Sometimes a child can read out loud in such eloquent fashion that you would never suspect that he doesn't understand what he reads. Reading is not just word calling. Reading is a thought-getting process. If Johnny doesn’t understand what he's reading, he’s not really reading.

Be sure to ask him many questions about the story. It's important to check his understanding of what he reads. There are many questions you can ask. On the next page will be found a sample story with sample questions that you can ask to check his understanding. You can think of many questions to fit the individual story.
LET'S GO FOR A RIDE

One day Bob and Judy went for a ride in the wagon.

Judy said, "Let's take Baby Jane for a ride in the wagon too."

Baby Jane likes to ride in the wagon.

Baby Jane wanted to take her toys for a ride too.

She put her five dolls in the wagon.

Then she put toy horse in the wagon too.

Now there was no room for Baby Jane in the wagon.

There was no room for Bob in the wagon.

There was no room for Judy in the wagon.

sample questions:

1. Name the people in the story.
2. Why did Bob and Judy want to take Jane for a ride?
3. Why wasn't there room in the wagon for the children to ride?
4. What do you think the children did when they found that there wasn't room for them to ride?
5. Tell me about the story in your own words. What was the first thing that happened? Then what happened? What happened next? How did the story end?
HOW CAN I CHOOSE GOOD BOOKS FOR MY CHILD?

Good books are always a welcomed gift for any child. Here are some things to remember when selecting books.

1. Is the story well illustrated with colorful pictures that children enjoy?

2. Does the child know the meaning of most of the words in the story?

3. Does he know most of the words in the story? There shouldn't be more than four new words on each page. When it is necessary for the child to stop and analyze a number of words on each page he no longer enjoys or understands the story.

4. Is the book an easy size for the child to handle?

5. Does the book have a strong binding?

6. Is it about things which interest your child?

WHAT ARE SOME GOOD BOOKS MY CHILD MIGHT ENJOY?

The following is a very brief list of books which primary school children like. They may be bought at almost any book store, or borrowed from the local library.

A LIST OF BOOKS OF INTEREST TO FIRST GRADERS

<table>
<thead>
<tr>
<th>AUTHOR</th>
<th>TITLE</th>
<th>PUBLISHER</th>
</tr>
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<tbody>
<tr>
<td>Disney, Brumbaugh</td>
<td>Here They Are</td>
<td>Heath</td>
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<td>Disney, Palmer</td>
<td>Mickey Never Fails</td>
<td>Heath</td>
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<tr>
<td>Huber</td>
<td>Cinder the Cat</td>
<td>American Book Co.</td>
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<tr>
<td>Lenski</td>
<td>Little Airplane</td>
<td>Oxford Press</td>
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<tr>
<td>Serl</td>
<td>In Rabbitville</td>
<td>American Book Co.</td>
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</tbody>
</table>

These books would be of interest to second and third graders because children love to read stories over and over again.
### BOOKS OF INTEREST TO SECOND GRADERS

<table>
<thead>
<tr>
<th>AUTHOR</th>
<th>TITLE</th>
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<tr>
<td>Baruch, Disney</td>
<td>Pinochio</td>
<td>Heath</td>
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<td>Dougherty</td>
<td>Andy and the Lion</td>
<td>Viking Press</td>
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<td>Deming</td>
<td>Indians in Winter Camp</td>
<td>Laidlaw</td>
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<tr>
<td>Disney, Brumbaugh</td>
<td>Little Eagle</td>
<td>Whitman</td>
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<tr>
<td>Flack</td>
<td>Donald Duck and His Nephews</td>
<td>Heath</td>
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<td></td>
<td>Tim Tadpole and the Great</td>
<td>Doubleday</td>
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<td></td>
<td>Bull Frog</td>
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<td>Hader</td>
<td>The Little Stone House</td>
<td>Macmillan</td>
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<td>MacCarthy</td>
<td>Bill, Jane and the Fireman</td>
<td>Whitman</td>
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<td>Miller</td>
<td>Dean and Don at the Dairy</td>
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<td>Rey</td>
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<td>Snedden</td>
<td>Docas, Indian of Santa</td>
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<td></td>
<td>Clara</td>
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<tr>
<td>Wells</td>
<td>Zeke, the Raccoon</td>
<td>Viking</td>
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<tr>
<td>Trippett</td>
<td>Busy Carpenters</td>
<td>World</td>
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<tr>
<td>Weise</td>
<td>Wally the Walrus</td>
<td>Coward</td>
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These books would also interest third grade children who do not read well or children of the first grade who read very well.

### BOOKS OF INTEREST TO THIRD GRADERS

<table>
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<tr>
<th>AUTHOR</th>
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<tr>
<td>Anderson</td>
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<td>Bailey</td>
<td>Indians</td>
<td>Follett</td>
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<tr>
<td>Baldwin</td>
<td>Fifty Famous Stories Retold</td>
<td>American Bk. Co.</td>
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<tr>
<td>Bishop</td>
<td>Five Chinese Brothers</td>
<td>Coward</td>
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<td>Bronson</td>
<td>Pollywiggle's Progress</td>
<td>MacMillan</td>
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<td>Burton</td>
<td>Mike Mulligan and His Steam Shovel</td>
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<td>Lattimore</td>
<td>Little Pear</td>
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<td>McCloskey</td>
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<td>Nims</td>
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<td>Tousey</td>
<td>Cowboy Tommy's Roundup</td>
<td>Doubleday</td>
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Second graders who read very well would enjoy these books or children of the upper grades who do not read well.
APPENDIX B

PERSONAL DATA

FOR EXPERIMENTAL GROUP AND CONTROL GROUP
EXPLANATION OF COLUMN HEADINGS USED

IN TABLES, APPENDIX B

I.Q. . . . . . . Intelligence Quotient, Detroit Primary Intelligence Test

C.A. . . . . . . Chronological age

M.A. . . . . . . Mental age

Gates 1 . . . . Gates Primary Reading Test, Form 1, given in October 1949

Gates 3 . . . . Gates Primary Reading Test, Form 3, given in March 1950

Imp. 1 . . . . Improvement between Gates Primary Reading Test, Form 1, given in October, and Gates Primary Reading Test, Form 3, given in March

Gates Adv. . . . Gates Advanced Primary Reading Test, Form 3, given in March 1950

Imp. 2 . . . . Improvement between Gates Primary Reading Test, Form 1, given in October, and Gates Advanced Primary Reading Test, Form 3, given in March.
### PERSONAL DATA

#### CONTROL GROUP

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