University of Louisville

ThinkIR: The University of Louisville's Institutional Repository

---

Electronic Theses and Dissertations

7-1952

The relationship of social-emotional readiness to learning achievement as seen in a first grade class at Prestonia School.

Bernice Gabbert Cox
University of Louisville

Follow this and additional works at: <https://ir.library.louisville.edu/etd>

Part of the [Educational Assessment, Evaluation, and Research Commons](#), and the [Elementary Education Commons](#)

Recommended Citation

Cox, Bernice Gabbert, "The relationship of social-emotional readiness to learning achievement as seen in a first grade class at Prestonia School." (1952). *Electronic Theses and Dissertations*. Paper 2880.
<https://doi.org/10.18297/etd/2880>

This Master's Thesis is brought to you for free and open access by ThinkIR: The University of Louisville's Institutional Repository. It has been accepted for inclusion in Electronic Theses and Dissertations by an authorized administrator of ThinkIR: The University of Louisville's Institutional Repository. This title appears here courtesy of the author, who has retained all other copyrights. For more information, please contact thinkir@louisville.edu.

NAME OF STUDENT: Bernice Gabbert Cox

TITLE OF PAPER: THE RELATIONSHIP OF SOCIAL-EMOTIONAL
READINESS TO LEARNING ACHIEVEMENT AS SEEN IN A
FIRST GRADE CLASS AT PRESTONIA SCHOOL.

APPROVED BY READING COMMITTEE COMPOSED OF THE FOLLOWING
MEMBERS:

Roy H. Bixler

J. J. Oppenheimer

NAME OF DIRECTOR:

William B. Beach

DATE:

July 25, 1952

UNIVERSITY OF LOUISVILLE

THE RELATIONSHIP OF SOCIAL-EMOTIONAL READINESS TO
LEARNING ACHIEVEMENT AS SEEN IN A FIRST
GRADE CLASS AT PRESTONIA SCHOOL

A Professional Paper
Submitted to the Faculty
Of the Graduate School of the University of Louisville
In Partial Fulfillment of the
Requirements for the Degree
Of Master of Education

Department of Education

by

Bernice Gabbert Cox

1952

TABLE OF CONTENTS

Chapter	Page
I. THE PROBLEM AND ITS SCOPE	1
II. REVIEW OF THE LITERATURE	5
III. METHODS	12
IV. INFORMATION ON THE THIRTY-FOUR FIRST GRADE SUBJECTS USED IN THIS STUDY	17
V. INFORMATION ON SOCIAL-EMOTIONAL STATUS OF THE THIRTY-FOUR SUBJECTS USED IN THIS STUDY	33
VI. RESULTS OF THE SOCIOMETRIC TESTS	44
VII. SUMMARY AND CONCLUSIONS	62

BIBLIOGRAPHY

LIST OF TABLES

Table	Page
I. The Chronological Ages, Mental Ages, and Intelligence Quotients of Thirty-Four First Grade Pupils Obtained from the Kuhlman-Anderson Intelligence Test administered in October 1951.	18
II. Classification and Range of the Thirty-Four First Grade Pupils according to the Intelligence Test.	19
III. Results of Metropolitan Readiness Test administered to Thirty-Four First Grade Pupils, October 19, 1951.	20
IV. The Classification on the Metropolitan Reading Readiness Test of Thirty-Four First Grade Pupils listed in Table III.	21
V. Frequency Distribution of Scores by Thirty-Four First Grade Pupils on Total Readiness.	22
VI. A Tabulation of the Childhood Diseases of Thirty-Four First Grade Subjects prior to entering and after entering School.	23
VII. Results of Dental Inspection of Thirty-Four First Grade Subjects.	25
VIII. Weight in Pounds of Thirty-Four First Grade Children at Three Different Periods of the School Year, and Gain in Pounds.	27
IX. Height in Inches of Thirty-Four First Grade Children at Three Different Periods of the School Year, and Gain in Inches.	29
X. Occupation of Fathers of Thirty-Four First Grade Pupils and Number of Fathers in each Classification.	31
XI. Occupation of Mothers of Thirty-Four First Grade Pupils and Number of Mothers in each Classification.	31
XII. Social-Emotional Readiness as observed by Teacher of Thirty-Four First Grade Pupils.	36
XIII. The Subtest Scores and Average Grade Placement of Thirty-Four First Grade Pupils obtained from the Metropolitan Achievement Test administered on May 5, 1952.	41

LIST OF FIGURES

Figure	Page
I. First Choice of the Boys for Friends who they would like to have for their Partner for the Day. (October)	45
II. First Choice of the Girls for Friends who they would like to have for their Partner for the Day. (October)	47
III. First Choice of the Subjects for Friends who they would like for their Partner chartered Boys and Girls together. (October)	49
IV. First Choice of the Boys for Friends who they would like to have at their Party. (January)	50
V. First Choice of the Girls for Friends who they would like to have at their Party. (January)	52
VI. First Choice of the Subjects for Friends who they would like to have at their Party. (January)	54
VII. First Choice of the Boys for Friends who they would like to have as Guests for Dinner. (May)	56
VIII. First Choice of the Girls for Friends who they would like to have as Guests for Dinner. (May)	57
IX. First Choice of the Subjects for Friends who they would like to have as Guests for Dinner. (May)	60

CHAPTER I

INTRODUCTION

Statement of the Problem. For many years educators have felt there were too many failures in the first grade. Children enter school on the basis of having reached a chronological age of six years on or before December 31. Entrance into the first grade, as is generally understood by the public, means that a child is ready to begin reading. There are many factors which are related to a child's success in reading. For example, all children come to school with different backgrounds of experience, as well as different abilities. Some children have been read to extensively; others may not have been more than ten miles away from their homes. Some children will have shared books and stories with their parents; others come from homes where little or no reading is done.

CHAPTER I THE PROBLEM AND ITS SCOPE

Also the relationship of various physical factors to ability to read are everywhere apparent. Among these most commonly found are inability to see or hear well. If a child has poor vision, he cannot be expected to get clear mental images of words, and will have difficulty in learning to read. Other factors less influential in learning to read are speech defects and hearing impairment.

CHAPTER I

INTRODUCTION

Statement of the Problem. For many years educators have felt there were too many failures in the first grade. Children enter school on the basis of having reached a Chronological age of six years on or before December 30. Entrance into the first grade, as is generally understood by the public, means that a child is ready to begin reading. There are many factors which are related to a child's success in reading. For example, all children come to school with different backgrounds of experience, as well as different abilities. Some have traveled extensively, others may not have been more than ten miles away from their homes. Some children will have shared books and stories with their parents; others come from homes where little or no reading is done.

Also the relationship of various physical factors to ability to read are everywhere apparent. Among those most frequently found are inability to see or hear well. If a child has poor vision, he cannot be expected to get clear visual images of words, and will have difficulty in learning the words. Other physical factors less influential in learning to read are speech defects and recurring illnesses.

Not all children who enter school have had wise and consistent parental discipline. Many have had over-solicitous parents and are far too dependent. Others have been constantly nagged and chastised and so have had little chance of becoming well adjusted children. These children will be so immature emotionally that they will be poorly equipped to adjust to so new and difficult an experience as formal reading instruction.

Many children entering school have had no duties at home. They have not been taught to finish a task once started, and so on entering school their attention span is not long enough for direction for formal instruction.

Jefferson County, in order to take care of the children who are too immature for regular first grade work, has an intensive Reading Readiness program. The immature children are termed Junior Primaries and are kept in that group for their first year in school. These children are not termed failures and are promoted to first grade at the end of the year. This program has not proved entirely satisfactory, since parents feel that the child has failed if he does not learn to read during the first year in school.

Some teachers believe that if a child is to be successful in the first grade, he should have a mental age of at least six years, five months. He must be able to listen. This implies the ability to look at, to listen to,

and to concentrate upon what is being taught. He must be able to follow directions, and to handle the usual classroom equipment, such as crayons, pencils, paper, scissors, and other materials. Ability to work in a group as a working member and not as a disturbing element is important. He should be independent in taking care of his person and belongings, and he should have a real desire to learn to read. The purpose of this paper was to obtain by a systematic study of thirty-four first graders the relationship of Social-Emotional maturity to learning achievement.

