1954

Suggested handbooks to use in promoting parental cooperation with the schools toward improving reading grades and reading readiness ability in kindergarten, grades one and two

SUGGESTED HANDBOOKS TO USE IN PROMOTING PARENTAL COOPERATION WITH THE SCHOOLS TOWARD IMPROVING READING GRADES AND READING READINESS ABILITY IN KINDERGARTEN, GRADES ONE AND TWO

A Service Paper

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the Faculty of the School of Education

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In Partial Fulfillment

of the Requirements for the Degree

Master of Education

---

by

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CHAPTER I

THE PURPOSE

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THE PURPOSE

There has been no definite program of suggestions to parents of Kindergarten-Primary children which would encourage better home- school relationships. As a result, there have been confusions and misunderstandings about the role parents may play in the improvement of reading and reading readiness abilities.

The purpose of this paper is, therefore, to prepare suitable public- relations materials which would encourage parental help. In order to do this, an investigation of school publications of many communities was made. In this way, after classifying existing material, an attempt will be made to devise a series of pamphlets which may be used in any city school system.

CHAPTER II

SUMMARY OF PREVIOUS RESEARCH

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SUMMARY OF PREVIOUS RESEARCH

"An upsurge of public interest in the nation's school's is taking place throughout America ..... Current needs and problems of the schools were set in the spotlight of public observation by the conditions and circumstances associated with World War II .... Along with this awareness of urgent problems, has come a new understanding and appreciation of what citizens can and should do to solve them. Effective cooperation of educators and laymen .... has begun to point the way to progress." [1]

One of the primary responsibilities of the elementary schools is teaching children to read. Since this art of reading is a communication art, it is inextricably bound up with the personal and social needs of children and adults.

Free communication of ideas between people is basic to a democracy. This free communication depends on reading and the other language processes. Learning to read, then, becomes a central concern of all children, parents, teachers, principals and supervisor s in elementary schools.

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[1] Public Relations for America's Schools, Twenty-eighth Yearbook, p.5. Washington, D.C.: American Association of School Administrators, 1950

"Reading activities may be closely related to personality adjustments, particularly in childhood. There seems no doubt that reading does influence children's development. The special functions of the school in regard to the communication arts seem to be developing ability to use reading and other language activities easily and accurately, encouraging permanent habits in reading and the democratic exchange of ideas, making a large variety of reading materials available to children and developing habits of critical thinking." [1]

"Every child has to go to school. Some people say that school is preparation for life--but school is life. The school, the family and the neighborhood all have something to do with how the child gets along in school. Children usually start school with good attitudes. They look forward to going to school as something grown up. Some reasons why children may dislike school are:

1. Children in all primary grades find it physically impossible to sit still for very long without getting restless.
2. Children are quick to pick up attitudes expressed by other people.
3. If parents themselves feel that school is important and worthwhile, their children will be likely to also.

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[1] Russell, David H, Children Learn to Read, p. 17. Boston: Ginn and Company, 1949.

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4. Attitudes of liking or disliking school depend on both the school and the family, and, to a lesser extent, on the neighborhood.

To-day there is a growing number of teachers who realize that the things that happen to children at home often have an effect on how they act at school. They share information they get from seeing the children in a different place; they ask for information they need in order to understand each child better. An important part of the teacher's job is getting the parents to see that they are team mates and each can help the other.

Contrast this with the old point of view - both teachers and parents considered that the child who sat in a seat in the classroom was the teacher's task and the child who sat at the supper table was the parent's responsibility." [1]

"Reading is one of the obvious accomplishments of children early in their school years. It is often thought of as the most important, since it serves to unlock the treasure chest of the past, to interpret the present and to provide aspirations for the future.

It is not surprising that schools give much attention to reading and that parents often use it as a yardstick of the child's progress, even though both the parent and the teacher would grant that there are many more important things in

[1] Smart and Smart, Living and Learning with Children, pp. 101-106. Boston: Houghton, Mifflin Company, 1949

life with which they should be concerned. Some of these other things are more difficult to appraise while reading is something tangible; it can be observed and measured with relative ease. We can do a great deal more than we have been doing to help the children. We must ourselves learn the disciplines of reading understandingly, discriminatingly, wisely. Children learn less by precept than by example, they are still the greatest little imitators on earth." [1]

Education begins long before the earliest adjustments are made. All the child's early lessons will apply pretty equally to any field. What he does every day will help him to know how to deal with the very next problem he meets.

Help and guidance given to a child, as well as the experiences which he encounters, will help him to grow in his own way for better or for worse.

"Growth along many lines begins before a child enters school. Every agency of the child's community influences him at some time. Among these forces the school operates as the recognized educational agency." [2]

Adequate growth in reading is necessary if satisfactory personal adjustment is to be maintained. "The need of successful achievement is fundamental in all children. When

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[1]Association for Childhood Education International, This is Reading, p. 9. Washington, D.C., 1949.

[2]Bain, Winifred E., Parents Look at Modern Education, p. 5. New York: C. Appleton-Century Company, 1941.

there is severe reading retardation, personality development is likely to be distorted. The situation may be aggravated by ridicule of other children and an unsympathetic attitude or pressure from parents." [1]

The school is the recognized agency for educating the young. Parents are concerned about the education of children both in school and out. The National Congress of Parents and Teachers is the recognized agent for effecting a close relationship between the home and public schools. There are many other organizations which also contribute toward the furtherance of this relationship.

"There are many ways in which the home and school are held together:

1. Conferences, reports and mutual planning
2. Meetings of school officers and teachers
3. Letters and bulletins
4. Mutual understanding of rules, regulations and exchange of suggestions." [2]

"In conferences with parents a teacher may talk about many things she had noticed in her pupils. Some of these things maybe: too much shyness, either with children or adults; too much or too little activity; difficulties with speech; always being tired, and so on. Then the teacher

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[1]Tinker, Miles A., Teaching Elementary Reading, p. 3. New York: Appleton-Century-Crofts, 1952.

[2]Boysen, Agnes, First Things First, p. 316-317. A Practical Plan of Character Ed. for School and Home., Chicago: Associated Authors, 1938.

may ask if the parents thought the behavior was a problem. If they did not, she might explain why such behavior was not desirable. If the parents did want help with their child the teacher might suggest where or how the parents could get help - school principal, counselor, or doctor." [1]

Since it is understood that reading ability is of utmost importance and that parental attitudes can help or hinder this achievement, a sound public relations program for the improvement of reading must be established. Such a program must be honest, continuous, comprehensive, sensitive to the public concerned, and presented in simple terms.

"It is very necessary that home and school work closely together. The child is the special interest of both, and there must be common understanding on the part of the home and school, if the child's best interests are served. The education of a child is a cooperative thing. It requires a friendly, helpful attitude on the part of home and school.

Starting to school means a host of new things. There will be new faces, new surroundings, a new schedule, and, strangest of all, a teacher to take mother's place as a guide. It is very important that a child like school from the first. Parents can do many things to help the child like school - look forward to the time at school, talk about things, etc.

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[1] Smart and Smart, op. cit., p. 107.

"An American citizen is in the making. That's a very important task. It will require the combined efforts of all."[1]

The Kindergarten Program - Reading Readiness

It has been found that a large number of children fail to learn to read in the first grade. Many people think that because a child is six years old he should be able to learn to read. This, however, is not entirely true. A child is ready to begin reading only when he has reached a certain level of intellectual maturity and has acquired sufficient background experiences and attitudes.