HYPOTHESIS: Children who are expected to learn to read because of Chronological age and Mental age may not succeed in learning to read because of the lack of Social-Emotional readiness.

CHAPTER II

REVIEW OF THE LITERATURE

Children entering school in September look forward eagerly to a year of successful school work. The teacher also looks forward with the hope that the children will be successful learners. Many children entering school for the first time have failures. One aid in helping to solve the problem of this inconsistency between aim and outcome is the fifth year is to ascertain when the child is ready to enter school.

CHAPTER II

The chronological age of the child is used as the chief basis for a **REVIEW OF THE LITERATURE**. It is well known, however, that a substantial percentage of children do not learn to read at six years of age. In spite of the fact that school policies are based on chronological age, this one factor is not a decisive one in readiness for reading. Chronological age should be used only as a guide in assignment of children to classrooms and not as a criterion for readiness for formal reading instruction.

Research data indicate that with a typical first grade program children less than six years and three months do not succeed as well as older children. The child less than six, unless of above average

CHAPTER II

REVIEW OF THE LITERATURE

Children entering school in September look forward eagerly to a year of successful school work. The teacher also looks forward with the hope that the children will be successful learners. Many children entering school for the first time taste failure. One aid in helping to solve the problem of this inconsistency between aim and outcome in the first year is to ascertain when the child is ready to enter school.

The chronological age of the child is used as the chief basis for admission to the first grade. It is well known, however, that a substantial percentage of children do not learn to read at six years of age. In spite of the fact that school policies are based on chronological age, this one factor is not a decisive one in readiness for reading. Chronological age should be used only as a guide in assignment of children to classrooms and not as a criteria¹ for readiness for formal reading instruction.

Research data indicate that with a typical first grade program children less than six years and three months to six years and six months do not succeed as well as older children. The child less than six, unless of above average

---

1. Betts, Emmett Albert. Foundations of Reading Instruction. New York: American Book Company, 1946. pp. 119-121.

intelligence, tends to fail. The progress made by average children over six and a half years is overwhelmingly more satisfactory.

Children under six years of age with no more than average ability have been taught to read with fair success, but educators agree that no child needs to learn so early, that his development is safe guarded by a well-rounded activity program, and that learning results with less strain and effort when reading instruction is postponed.²

³ Betts says that children who are admitted to school with chronological ages considerably below six years and have normal intelligence or less do not have as much chance of success with reading activities as do older pupils. He says that some children at the age of five might give superior performance on tests of mental readiness for reading and yet be proved not physically ready and in need of social adjustment. He advises that the years before six should be spent in developing into a wholesome social being and in building a rich background of experience. Differences of a few months have been proved to be significant at these early years.⁴

Several studies based on first and second grade achievement have indicated that the majority of failures were among those children who entered Grade One too early.

---

2. Hildreth, Gertrude. Learning the Three R's. Minneapolis - Nashville - Philadelphia: Educational Publishers, Inc. pp. 135-145.

3. Betts, op. cit., p. 111-117.

4. Hildreth, op. cit., p. 13.

In March 1934 the school system in Summit, New Jersey⁵ made a study based on fourth grade achievement, as grade four is the grade in which many children have difficulty. This study was based on one group of twenty-eight children who entered grade one before they were chronologically six years of age, and another group of thirty-nine children who entered when they were chronologically between six years and six years and four months. From the data collected as a result of this study it was found that a child who is chronologically between six years old and six years and four months old, other factors being equal, will be practically certain to succeed in school.

Several surveys have been made by educators to determine the chronological age that first grade teachers think best for entrance to first grade. In a survey conducted by Carmichael⁶, School Superintendent of Louisville, 823 or sixty-eight per cent of the first grade teachers in his system favored six as the entrance age for children in school, 246 or twenty per cent favored five or five and a half, and 144 or twelve per cent, favored six and a half or seven. This indicates that those who work most closely with the children concerned are strongest in favoring six as the entrance age.

Young⁷ conducted a survey for the Association of

---

5. Bigelow, Elizabeth B. "School Progress of Under-age Children", Elementary School Journal, Vol. 35, September 1934. pp. 186-192.

6. The Courier-Journal. December 15, 1951.

7. Letter from Miss Arline Young, Covington, Kentucky to Mrs. Suda Butler, January 2, 1952.

Supervision and Curriculum Development in which 225 questionnaires were sent to first grade teachers in Kentucky. It was found that eighty-one favored an entrance age of six years and six months and ninety-eight first grade teachers thought that the children should be six years and six months old before receiving formal reading instruction.

Some educators believe that the mental age is the criteria for entrance to first grade. Bond⁸ said that a mental age of six years and six months was the necessary mental age for beginning instruction and therefore that instruction should be delayed for any given child until he had reached that age. A mental age of six years and six months may be interpreted as the mental level of an average child of six years and six months of age chronologically.

There were two studies made during 1928-1930 in the Winnetka, Illinois school.⁹ The investigators were concerned with two questions: What relationship existed between mental age and reading achievement? and What relationship existed between intelligence quotient and reading achievement?

The first study involved 141 children for one semester. For the first study an intelligence test was given and reading progress was measured by the number of steps each

---

8. Bond, Guy L. & Eva. Teaching the Child to Read. New York: The McMillan Company. pp. 23-26.

9. M. V. Morphet and C. Washburne. "When Should Children Begin to Read?" The Elementary School Journal, XXXI, March 1931. pp. 496-502.

pupil had completed by February. In this study there was noted that very little, if any, progress was made by those children with mental ages below six years, but that the increase in percentage of success rises sharply at the mental age of six and one half.

The second test made the following year involved 100 children for one year. For this study a test was given to determine mental ages, and an oral reading check test and sight word list were used to measure reading progress. From this study it was found that the percentage of children making satisfactory reading progress rose sharply at the mental age of about six years and six months.

Responsibility was placed on the teacher by Gates¹⁰. He pointed out that the important thing was probably not the mental test score of the child, but the type of educational program in which he was participating. In Gates' study, children of mental ages above five years had reasonable success in reading where skillful teachers, provided with a considerable amount of reading materials, gave individual attention to the pupils. On the other hand, another group, where the quality of instruction and material was not as good, required a mental age a full year in advance of that used in the first group for reading success. In other words, the important thing was not the mental age of the child, but the quality of teaching and instructional materials, especially

---

10. Gates, Arthur I. The Necessary Mental Age for Beginning Reading. Elementary School Journal, Vol. 37, pp. 497-508, March 1937.

with reference to their adaption to the needs of the individual child. The program, not the mental test score, is the thing.

McKee¹¹ was in accord with the belief of Gates. His belief was that teachers must make definite provisions for stimulating and fostering the child's development for reading readiness through a well developed plan of readiness instruction.

Most of the educators did not stress the importance of all the factors necessary for reading readiness, since they generally agreed that readiness for reading was a condition in which several factors played an important part. All agreed that a mental age of six and one half did not necessarily insure success in reading. The mental test was valuable only to indicate differences within a class, and should be used only to provide a basis for adapting methods and materials to bring about maximum learning. Reading Readiness tests were found to be of value but not to be used as a sole criteria for beginning reading instruction.¹²

A summary of factors necessary to readiness for reading was made into a check list by Russell¹³. Physical

---

11. McKee, Paul. The Teaching of Reading in the Elementary School. New York 1948, Houghton Mifflin Co. pp. 142-146.

12. Whitty, Paul. Reading in Modern Education. Boston: D. C. Heath and Co., 1941. pp. 57-61.

13. Russell, David M. Children Learn to Read. Boston: Ginn and Co., 1941. pp. 126-128.

readiness such as good vision, proper hearing, average general health and motor coordination were found necessary to success in reading. Social-emotional readiness such as cooperation, independence, listening and adjustments were of equal importance to mental maturity. The child's ability to speak clearly, general interest in reading and knowledge of certain relational words such as up and down, top and bottom, big and little were also factors to be considered.

Therefore, when a child had developed a number of qualities, he was ready to read. If he had the ability to see and hear well, was able to speak clearly and had a certain ease with language and a workable vocabulary, plus a wide variety of experiences, he was emotionally stable and had proper muscular coordination, he would usually succeed in learning to read.¹⁴

---

14. Wilshinger, D. M. Summary of Reading Readiness Research, "Educational Administration and Supervision", XXXIV, October 1948, pp. 372-376.