"Great differences exist among children when they enter school. Some have parents who are readers and who understand the needs of children. Some parents are devoid of any interest in books and cultural pursuits. Adequate guidance in preparing a child for reading must be based upon a knowledge of the level of development and experience background of each child. There are many degrees of readiness among children at the beginning of grade one. Some have already begun to read while others are definitely not prepared to begin reading. The success of the child in learning to read depends to a great extent upon his development and the amount and kind of his earlier learning. After evaluating this background, the

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1 School Committee of Winchester, Massachusetts, On Our Way to School, Hand-book and Guide for Parents of Children Entering Kindergarten, Winchester, Mass.: 1953.

teacher provides a readiness program to offset whatever deficiencies she discovers." [1]

"Physically, Kindergarten children are still immature, but they are becoming more sure in their habits. In Kindergarten the teacher will help the child to develop the rhythmical movements he makes with his body, and she can readily assist with many puzzling questions the child - and the parents - may ask.

Growth takes place in techniques of doing, in social organization and in continuity of purpose. The number and variety of things children investigate at this age are endless. Blocks, workbenches, hammer, nails and saws have a place in the Kindergarten. Painting also holds its own. Storytelling is very popular in Kindergarten. Books, music and musical instruments, outdoor activities, projects - are all part of the Kindergarten program." [2]

Parents can be made to see that reading readiness can be developed by giving a rich and varied background of experiences. They should know, too, that reading difficulties may result from physical or emotional disturbances as well as too few and unvaried experiences. Parents can increase readiness by encouraging children to talk plainly; answering questions patiently and enriching the children's understandings by taking trips and talking about them. A library

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[1]Tinker, Miles A., op. cit., p. 23.

[2]Bain, Winifred E., op. cit., p. 53.

of his own is good, for every child as is the help he gets from his parents in learning to use public libraries - even at an early age.

Each child is welcomed in the Kindergarten, where new and happy experiences await him. These are, however, cautions for parents -

"At no time criticize the school within the child's hearing. Get to know the child's teacher. Teach the child to be honest, courteous and polite. Teach him to respect the rights of others. Read stories to him - give him contacts with good books, good radio and television programs. Discourage thrillers or murder mysteries. It is not necessary nor desirable to teach the child to read before he enters school. Kindergarten can be a happy, exciting and worthwhile time in the life of a child - and you, the parent, are the key person in helping him to go happily to Kindergarten.

The school and the home have a common program, the complete development of the child physically, emotionally, mentally and spiritually. When the parents and the school work together the experience can be not only a source of educational value, but pleasurable and satisfactory for the child." [1]

The importance of right beginnings as a foundation for later learnings are emphasized in the Kindergarten program.

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[1]Jersey City Public Schools, Your Child and the Kindergarten.

It is hoped that each child will develop happily and in accordance with his own needs and interests. The reading readiness program, is successful if it has promoted physical, mental, emotional and social readiness to read the printed word.

Reading in the Primary Grades

Every parent looks forward to the time when his child begins to read. The first grade has come to be known as the magic door through which will come good readers. All children differ, however, in their readiness and their ability to learn to read.

In the booklet "What Pass Key Lets Your Child In?" it is stated that "a child is ready to learn to read in proportion to his

- hearing, vision, motor control and general health
- mental and emotional growth
- interest in books and in new words
- ability to express his ideas clearly
- skill in telling a story in sequence
- capacity to stay with a task until it is done
- eagerness to read for himself
- interest in other people and their activities." [1]

First grade is a place where new things are learned, but it is also a place where children learn how to do the old

[1] Kansas City, Missouri Public Schools, A Report to Parents About Reading.

important things better. It is a place to find out things and to develop a great many skills.

"It is the responsibility of the reading program of the school to equip the child to meet the reading requirements that face him. These requirements increase rapidly as he progresses through school. The reading program must meet the reading needs that grow out of these demands. The basal program is not sufficient in itself to meet these needs. The entire reading of the child must be considered as constituting the reading program." [1]

Not all the child's reading is done in school. As a child learns to read, he enjoys using his new-found skill outside school. Parents, therefore, are obliged to encourage reading at home and to provide suitable reading material.

McKee has classified into four major groups "life situations in which persons need to read:

1. Situations in which one reads to oneself for the purpose of securing information
2. Situations in which one reads aloud for the purpose of providing others with information
3. Situations in which one reads to oneself for the purpose of obtaining recreation
4. Situations in which one reads aloud for the purpose of providing recreation "2

There is a wealth of material which children enjoy reading - both for information and recreational purposes.

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[1]Bond and Bond, "Teaching the Child to Read", p. 172. New York: Macmillan, 1949.

[2]McKee, Paul, Reading and Literature in the Elementary School, p. 48-55. Boston: Houghton Mifflin Company, 1934.

There are many attractive juvenile books, magazines and pamphlets. The reading a child does voluntarily in and out of school hours makes a real contribution to his development. This takes place now and in later life.

Most parents answer "Yes" to the question: Do you expect you six-year-old to learn to read? It must be remembered here that a child at this age derives great joy from books when they are in the hands of an adult and he is an enthralled listener. Some parents place too much stress on the child's being able to read by himself with tears and frustration as inevitable results.

"Parents can help the child to learn to read and enjoy reading

1. By giving the child as much meaningful experience as possible
2. By helping the child speak distinctly
3. By letting him develop at his normal rate, rather than comparing his record with that of other children
4. By encouraging him to go to the library and by helping him select books
5. By having good books and magazines in the home
6. By encouraging him to spend some time with books rather than spending all his time watching television.
7. By keeping in touch with the teacher so that it is understood what she is trying to accomplish." [1]

In homes where reading is a habit, children learn that reading is one means of satisfying many of their every day needs. They learn to enjoy reading and listening.

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[1] Tacoma Public Schools, Facts About Your Schools, Reading Instructional Information.

"Children do not learn to read all at once. First, children may learn to read stories of their own experiences. These stories have meaning for them because they see their spoken words take the form of printed words. Reading an experience chart helps children to establish the habit of reading from left to right. They acquire a feeling for sentences, phrases and words. They notice likenesses and differences in words. Gradually they learn to read from books. From this point on, children are grouped for reading according to their interests, needs, and abilities." [1]

Children begin to study phonics and other word-study skill in the first grade. Children are taught to see and hear every part of a word and to use these clues to recognize words. They learn to hear beginning and ending sounds and rhyming words. They learn to hear long and short vowel sounds. They learn to see important details in words and to recognize separate syllables.

"Children are taught the alphabet in modern schools. But children do not learn the alphabet until after they have learned to read. Directing children's attention to the individual letters of words interferes with their quick recognition of whole words and groups of words. It sometimes blocks understanding and places emphasis upon parts of words rather than on the meaning of the words. When children have learned to read easy material, they are taught how to figure

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[1] Hillsborough Public Schools, How We Teach Reading. Hillsborough County, Florida.

out new words by themselves. They are taught to look for a known in an unknown word and taught to recognize new words by use of context clues. They are taught then to look and see how words are alike and how they are different. At this stage, attention to details, names and sounds of letters does not hold them back.

Children today must learn the alphabet for very good reasons, when they are about seven they begin to learn how to use the table of contents and the index of a book. As they get older they learn how to use a telephone book, a dictionary and an encyclopedia. So they need knowledge of the alphabet and see purpose in learning the alphabet.

Years ago young children learned their ABC's first because they were taught to read by first recognizing individual letters of words. This method was slow and caused children at first to read jerkily with little understanding. In modern schools children read for meaning right from the first and right from the first they read smoothly." [1]

Reading is, at all times, a process associated with meaningful activity directed toward satisfying basic needs. One of reading's main objectives is to enable the pupil to secure information he needs. Silent and oral reading provide emotional release, escape and enjoyment. Good reading materials will provide for the development of skills, good habits and desirable traits. Growth through reading takes place when children have good materials and proper guidance.

[1]Wilmington Public Schools, Our Schools , School Publications.