CHAPTER III

METHODS

1. Materials:

The materials used in this study were:

Enrollment sheet-records.

Health cards.

A sociometric test, "Who would it be?" developed

by Elsie Jenkins¹⁵.

The Kuhlman-Anderson Intelligence Test, Grade I,

First Semester, published by Educational Test Bureau,

Champaign, copyright 1942. R. Kuhlman and Anne Anderson.

The Metropolitan Achievement Test, Form A, Grade

CHAPTER III

prepared by Gertrude E. Hildreth, Ph.D., and Willie L.

Hildreth, M.A. Copyright 1946 by World Book Company,

Chicago.

METHODS

The Metropolitan Achievement Test, Grade I,

Primary I Battery, Form T, prepared by Gertrude E. Hildreth,

Ph.D. Copyright 1946 by World Book Company, Chicago.

Emotional Stability Index List adapted from

Russell¹⁶.

The enrollment sheets were completed by the parents on the entrance of the child in school. The following information was obtained from them: Race, birthdate of child; name,

15. Jenkins, Elsie, Who would it be? and William E. Miller, These are Your Children. (Chicago: Scott, Foresman, 1940) p. 195.

16. Russell, David, Children Learn to Read. Boston: Little and Company, p. 195.

CHAPTER III

METHODS

1. Materials.

The materials used in this study were:

Enrollment sheet-records.

Health cards.

A sociometric test, "Who would it be?" developed by Gladys Jenkins¹⁵.

The Kuhlman-Anderson Intelligence Test. Grade I, First Semester. Published by Educational Test Bureau. Nashville. Copyright 1942. F. Kuhlman and Rose Anderson.

The Metropolitan Readiness Test. Form R. Prepared by Gertrude H. Hildreth, Ph.D., and Nellie L. Griffiths, M.A. Copyright 1949 by World Book Company, Chicago.

The Metropolitan Achievement Test. Grade I. Primary I Battery: Form T. Prepared by Gertrude H. Hildreth, Ph.D. Copyright 1946 by World Book Company, Chicago.

Emotional Stability Check list adapted from Russell¹⁶.

The enrollment sheets were completed by the parents on the entrance of the child in school. The following information was obtained from them: Name, birthdate of child; name,

---

15. Jenkins, Gladys, Helen Schacter, and William S. Bauer, These Are Your Children. (Chicago: Scot, Foresman, 1949) p. 163.

16. Russell, David, Children Learn to Read. Boston: Ginn and Company. p. 126.

address and occupation of parents; number of children in home and ages; number of children who attended Kindergarten; Mother's maiden name; and broken homes.

On the health card was recorded the doctor's report of examination made at school and recommendations; also information pertaining to childhood diseases and inoculations, which was secured from a questionnaire sent to the parents at the beginning of the school year; teacher's report on vision, height and weight.

The Kuhlman-Anderson Intelligence Test yields two scores, the mental age and the intelligent quotient. This test was used as a means of determining the child's mental age, and of comparing the mental maturity with others in the class.

The Metropolitan Readiness Test is designed to measure the traits that contribute to the child's readiness for reading. This test was used as a means of determining those subjects who were ready for formal reading instruction in so far as the test measured. It was not used as the sole basis for beginning formal instruction.

The Metropolitan Achievement Test was designed to test achievement in word meaning, word recognition, vocabulary and comprehension. This test was used to help substantiate the supposition that subjects who are old enough chronologically, have average intelligence and are social-emotionally adjusted will have success in learning to read their first

year in school.

The Sociometric Test contained hypothetical situations in which children state their preference for companions in given situations. The sociograms were first charted for the nineteen boys and fifteen girls separately, then charted together as a group.

The general observation check list developed by Russell¹⁷ was used to locate the emotionally unstable subjects in the study. This study was also used to determine those subjects who were ready for formal reading instruction.

The case studies of the four subjects who were placed in the Junior Primary Group were used to show why they were not given formal reading instructions their first year in school.

2. Subjects:

The subjects used in this paper were a group of fifteen girls and nineteen boys in a first grade in a Jefferson County school. The ages ranged from five years, eleven months to seven years, three months. The I.Q. of the subjects ranged from ninety-six to one hundred and twenty-three.

3. Techniques:

The Kuhlman-Anderson Intelligence Test and The Metropolitan Readiness Test were administered in October 1951.

The Metropolitan Achievement Test was administered in May 1952.

---

17. Russell, op. cit., p. 126.

Sociograms were administered in October 1951, January 1952, and May 1952.

Observations for the emotional stability check list were made during October 1951.

CHAPTER 17

INFORMATION ON FAMILY-FOUR FIRST GRADE SUBJECTS

CHAPTER IV

CHAPTER IV
INFORMATION ON THIRTY-FOUR
FIRST GRADE SUBJECTS

The data given in Table I showed that the chronological age of the subjects ranged from five years, eleven months to seven years, three months in September 1951. Pupil No. 31 and pupil No. 34 whose chronological ages were over seven had been in school the previous year. The median chronological age was six years, five months, while the mean was six years, five months with a standard deviation of 4.1 months. There was a range of seventeen months on the test.

Eighteen of the subjects had chronological ages less than six years, six months. Fifteen of the subjects had chronological ages of six years, six months or over.

The range in mental ages was from six years, three months, to seven years, four months. The range of the mental ages was not as great as the range in chronological age. The median mental age was six years, eight months; the mean was six years, seven months with a standard deviation of 3.13 months. Of the twelve children who had a mental age of seven years or older, five had a chronological age of less than six years, six months and seven a chronological age of over six years, six months.

The intelligence quotients ranged from ninety-six to one hundred twenty-three. There was a range of twenty-seven on the test. The mean was 108.17 with a standard deviation

TABLE I

THE CHRONOLOGICAL AGES, MENTAL AGES, AND INTELLIGENCE
 QUOTIENTS OF THIRTY-FOUR FIRST GRADE PUPILS OBTAIN-
 ED FROM THE KULHMAN-ANDERSON INTELLIGENCE TEST
 ADMINISTERED IN OCTOBER 1951

Case Number	C.A.	M.A.	I.Q.
1	5-11	7-3	123
2	5-11	7-1	120
3	5-11	7-0	118
4	6-2	6-8	111
5	6-0	6-8	110
6	5-11	6-6	110
7	6-8	7-4	110
8	6-3	6-10	110
9	6-6	7-0	108
10	6-7	7-0	107
11	6-7	6-10	104
12	6-7	6-9	103
13	6-1	6-3	103
14	6-4	6-6	103
15	6-9	6-11	103
16	5-11	6-10	116
17	6-1	6-11	114
18	6-7	7-4	112
19	6-1	6-9	112
20	6-5	7-1	111
21	6-4	7-0	111
22	6-2	6-9	110
23	6-7	7-2	109
24	6-0	6-8	109
25	6-5	6-9	108
26	6-8	7-2	108
27	6-7	6-9	107
28	6-5	6-8	104
29	6-7	6-10	104
30	6-8	6-9	102
31	7-0	7-1	102
32	6-8	6-9	102
33	6-11	6-9	98
34	7-3	6-11	96

of 5.85. Table No. II shows the classification of the thirty-four pupils according to the test.

TABLE II

CLASSIFICATION AND RANGE OF THIRTY-FOUR FIRST GRADE
PUPILS ACCORDING TO THE INTELLIGENCE TEST

I.Q. Range	Classification	No. of Pupils
120-129	Superior	2
110-119	Above Average	13
90 -109	Average	19
80 - 89	Below Average	0
70 - 79	Dull or Borderline	0
		<u>34</u>

The two pupils scoring superior had chronological ages less than six years, six months. Of those showing above average scores, eleven had chronological ages less than six years, six months, two a chronological age over six years, six months. In the average range five had chronological ages less than six years, six months, fourteen had chronological ages over six years, six months. There were no children who scored in the below average or borderline range on the intelligence test. The results of these data would imply that those children who have a chronological age of six years, six months or less score higher on an intelligence test.

The Metropolitan Readiness Test results given in Table III show that the median for the test in Reading Readiness was fifty-nine. The mean was 58.56 with a standard deviation of 5.84. There was a range of seventeen on the test.