"Every stage of reading merges gradually into another. There are, however, certain characteristics of the early, the middle, and the advanced levels. These stages include:

1. The period when the child shows readiness for reading and begins to read simple books.
2. The period of rapid progress in the acquisition of basic interests, habits, skills, and attitudes involved in the reading process.
3. The period in which much silent reading of diversified materials promotes the extension of experience and the refinement of habits and tastes.

It is important that readiness for various types of reading materials be developed at all levels. Many fundamental skills, also, are stressed during all three periods. There are, however, abilities which are peculiar to certain levels and need special attention and emphasis to insure development at the opportune time." [1]

A five-year-old is bent on finishing his work in Kindergarten: a six-year-old is beginning first grade. At seven the interest swings back to 'ends' - this child wants a goal. At age eight, there is generally a proper focus of the whole school picture - with an understanding of beginning,

[1] Witty, Paul and Bristol, Ruth, Teachers Guide for Lost and Found, p. 4. Boston: D.C. Heath Company, 1947.

middle and end. Wise parents will grasp these phases and will not be unduly upset by a child's behavior at any age. Children are all different people, nor do children change.

Most important for school adjustment is the degree of the child's own security- security in himself as a person and in his relationships as a person. A child gets this essential security, in a home where he is wanted, where he is valued, approved and loved. Nothing else so arms him for his first encounters in a cold, competitive world. Not that it necessarily makes the six-year-old ready to master new tasks to which young eye and hand muscles are unaccustomed. But the child is better prepared when he has it." 1

Despite all the publicity and education to the contrary, many parents have not yet abandoned the "speak when you are spoken to" idea.

"Parents set up the idea of children being seen and not heard more to protect themselves than for any other reason. Afraid of their frankness and perhaps embarrassed by it, they would just as soon not know what goes on in the young minds. Some parents know this, and when they are courageous enough to face it reap a reward. These are the parents whose children feel secure enough to share their confidence with them." 2

1MacKenzie, Catherine, Parent and Child, p.97,98,99. New York: Wm. Sloane Associates, 1949.

2Lowrey, Dr. Lawson, Mental Hygiene Project, New York: Board of Education, 1939.

Through primary school the child is continually advancing. His interests expand and mature. He finds new ways of expressing himself and of becoming more social. School offers more than mere practise in reading, writing and arithmetic. A good first grade begins where Kindergarten leaves off. Second and third grade follow this pattern.

"The second grade occupies a significant position in the child's relationships with books. The teacher who is sensitive to individual interests and capacities is always concerned with making learning conditions in every phase of classroom life as favorable as possible for all children in her group.

With the added maturity and experience which a year in school has given the second-grade child, he is able to understand and enjoy ideas of people and things which carry him gradually beyond his immediate environment. He is ready for the extension and enrichment of his own experience through reading about the experiences and activities of other children in varied situations. Readiness for understanding what is read is just as vital a factor in the second grade as it is in the first grade. Preparation for understanding stories in settings that are unfamiliar should be well known to the child in his own environment.

At this level, a gradual transition from oral to silent reading takes place as pupils develop ability to get an overview of a story for themselves by utilizing clues from

discussion, illustration and word study. In the second grade the attitudes and skills which have begun to develop in the first grade should be extended and strengthened. The difference in reading in the two grades is one of degree rather than of kind." [1]

"The general aims of second grade reading are:

1. To contribute to the wholesome growth of the child by developing the art of reading and by fostering it.
2. To develop an increase in skills and valuable habits in oral and silent reading.
3. To encourage a permanent interest in reading as a means of enriching and extending the learners' experiences, and providing opportunities for enjoyment and relaxation." [2]

It is imperative for all teachers to plan for variety and to provide for an evaluation of accomplishment. The program in primary grades, as in Kindergarten, must be, at all times, well rounded. Each child must feel that he is daily participating in meaningful activities. The reading program starts with readiness in Kindergarten, develops skills in first grade and continues to develop interests and skills in grade two.