TABLE III

RESULTS OF METROPOLITAN READINESS TEST ADMINISTERED
TO THIRTY-FOUR FIRST GRADE PUPILS
OCTOBER 18, 1951

Case Number	1	2	3	Classification
1	64	30	94	Superior
2	59	28	87	High Normal
3	64	34	98	Superior
4	58	27	85	High Normal
5	51	22	73	Average
6	49	15	64	Low Normal
7	58	32	60	Low Normal
8	62	33	95	Superior
9	59	30	89	High Normal
10	60	30	90	Superior
11	62	32	94	Superior
12	63	25	88	High Normal
13	38	25	63	Low Normal
14	50	21	71	Average
15	59	25	84	High Normal
16	60	25	85	High Normal
17	59	32	91	Superior
18	64	29	91	Superior
19	54	25	79	Average
20	53	29	82	High Normal
21	64	34	98	Superior
22	60	28	88	High Normal
23	65	31	96	Superior
24	50	17	67	Average
25	58	24	82	High Normal
26	59	29	88	High Normal
27	65	31	96	Superior
28	62	23	85	High Normal
29	59	27	86	High Normal
30	55	29	84	High Normal
31	64	30	94	Superior
32	58	26	84	High Normal
33	61	33	94	Superior
34	65	30	85	High Normal

Test 1	Reading Readiness
Test 2	Number Readiness
Test 3	Total Readiness

Table IV shows the classification of the thirty-four pupils according to the test.

TABLE IV

CLASSIFICATIONS ON THE METROPOLITAN READING READINESS
TEST OF THIRTY-FOUR FIRST GRADE PUPILS
LISTED IN TABLE III

<u>Classification</u>	<u>Pupils</u>
Superior	14
High Normal	12
Average	7
Low Normal	1
Poor Risk	0
	<u>34</u>

Of the fourteen children ranking superior on the test, five had chronological ages of less than six years, six months, nine chronological ages of more than six years, six months. Three of the children scoring superior on the test were repeaters in the first grade. Of the twelve showing high normal on the test, six had chronological ages less than six years, six months, six had chronological ages more than six years, six months. In the average group, six children had chronological ages less than six years, six months, one a chronological age of more than six years, six months. The one child scoring in the low normal group had a chronological age of six years, one month. The results of this test would indicate that in this class the children who scored highest were those children who had a chronological age of six years, six months or over.

As indicated in Table III, the range in the Number Readiness Test scores was nineteen. This range was two points more than in the Reading Readiness Test scores. The mean of this test was 27.67 with a standard deviation of 4.53. Of the thirty-four children who were given this test, thirty-two scored superior, one high normal, and one average. The child scoring in the high normal range had a chronological age of six years, one month; the child scoring in the average range had a chronological age of six years.

The total readiness results as given in Table III show that the median for the test was eighty-six with a range in scores of seventeen points. This is the same range found in both the Intelligence Test and Reading Readiness Test. The mean for total readiness was 85.06 with a standard deviation of 10.22. Table V shows the classification of the thirty-four first grade pupils according to total readiness.

TABLE V

FREQUENCY DISTRIBUTION OF THE THIRTY-FOUR FIRST
GRADE PUPILS ON TOTAL READINESS

<u>Classification</u>	<u>Pupils</u>
Superior	12
High Normal	15
Average	4
Low Normal	3
Poor Risk	0
	<u>34</u>

Of the twelve children ranking superior on the test, five had chronological ages less than six years, six months,

seven chronological ages more than six years, six months. In the high normal classification, seven children had chronological ages of less than six years, six months, eight chronological ages more than six years, six months. All four of the children in the average classification had chronological ages less than six years, six months. Two children in the low normal group had chronological ages less than six years, six months, one a chronological age more than six years, six months. The results of this test would indicate that children with a chronological age of six years, six months or more score higher in total readiness.

The results shown in Table I and Table II would indicate that all the subjects studied would have success in learning to read their first year in school. But intelligence and reading readiness are just two of the many factors which determine a child's ability to learn to read. Home background, physical health and emotional stability of the subjects are important factors in determining a subject's readiness for learning.

TABLE VI

A TABULATION OF THE CHILDHOOD DISEASES OF THIRTY-FOUR
FIRST GRADE SUBJECTS PRIOR TO ENTERING AND
AFTER ENTERING SCHOOL

<u>Childhood Diseases</u>	<u>First Grade</u>	<u>Before School</u>
Chickenpox	5	13
Measles	11	13
Mumps	0	8
Scarlet Fever	1	2
Polio	0	1

The childhood diseases listed in Table VI show that more children had measles than any other disease. There were eleven cases during the school year. Chickenpox was the next highest. Not many have had mumps, scarlet fever or polio. The polio case was dismissed from Kosair Hospital in August 1951 after a year's stay. Although he wore braces and was hindered in walking and playing, he was a bright child with a C.A. of six years, eight months, M.A. of seven years, two months and I.Q. of 107.

Six subjects had their tonsils removed during the year. They were absent two weeks. Five of them were average or above in their work, and the tonsillectomy did not hinder their progress. The other had already been placed in the Junior Primary Group before the time of the tonsillectomy.

Flu or virus infection was responsible for the most absences from school. However, those infected with these diseases were average or above in their work, and the parents helped them with their school work so they were not hindered in their progress in school by the diseases.

There was only one subject in the group studied who was absent often because of illness. These absences did not hinder her progress to any great extent. This was probably due to the fact that she had a C.A. of six years, nine months, M.A. of six years, eleven months, with an I.Q. of 103.

There were only two subjects who wore glasses in the group. In both cases the glasses were being used to strengthen weak muscles in the eyes of the subjects. Vision was normal

with the glasses. All the other subjects studied had twenty-twenty or twenty-thirty vision, which is accepted as normal vision.

Table VII shows that five subjects had good teeth. There were twenty-three subjects who had one or more cavities. There were only six subjects who had teeth in poor condition. Fourteen of the subjects studied had never been to a dentist. Ten made regular visits to the family dentist.

TABLE VII

RESULTS OF DENTAL INSPECTION OF THIRTY-FOUR
FIRST GRADE SUBJECTS

<u>Classification</u>	<u>Number</u>
Good Teeth	5
One or more cavities	23
Teeth in poor condition	6
	<u>34</u>

Dental slips were given to the subjects to be taken to their family dentist and returned to the teacher when the defects were corrected. Of the six pink slips sent home, which indicated teeth in poor condition, five were returned signed by the family dentist. The one not returned was from the poorest family among the subjects. The parents indicated that they would have the work done as soon as possible. Eighteen of the blue slips were returned. These slips indicated teeth with one or more cavities. The remaining five were not returned and no reason was given for not taking the subject to the family dentist. The attention given the dental slips by the parents was

unusual. As a result of the visit to the dentist, the condition of the teeth of the subjects could not have interfered to a great extent with their learning to read.

Table VIII shows that in October the subjects in this study ranged in weight from thirty-nine pounds to sixty-six pounds. In February the range was from forty-two pounds to sixty-five pounds. All of the subjects showed a gain in weight from October to February with the exception of Pupil No. 8. The average gain for this period was three-plus pounds. In May the range was from forty-two pounds to sixty-eight pounds. Four subjects lost one pound during the period from February to May. This was probably due to measles, as those subjects had it during that period. Fifteen subjects showed no gain during this period. Two subjects gained four pounds, five gained two pounds, and eight gained one pound. There was not as much gain during the period from February to May as there had been from October to February.

The mean gain in weight for the year was 4.- pounds. Three subjects gained nine pounds, three gained six pounds, seven gained five pounds, three gained four pounds, four gained three pounds, nine gained two pounds, one gained one pound, and one made no gain in weight.

The normal gain in weight of children of this chronological age is from three to six pounds a year. Table VIII shows that eighteen of the subjects made as much gain during the period of study as they should have made during the entire

year. The other sixteen gained as much as is usual as this study was only for a period of eight months. The above data seem to indicate that the subjects in this class were normal or above normal in their growth in weight.