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[1] Witty and Bristol, op. cit., p.6.

[2] Boston Public Schools, Bulletin No. 400-11, Reading Revision Committees, Boston: September, 1953.

Pupils are among the most effective of all the school's public relations agents. Much of the information which the general public has about the schools, and about the instruction given in them, reaches the parents by way of the children. The children help the public understand the school.

"The attitudes of children, and subsequently those of their parents, result in large measure from the quality of pupil-teacher relationships. A cogent reason for giving special attention to the attitudes and opinions of pupils is the fact that to-day's pupils are to-morrow's public. The laymen who now are numbered among the friends of education, for the most part, derived their initial interest and their basic attitudes from the schools they attended. Likewise, many of the schools' severest critics gained their distastes and prejudices from schools which did not meet their needs. Some of the pupils now in school soon will be school board members, parent-teacher leaders, and influential persons in other community groups. Schools that serve them well can depend on their continued loyalty and interest.

School, home, and community agencies all contribute to the education of children. Consciously or unconsciously, all are involved in the educational planning which goes on. However, if the members of these institutions and agencies become aware of all that they can contribute to the educational process, and if they come together to share their goals and desires, educational planning becomes broader in scope and

much more effective than it would otherwise be. Such planning by its very nature maintains a two-way flow of ideas between the school and the public. The actual work of planning for boys and girls in a community should be cooperative and democratic. The goals of such a program are improved instruction and better services to the children and to the community." 1

"The increasing emphasis on community relationships forms a strong bridge between school and parents for mutual benefit and understanding. As the home and school work together for the child's welfare, it becomes apparent that parents must become better informed about the educational aims of the school. A successful program of school-community relationships depends more on how things are done than on what things are done, for good school-community relations are aided by mutual confidence and mutual desire to understand and to help in the solution of common problems." 2

The home and the school, working together, can help the child to realize that it is not only a privilege but also a responsibility to attend a public school in a free democratic country.

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[1]American Association of School Administrators, Public Relations for America's Schools, Twenty-eighth Yearbook. Washington, D.C., 1950.

[2]Dade County, Public Schools, Helps for Mothers, The Board of Public Instruction. Dade County, Florida, 1953.

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CHAPTER III

PROPOSED TYPE OF HANDBOOKS

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PROPOSED TYPE OF HANDBOOKS

Proposed type of handbook for distribution to parents of children in Kindergarten, Grades one and two-

It must be noted that no public relations materials based on parental help for reading is available in the school system with which the authors are associated. This paper is intended to create material which will be available to parents, and which will, therefore, clarify the parents' positions in regard to preparing and helping children to read.

Areas to be covered by these handbooks:

1. What is reading readiness?
2. What can parents do to promote reading readiness?
3. Why do children have reading difficulties?
4. Should parents help children read at home?
5. How can parents help?

What is reading readiness?

Reading readiness is an adequate development of physical, mental, emotional and social habits, attitudes and skills- the possession of which enables the child to begin the formal reading program with enthusiasm, a maximum of success, and a minimum of confusion.

Reading readiness depends on the child. A child is ready to read in proportion to his.....

1. Mental age
2. Physical development
3. Home background
4. Social and emotional adjustment
5. Fund of meaningful concepts
6. Ability to speak fluently and well
7. Auditory and visual discrimination
8. Orientation in the areas of size, number, form, position, direction and progression
9. Ability to keep a series of events in proper sequence
10. Motor skills
11. Interest in and desire to read

Knowing all these facts about readiness can help parents help their children.

Home background is very important. This is an area which is entirely in the control of the parents. The home environment can be made pleasant and conducive to educational endeavor by understanding parents. They alone can provide not only the necessities for healthful living but, also, the varied experiences and serene atmosphere necessary for proper social and emotional adjustment.