TABLE VIII

WEIGHT IN POUNDS OF THIRTY-FOUR FIRST GRADE CHILDREN
AT THREE DIFFERENT PERIODS OF THE SCHOOL
YEAR, AND GAIN IN POUNDS

Pupil	Weight in Oct.	Weight in Feb.	Gain Oct. to Feb.	Weight in May	Gain Feb. to May	Gain Oct. to May
1	49	56	7	58	2	9
2	54	58	4	57	-1	3
3	39	42	3	42	0	3
4	48	52	4	54	2	6
5	40	43	3	42	-1	2
6	46	49	3	51	2	5
7	40	42	2	42	0	2
8	66	66	0	66	0	0
9	46	50	4	51	1	5
10	52	54	2	54	0	2
11	53	56	3	57	1	4
12	50	55	5	55	0	5
13	44	46	2	46	0	2
14	44	45	1	46	1	2
15	48	50	2	50	0	2
16	40	43	3	45	2	5
17	58	60	2	61	1	3
18	50	58	8	59	1	9
19	46	48	2	52	4	6
20	49	50	1	50	0	1
21	48	52	4	53	1	5
22	50	54	4	54	0	4
23	50	60	10	59	-1	9
24	49	61	12	61	0	12
25	44	46	2	48	2	4
26	46	50	4	51	1	5
27	42	44	2	45	1	3
28	62	64	2	68	4	6
29	44	48	4	48	0	4
30	42	44	2	44	0	2
31	55	60	5	60	0	5
32	57	62	5	62	0	5
33	49	54	5	54	0	5
34	52	56	4	54	-2	2

Table IX shows that in October the subjects in this study ranged in height from forty-four inches to fifty-two inches. In February the range was from forty-five inches to fifty-four inches. Two subjects showed no gain in height from October to February. Twenty-eight showed a gain of one inch, and four showed a gain of two inches. In May the range in height was from forty-five inches to fifty-four inches. There was not as much gain from February to May as there had been from October to February. All the subjects showed a gain in height of as much as one inch for the period studied. Four subjects gained two inches and six subjects gained one and one-half inches or more.

In considering the gain in height and weight of children, all authorities are in agreement that children entering school are in a slow stage of growth. The normal gain in height is from two-and-a-half to three inches a year. Since the figures shown in Table IX are for eight months, two-thirds of the above amount would be considered normal. The individual records show that the large majority of the subjects gained in height normally for the period studied.

Physical health of the subject is important to the extent that good health may enable him to learn to read while poor health may affect his success in learning to read. From a study of the data concerning the health of the subjects, there seems to be nothing to indicate that ill health prevented any of the subjects from learning to read.

TABLE IX

HEIGHT IN INCHES OF THIRTY-FOUR FIRST GRADE CHILDREN
AT THREE DIFFERENT PERIODS OF THE SCHOOL
YEAR AND GAIN IN INCHES

Pupil	Height in Oct.	Height in Feb.	Gain Oct. to Feb.	Height in May	Gain Feb. to May	Gain Oct. to May
1	47	48	1	48	0	1
2	49	50	1	50	0	1
3	46	47	1	47	0	1
4	45	47	2	47	0	2
5	44	45	1	45	0	1
6	44	46	2	46	0	2
7	44	45	1	45	0	1
8	51	52	1	52	0	1
9	49	49	0	50	1	1
10	48	49	1	49	0	1
11	48	49	1	49	0	1
12	48	49	1	49	0	1
13	47	48	1	48 $\frac{1}{2}$	$\frac{1}{2}$	1 $\frac{1}{2}$
14	46	46	0	47	1	1
15	48	49	1	49	0	1
16	45	46	1	46	0	1
17	51	52	1	52	0	1
18	51	52	1	52	0	1
19	47	48	1	48	0	1
20	50	51	1	51	0	1
21	48	49	1	49	0	1
22	50	51	1	51	0	1
23	50	51	1	51	0	1
24	50	51	1	51	0	1
25	48	49	1	49 $\frac{1}{2}$	$\frac{1}{2}$	1 $\frac{1}{2}$
26	48	50	2	50	0	2
27	46	47	1	47 $\frac{1}{2}$	$\frac{1}{2}$	1 $\frac{1}{2}$
28	47	48	1	48	0	1
29	48	49	1	49	0	1
30	46	47	1	47	0	1
31	52	54	2	54	0	2
32	50	51	1	51 $\frac{1}{2}$	$\frac{1}{2}$	1 $\frac{1}{2}$
33	47	48	1	48 $\frac{1}{4}$	$\frac{1}{4}$	1 $\frac{1}{4}$
34	48	49	1	49 $\frac{1}{2}$	$\frac{1}{2}$	1 $\frac{1}{2}$

A knowledge of the home from which the child comes is another factor in readiness for learning. Psychologists and educators agree that the first six years of a child's life are fundamental in shaping his character and personality traits. There is a great variation in the abilities of children as they enter school. Therefore, it is necessary for the teacher to know as much as possible about the home background of each child in order to understand him.

The occupation of the fathers as shown in Table X presents a large number of classifications. The largest number of the group were executives in industry. There were two professional men and seven were self-employed. In all the occupations listed, there seemed to be ample income for the family, except possibly the two who were laborers. However, those children from the laborers' homes had all of the supplies needed in school. This was probably due to the parents' interest in his child doing well in school at the sacrifice of other things.

There were only three working mothers, and apparently this presented no problem as in each situation the grandmother lived in the home, and was there to be with the children. Only one mother worked because her husband had deserted her. One of the others was separated from her husband, but he provided amply for both the needs of the mother and her children. All the families represented in the group visited the school at some

time during the year. All seemed equally interested in the progress of their children. The subjects from the higher income families did not score any higher on the Readiness Test or on the I.Q. Test than did the subjects from the lower income families.

TABLE X

OCCUPATION OF FATHERS OF THIRTY-FOUR FIRST GRADE
PUPILS AND NUMBER OF FATHERS IN EACH
CLASSIFICATION

<u>Classification</u>	<u>Number</u>
Electrician	2
Attorney	1
Maintenance	3
Plumber	3
Personnel	1
Engineer	1
Laborer	2
Mechanic	3
Mover	1
Painter	2
Carpenter	1
Boiler Operator	1
Broker	1
Executive	5
Foreman	1
Accountant	2
Physician	1
Contractor	1
Funeral Director	1
Milk Man	1
	<u>34</u>

TABLE XI

OCCUPATION OF MOTHERS OF THIRTY-FOUR FIRST GRADE
PUPILS AND NUMBER OF MOTHERS IN EACH
CLASSIFICATION

<u>Classification</u>	<u>Number</u>
Housewife	31
Tobacco examiner	1
Social worker	1
Office manager	1
	<u>34</u>

CHAPTER V

SOCIAL-EMOTIONAL READINESS OF THIRTY-FOUR
FIRST GRADE PUPILS

Probably the best way of determining whether or not a child is ready to read is through observation of the child's behavior in various situations in the classroom and on the playground. Social-emotional readiness was considered one of the most important factors in determining whether a child was ready to read. In determining social-emotional readiness, the teacher made an observation of her subjects for six weeks before starting formal reading instruction.

One of the factors of social-emotional readiness is cooperation. The teacher

CHAPTER V

SOCIAL-EMOTIONAL READINESS OF THIRTY-FOUR
FIRST GRADE PUPILS

with the task he has been assigned, and he must be a good follower as well as a good leader.

Independence is another factor in social-emotional readiness. The subject should be able to take care of his own clothes. He should be able to work by himself without asking for help. The ability to find something else to do when he has finished one task is important in determining independence.

Another factor in determining social-emotional readiness is sharing. The subject is observed to see if he shares materials without monopolizing their use. Does he bring toys

CHAPTER V

SOCIAL-EMOTIONAL READINESS OF THIRTY-FOUR
FIRST GRADE PUPILS

Probably the best way of determining whether or not a child is ready to read is directed observation of the child's behavior in various situations in the classroom and on the playground. Social-emotional readiness was considered one of the most important factors in determining whether a child was ready to read. In determining social-emotional readiness, the teacher made an observation of her subjects for six weeks before starting formal reading instruction.

One of the factors of social-emotional readiness is cooperation. The teacher observed the subject at play, to see if he cooperated in playing games involving several children. The subject must be able to work in a group, content with the task he has been assigned, and he must be a good follower as well as a good leader.

Independence is another factor in social-emotional readiness. The subject should be able to take care of his own clothes. He should be able to work by himself without asking for help. The ability to find something else to do when he has finished some task is important in determining independence.

Another factor in determining social-emotional readiness is sharing. The subject is observed to see if he shares materials without monopolizing their use. Does he bring toys

or books from home that other children may use? Does he wait for his turn in play or when the teacher is checking the class's work?

The ability to listen is felt by some first grade teachers as the most important factor in determining social-emotional readiness. The subject must be attentive before receiving formal reading instruction. He should be able to listen to all of a story with evident enjoyment, so that he can retell it or, at least, part of it. He should listen to others without interrupting and he must be able to follow one or two simple directions.

Other things observed by the teacher and felt necessary for social-emotional readiness are termed in Table XII as adjustments. Under adjustments the teacher considered whether the subject could see a task such as drawing or preparing for an activity, or cleaning up, completed without becoming discouraged. Does he accept changes in the school routine quietly? Can he accept a certain amount of opposition or defeat without crying or sulking? Does he appear to be happy and well adjusted in his school work? And, can he meet strangers without unusual shyness?

All subjects entering the first grade in the school in which this study was made were given a Readiness Program for six weeks before formal instruction began. The teacher was usually able to bring those subjects to a place in social-emotional readiness that was necessary for learning, but some

subjects will not reach that level during their first year in school.

Table XII shows the results of the social-emotional observations made of the thirty-four subjects used in this study in October 1951. When this observation was made the subjects had been in school for one month. At that time as shown in Table XII thirteen of the subjects were not ready for formal reading instruction as they did not rate satisfactory in the social-emotional criteria used. All of the thirteen not rating satisfactory in the social-emotional observation according to C.A., M.A. and I.Q. as shown in Table I should have been successful in learning to read their first year in school. Nine of those subjects after a longer readiness program were able to reach the level of social-emotional readiness which was necessary for learning, but four of the subjects were not to reach that level their first year in school. Those four were Pupil No. 5, No. 6, No. 14, and No. 24.

Pupil No. 5 entered first grade in September 1951 with a C.A. of six years, six months. On the Reading Readiness Test she made a low normal score. Her Intelligence score on the Intelligence Test was 110. From the I.Q. score her mental age was found to be six years, eight months. The above factors would indicate that Pupil No. 5 would learn to read during her first year in school.

An investigation of the family background revealed that Pupil No. 5 was an only child who came from a home in which

TABLE XII

SOCIAL-EMOTIONAL READINESS AS OBSERVED BY TEACHER
OF THE THIRTY-FOUR FIRST GRADE PUPILS

Pupil	Co-operation	Independence	Sharing	Listening	Adjustments
1	F	P	F	P	P
2	F	P	F	P	F
3	F	G	G	F	F
4	G	G	G	G	G
5	P	P	P	P	P
6	P	P	P	P	P
7	G	G	G	G	G
8	F	F	F	P	F
9	G	G	G	G	G
10	G	G	G	G	G
11	G	G	G	G	G
12	G	G	G	G	G
13	P	P	P	P	P
14	P	F	F	P	F
15	G	G	G	G	G
16	G	F	F	G	G
17	G	F	F	F	P
18	G	G	G	G	G
19	F	F	F	F	F
20	G	F	F	G	G
21	G	F	F	F	G
22	F	F	F	F	F
23	G	G	G	F	F
24	P	P	P	P	P
25	F	P	P	F	P
26	G	G	G	F	F
27	G	G	G	G	G
28	F	F	F	F	F
29	G	F	F	G	F
30	F	F	F	F	P
31	G	G	G	G	G
32	G	G	G	G	G
33	G	G	G	G	G
34	F	G	G	F	G

G - Indicates Good
F - Indicates Fair
P - Indicates Poor

there was sufficient income for the family needs. The father and mother were high school graduates that were interested in giving their child more advantages than they had had, but they were over-protective parents and Pupil No. 5 had not learned to be independent. Pupil No. 5 had many books and had been taken on many trips, but she had had no children with whom to play and on entering school she did not know how to cooperate or share with others in her group. Her attention span was too short for simple directions. As she had never been away from her mother, she depended on her for everything. She was emotionally upset on being placed in an unfamiliar situation. Her general health and attendance were good as she missed only eight days during the school year.

Pupil No. 6 entered first grade in September 1951 with a C.A. of five years, eleven months. On the Reading Readiness Test she made a low normal score. Her score on the Intelligence Test was 110. From the I.Q. score her mental age was found to be six years, six months. The scores on the test indicated that Pupil No. 6 would have success in learning to read her first year in school.

An investigation of the family background revealed that Pupil No. 6 came from a home in which there were five other children. Two were younger than Pupil No. 6. The father and mother were high school graduates and both worked in order to have sufficient funds for the family. The mother's mother lived with them and took care of the children. Pupil

No. 6 was spoiled, in that she was used to having her own way at home, and had a temper tantrum when she could not have her own way at school. She did not cooperate or share with the others in her group. She was a beautiful child, and as her grandmother did everything for her at home, she had not developed independence. She did not, during the entire year, develop the ability to listen to a story through, and two or three simple directions were too much for her to follow. Her health and attendance in school were good. She missed only ten days during the school year.

Pupil No. 14 came from a family with an above average income. The father was a college graduate. The mother a high school graduate. There were two other children in the family. Pupil No. 14 was the only girl in the family and was favored by both parents. The parents of Pupil No. 14 had been so glad when a little girl came to their home that they made the boys give in to her at all times. She was not happy unless she was the center of attention. She brought numerous things to school but refused to share them with the group. She refused to cooperate either at work or play unless she could be the leader or have the choice task. She had been dependent on her mother for everything, and it was nearing the end of her first year in school before she was successful in learning to tie her shoe and properly adjust her wraps. Her general health and attendance in school were good. She missed only fifteen days during the year.

Pupil No. 24 entered first grade in September 1951 with a C.A. of six years. On the Reading Readiness Test he made an average score. His Intelligence score on the Test given that same year was 109 with a mental age of six years, six months. The test scores would indicate that he would have success in learning to read his first year in school.

A study of the family background revealed that Pupil No. 24 came from a low income family. The father and mother were both high school graduates. The parents were able to give the children few advantages but they gave them much love and encouragement. Pupil No. 24 was a timid child. He wanted to work alone and was not happy in the group either at work or play. He had a tendency to take the belongings of others and it was not until the end of his first year in school that this tendency was conquered. He was a listless listener and could not follow a short story through. Two or three simple directions were too much for him to follow. His general health and attendance in school were good. He missed only six days during the school year.

The subjects in each case study cited were old enough chronologically to be in school, each had a mental age of as much as six years, three months, and all had average intelligence or better. They were all lacking in social-emotional readiness and so were not able to receive formal reading instruction their first year in school.

Evidence to support the contention that the socially-emotionally well-adjusted subjects were successful in learning to read was obtained from the Metropolitan Achievement Test. The results of that test, given in Table XIII, show that the median score for the test in word picture was 26. The mean score was 26.5 with a standard deviation of 4.32. There was a range of seventeen on the test. All of the subjects scored a grade equivalent of second grade or above on the test.

The Word Recognition Test results given in Table XIII show that the median for the test was 20, the mean was 19.5 with a standard deviation of 4.66. There was a range of twelve on the test. Five of the subjects did not score as high as twenty, which was the equivalent of second grade. There were seven subjects who made a score having a grade equivalent of 2.5 or above.

The Word Meaning Test results given in Table XIII show that the median for the test was nineteen, the mean 19.8 with a standard deviation of 3.63. There was a range of thirteen on the test. All of the subjects made a score which was equivalent to second grade on that test. There were four subjects who made a score with a grade equivalent less than 2.5. Four of the subjects made a score which was equivalent to third grade.