Parents should-at no time- encourage baby talk. There

should be ample opportunity for conversations between parents and children. This helps to develop proper speech habits and, at the same time, broadens a child's interests. Many adults are convinced that the art of conversation is dead and only the art of television lives.

Any child who is brought up in a home where books are useful tools soon learns to love these tools and to use them.

What parents can do to promote reading readiness.

At no time criticize the school within the child's hearing.

1. Encourage proper enunciation
2. Answer questions patiently
3. Build up a library for the child
4. Enrich his understandings through trips, stories, discussions
5. Show interest in the child's reading

Why children have reading problems.

1. Physical disturbances, handicaps, upsets
2. Emotional disturbances
3. Limited experiences
4. Low mental ability
5. Lack of interest on the part of the parent
6. Lack of interest in school program
7. Insufficient mastery of reading skills: (a) word attack; (b) visual and auditory discrimination;

(c) short eye span; (d) memory; (e) short concentration span.

How parents can help first-grade children with reading.

Become acquainted with the reading system used in the school. Usually a conference with the teacher will prove helpful in pointing out the pitfalls to be encountered in the system as well as to give the parent a working knowledge of what is expected of his child.

Check the work-sheets brought home. More than a cursory glance at the papers worked out in school is necessary. Parents can, from these papers, find errors and help to correct them. Under no circumstances should a child be subjected to ridicule for the mistakes he may have made. Since reading is to be a lifetime habit, the beginnings must occupy more time in a child's day than the short periods during which he reads in school.

Here, again, the parents can provide many experiences which will broaden the child's understandings.

How parents can help second-grade children with reading.

In this second year of reading, the most important new idea is silent reading. A child who is encouraged to read at home, to discuss what he has read and to read further will be vastly helped with reading in school.

Once again, the parents are the ones to encourage reading, good reading habits and proper selection of reading material.

The library becomes a place where parent and child can go together for the best interests of both.

Conferences with the teacher are of inestimable help. She can inform parents as to what specific problems may exist and how each child is progressing.

Lack of comprehension is one common problem encountered by many children. Parents can help solve this difficulty by reading specific paragraphs with the child and by a follow-up of pertinent questions on the material read. Silent reading needs to be checked more thoroughly than oral, for comprehension.

Choppy reading is another pitfall found in second grade. The habit of "swinging" the reading should be encouraged. This, too, aids comprehension. Punctuation marks should be made purposive to aid the reading rate and reading ability.

A child in grade two should have a strong phonetic background. This is what enables him to "sound" new words and parents can assist in the tedious "sounding" process. No parent should overlook the importance of phonetics, no matter how dull the process may seem.

The pamphlets enclosed in this paper will summarize: what parents should know about the reading program and how they supplement it. If this knowledge is shared by home and school, many reading problems will be alleviated--others will cease to exist.

RECOMMENDED BIBLIOGRAPHY FOR PARENTS OF KINDERGARTEN CHILDREN

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RECOMMENDED BIBLIOGRAPHY FOR PARENTS OF FIRST AND SECOND GRADE CHILDREN

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Hurlock, Elizabeth B., Child Growth and Development. New York: McGraw-Hill Book Company, 1919.

MacKenzie, Catherine, Parent and Child. New York: Wm. Sloan Associates, 1949.

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CHAPTER IV

SUMMARY AND CONCLUSIONS

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Enclosed in Appendix I are a series of pamphlets to be distributed to parents of kindergarten, first and second grade children. With the distribution of these booklets, a better understanding of reading readiness and primary reading problems probably will result.

Limitations:

1. These pamphlets are limited to kindergarten, grades one and two.
2. Sampling was limited.
3. Similar public relations materials are refused by some public school systems.

CHAPTER V

SUGGESTIONS FOR FURTHER STUDY

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SUGGESTIONS FOR FURTHER STUDY

1. Design booklets for grades other than primary.
2. Put these pamphlets into use and check the results.
3. Attempt to create pamphlets for public consumption in another field of endeavor.

APPENDIX I