THE SUBTEST SCORES AND AVERAGE GRADE PLACEMENT
OF THIRTY-FOUR FIRST GRADE PUPILS OBTAINED
FROM THE METROPOLITAN ACHIEVEMENT
TEST ADMINISTERED ON
MAY 5, 1952

TABLE XIII

Case No.	Word Picture	Word Recognition	Word Meaning	Numbers	Grade Placement
1	31	25	26	67	3.3
2	26	16	20	56	2.3
3	22	16	19	67	2.7
4	34	23	18	62	2.8
*5					
*6					
7	34	20	22	61	2.6
8	26	20	22	63	2.6
9	29	23	25	64	2.8
10	27	22	25	61	2.6
11	32	20	20	60	2.5
12	29	18	26	52	2.5
13	20	16	19	51	2.2
*14					
15	28	21	19	62	2.5
16	27	21	24	54	2.4
17	27	18	14	65	2.6
18	35	25	16	63	2.9
19	21	16	18	56	2.2
20	25	20	26	60	2.6
21	28	20	24	65	2.8
22	20	21	18	53	2.3
23	22	18	13	64	2.5
*24					
25	20	17	17	66	2.6
26	37	20	17	55	2.5
27	28	23	18	67	2.9
28	26	13	14	63	2.4
29	25	20	20	67	2.5
30	22	20	20	53	2.3
31	23	21	20	60	2.5
32	24	24	17	63	2.7
33	21	20	20	57	2.4
34	24	18	18	65	2.6

* Junior Primaries

The Numbers Test results given in Table XIII show that the median for the test was sixty-one, the mean 60.5 with a standard deviation of 4.41. There was a range of sixteen on the test. All of the subjects made a score which was equivalent to second grade. Twelve of the subjects made a score which was equivalent to third grade. Three subjects made a score which was equivalent to fourth grade.

On average grade equivalent as shown in Table XIII all the subjects made a score which was equivalent to second grade. Twenty-two of the subjects made a score which was equivalent to 2.5 or more. One subject made a score which was equivalent to third grade.

Four of the subjects studied in the group were not given the test, as they were in the Junior Primary Group and had not had formal reading instruction.

The data presented from the Metropolitan Achievement Test results would seem to indicate that subjects who are capable of reading because of chronological age and mental age would succeed in learning to read if they were well adjusted both socially and emotionally.

CHAPTER V

SOCIAL-EMOTIONAL READINESS OF THIRTY-FOUR FIRST GRADE PUPILS

Probably the best way of determining whether or not a child is ready to read is through observation of the child's behavior in various situations in the classroom and in the playground. Social-emotional readiness was considered one of the most important factors in determining whether a child was ready to read. In a study of social-emotional readiness, the teacher made an observation of her subjects for six weeks before starting formal reading instruction.

One of the factors of social-emotional readiness is cooperation. The teacher observed the subject at play to see if he cooperated in playing games involving several children. The subject was in a group, content with the task he has been assigned, and he must be a good follower as well as a good leader.

Independence is another factor in social-emotional readiness. The subject should be able to take care of his own clothes. He should be able to work by himself without asking for help. The ability to find something else to do when he has finished some task is important in determining independence.

Another factor in determining social-emotional readiness is sharing. The subject is observed to see if he shares materials without monopolizing their use. Does he bring toys

CHAPTER VI

THE RESULTS OF THE SOCIOMETRIC TESTS

Further evidence to support the contention that the socially-emotionally well-adjusted subjects are more successful in school life was obtained from Sociometric tests which were administered three times during the school year.

The first Sociometric Test was administered in October. All the subjects had been together in a group since the opening of school in September, so they were well acquainted in the group. The test was administered to thirty-four subjects.

Figure I shows the sociogram which was charted from answers to the first test, "Who would it be?" The question asked was, "If you could have for your partner today anyone in your room, who would it be?" The question was first charted with the nineteen boys. Pupil No. 31 was chosen by twelve of the boys. Pupil No. 31 had been in school the previous year subjected to an intensive readiness program. He had learned to cooperate with others, he was a good listener, but he did not follow directions well. He was an extremely nervous child and had trouble controlling his temper. As he had been in school the previous year and knew more about the organization of school life he became the leader of the boys the first week in school. Pupil No. 27 was chosen by three of the boys. Pupil No. 27 knew how to cooperate

FIGURE I

FIRST CHOICE OF THE BOYS FOR FRIENDS WHOM THEY WOULD
 LIKE TO HAVE FOR THEIR PARTNER FOR THE DAY
 (OCTOBER)

KEY

Boys -

with others in his group, he shared well, was a good listener and seemed to be adjusting satisfactory to school life.

Pupil No. 16 and Pupil No. 25, who each were chosen by one boy, were adjusting satisfactory to school life. Probably the reason for the choice of those two boys was that they were playmates at home. Pupil No. 24, who was later placed in the Junior Primary Group, did not receive any votes. He was so shy and poorly adjusted that he did not enter into any group activities at this time.

Figure II shows the sociogram which was charted from the same question as that asked in Figure I but the subjects were the fifteen girls in the group. Here again the girl chosen by nine of the girls was rated satisfactory on social-emotional readiness. Pupil No. 10 had been to Kindergarten and soon after the beginning of school had become the leader among the girls. She cooperated well with the other girls, had an even temperament, and made herself a part of every undertaking whether at work or play. Pupil No. 15 was chosen by three of the girls. Probably the reason for the choice of Pupil No. 15 by the three girls was that they were in the same dancing class. Pupil No. 15 was not adjusting satisfactory to school life at this time. She did not cooperate with all in her group, refused to share and had a sullen disposition. Pupil No. 1 was chosen by two of the girls. Those three rode the school bus together. Pupil No. 1 was a beautiful child

FIGURE II

FIRST CHOICE OF THE GIRLS FOR FRIENDS WHO THEY WOULD
LIKE TO HAVE FOR THEIR PARTNER FOR THE DAY
(OCTOBER)

KEY

Girls -

but emotionally unstable. She did not know how to cooperate with others, refused to share, her attention span was short and she had a temper tantrum when she could not have her own way. Pupils No. 5, 6, and 14, who were later placed in the Junior Primary Group, did not receive any votes at this time. They were not adjusting satisfactory to school life. They had not learned to cooperate either at work or play with others in the group, did not listen and could not follow two or three simple directions. Any change in the school routine was too much for them emotionally.

Figure III shows the sociogram charted from all the thirty-four subjects in answer to the same question on the same day. This chart shows that Pupil No. 31 and Pupil No. 10, who were both well-adjusted socially and emotionally, were chosen by more of the subjects. This was due to the fact that they were satisfactorily adjusted to school life, followed directions well, and took part in all activities whether at work or play.

The second Sociometric Test was administered in January 1952. The sociogram was charted from answers to the question, "If you were having a birthday party and could ask only one person in the room, who would it be?"

Figure IV was charted from the answers given by the nineteen boys in the room. Pupil No. 31 was chosen seven times on this test. Pupil No. 31 had five fewer votes than on the test given in October. Although Pupil No. 31 was

FIGURE III

FIRST CHOISE OF THE SUBJECTS FOR FRIENDS WHO THEY WOULD LIKE
FOR THEIR PARTNER CHARTED BOYS AND GIRLS TOGETHER
(OCTOBER)

KEY
Boys -
Girls -

FIGURE IV

FIRST CHOICE OF THE BOYS FOR FRIENDS WHO THEY WOULD
LIKE TO HAVE AT THEIR PARTY
(JANUARY)

adjusting satisfactory to school life, he had become too dictatorial with the children and as they became more adjusted, they were beginning to make other friends. Pupil No. 32 received six votes. Pupil No. 32 was becoming more popular with the boys. Instead of one gang in the group, now there were two gangs and two leaders. Pupil No. 32 was becoming well adjusted both socially and emotionally. He had learned to cooperate with others, shared toys or materials, listened well and followed directions well. Pupil No. 26 received three votes. Pupil No. 26 was physically handicapped and could not play as the others. Those subjects who chose Pupil No. 26 were small in stature and retiring children. They had not learned to cooperate with the group, and chose to remain out of games with Pupil No. 26. Pupil No. 20 and Pupil No. 27 each received one vote. They were from boys who lived in their vicinity. Pupil No. 24, who was placed in the Junior Primary Group, did not receive any votes. He was not improving in social-emotional readiness. He still did not cooperate with the group, did not listen, and could not follow simple directions.

Figure V shows the sociogram which was charted from the same question as that asked in Figure IV, but the subjects were the fifteen girls in the group. Pupil No. 10, who was chosen by nine of the girls in the first test, was chosen by eight of the girls on this test. Pupil No. 10 was making satisfactory progress in social-emotional readiness at the

FIGURE V

FIRST CHOICE OF THE GIRLS FOR FRIENDS WHO THEY WOULD
LIKE TO HAVE AT THEIR PARTY
(JANUARY)

KEY
Girls — ○

time of the first test and was still improving at the time of this test. Pupil No. 1 shared the votes with Pupil No. 10. Pupil No. 1, who was lacking in social-emotional readiness at the time of the first test, was not making satisfactory progress at this time. She still did not cooperate with the group, refused to share, was dependent, and did not listen. That all the votes were cast for two girls in the group seemed odd, but Pupil No. 10 was noticeably still the leader, while the teacher influenced the choice of Pupil No. 1 as she had asked the group to help her in aiding Pupil No. 1 to become adjusted to school life. Pupils No. 5, 6, and 14, who were in the Junior Primary Group, did not receive any votes on this test. They were making little progress in social-emotional readiness at this time.

Figure VI shows the sociogram charted from all the thirty-four subjects in answer to the same question given on the same day. Pupil No. 1, who was lacking in social-emotional readiness, received twelve votes. Pupil No. 31, six votes and Pupil No. 10, seven votes. Pupil No. 31 and Pupil No. 10 seemed to be the leaders in their group. They were both well-adjusted both socially and emotionally. Pupil No. 32 received three votes. He was also well-adjusted. Pupil No. 1, who received the most votes on this test, was probably chosen as a result of the teacher's influence in asking the aid of the group in helping Pupil No. 1 become better adjusted to school life. Pupils No. 4, 6, 14 and 24 did not receive any votes

FIGURE VI

FIRST CHOICE OF THE SUBJECTS FOR FRIENDS WHO THEY
WOULD LIKE TO HAVE AT THEIR PARTY
(JANUARY)

KEY

Boys - Girls -

on this test. They were not making satisfactory social-emotional adjustment at this time.

The third Sociometric Test was administered in May 1952. The sociogram was charted from answers to the question, "If you could invite only one person in the room to your house for dinner, who would it be?"

Figure VII who charted from the answers given by the nineteen boys in the group. In this sociogram Pupil No. 31 was chosen four times. He did not receive as many votes on this test as he had received on the first and second tests. Pupil No. 31 was becoming more and more dictatorial, and as the children were better adjusted to school at this time, they were choosing their own friends. Pupil No. 32 was chosen five times. On the second test he had received six votes. He was adjusting well both socially and emotionally. He cooperated with all in the group, was independent, listened well and followed directions. Pupil No. 23 and Pupil No. 26 were each chosen twice. They were each adjusting both socially and emotionally to school life. Pupil No. 24 did not receive any votes on this test. He had not made proper social or emotional adjustments. He did not cooperate with the group, could not listen, and two or three simple directions were too much for him to follow.

Figure VIII shows the sociogram which was charted from the same question as that asked in Figure VII, but the subjects were the fifteen girls in the group. Here again,

FIGURE VII

FIRST CHOICE OF THE BOYS FOR FRIENDS WHO THEY WOULD
LIKE TO HAVE AS GUESTS FOR DINNER
(MAY)

KEY
Boys -

FIGURE VIII

FIRST CHOICE OF THE GIRLS FOR FRIENDS WHO THEY
WOULD LIKE TO HAVE AS GUESTS FOR DINNER
(MAY)

KEY
Girls - ○

Pupil No. 7, the girl chosen by six of the girls, was well-adjusted both socially and emotionally. Pupil No. 7 had not been chosen on the other two tests but she had fast developed into the leader of her group. She cooperated well with the group, shared toys or materials, was a good listener, and changes in school organization or schedules had no visible effect on her emotionally. Pupil No. 10, who was the favorite on the first and second sociogram, did not receive any votes on this sociogram. She was well-adjusted both socially and emotionally and was well liked by all in her group, but Pupil No. 7 brought more things to school to share, and had become a favorite with the group. Pupils No. 5, 6, and 14, who were in the Junior Primary Group, chose each other. They had improved in social-emotional adjustments, but their interests were not those of the others so they had formed a group of their own and were learning to cooperate with each other. Pupil No. 1 received only two votes on this test. She had received two votes on the first test and seven votes on the second test. The subjects who chose her on the first test were neighbors, then the teacher influenced her choice on the second test. On this test Pupil No. 1 was chosen by her neighbors only, as the group, knowing that she was not in need of help, made their own choices. Pupil No. 1 had made remarkable progress in social-emotional adjustment since the last test. She could cooperate with her group, listen well, and follow directions.

Figure IX shows the sociogram which was charted from the thirty-four subjects in answer to the same question on the same day. Pupil No. 7 was chosen seven times, Pupil No. 32 was chosen three times, and Pupil No. 18 was chosen five times. Here again, the subjects chosen were well-adjusted both socially and emotionally. Each of them cooperated well with the group, shared, were independent, listened, could follow directions and change in schedule or organization had no visible effect on them. Pupils No. 5, 6, 14 and 24, who were in the Junior Primary Group, again chose each other as their interests were the same.

The three sociograms charted at three different periods of the year would seem to indicate that the subjects who are well-adjusted both socially and emotionally become leaders in their group.

KEY
 Boys - Circle
 Girls - Triangle

FIGURE IX

FIRST CHOICE OF THE SUBJECTS FOR FRIENDS WHO THEY
WOULD LIKE TO HAVE AS GUESTS FOR DINNER
(MAY)

SUMMARY AND CONCLUSIONS

CHAPTER VII

SUMMARY AND CONCLUSIONS

This study to determine the relationship of social-emotional maturity to learning achievement was made of first grade children in an elementary school in Jefferson County. Thirty-four children were used in the study. There were nineteen boys and fifteen girls. The ages ranged from five years, eleven months to seven years.

The Intelligence scores as obtained from the Kuhlman-Anderson Test ranged from 96 to 123. The mean test score was 108.17. There were no subjects who made a below average score on the test. The mental age of the subjects as obtained from the same test ranged from six years, three months to seven years, four months.

The Reading Readiness status as obtained from the Metropolitan Readiness Test show that thirty-three of the subjects made a score of average or above on the test. The one who made a score of low normal had an intelligence score of 103. On the Number Readiness Test the subjects all made a score of average or above. Thirty-one of the subjects made a score of average or above on the Total Readiness Test. Three made a score of low normal. Two of those subjects making a low normal score had a chronological age of less than six years, six months. The other who made a low normal score had a chronological age of more than six years, six months.

The subjects used in this study had few childhood diseases while in the first grade with the exception of eleven cases of measles. Many had had measles and chickenpox before entering school. Six subjects had their tonsils removed during the year. The hearing and eyesight were normal with two exceptions, two of the subjects wore glasses to straighten the muscles of their eyes. The teeth of the subjects were good as only six of them were found to have teeth which were in poor condition. During the year, the class gained an average of 4.- pounds in weight, and all of the subjects showed a gain in height of as much as one inch for the period studied.

From a study of the home background, it was found that most of these subjects came from good homes. There were only three working mothers and there was no problem presented by the mothers who were working. Most of the families owned their own homes.

From the Social-Emotional check made by the teacher, thirteen of the subjects were not ready for formal reading instruction at the time the observation was made by the teacher. Four of those thirteen were not to reach the level of social-emotional readiness necessary for success in learning to read their first year in school.

The achievement of the subjects in first grade work was found by use of the Metropolitan Achievement Test. All the subjects taking the test made a score which was equivalent

to second grade. Twenty-two of the subjects made a score which was equivalent to 2.5 or more.

The following conclusions were reached:

1. Children who are capable of learning to read because of chronological age and mental age may not succeed in learning to read because of the lack of social-emotional readiness.

2. In this study the subjects with a younger chronological age scored higher on an Intelligence Test than subjects with an older chronological age.

3. The health of these subjects was good. The gain in weight and height was what is expected of the average child of this age.

4. The homes from which these subjects came seem to be about what would be expected in an average group.

5. Children seem to choose those subjects who are well-adjusted both socially and emotionally as leaders of their group.

BIBLIOGRAPHY

- Adams, Fay. Educating America's Children. New York: The Ronald Press Company, 1946. 490 pp.
- Adams, Fay. Gray, Lillian. Reese, Dora. Teaching Children To Read. New York: The Ronald Press Company, 1949. 525 pp.
- A Good Start In School. State of Indiana Department of Public Instruction, Bulletin No. 158. Indianapolis, Indiana: State Department of Public Instruction, 1949. 171-182 pp.
- Betts, Emmett. Foundations of Reading Instruction. Chicago: American Book Company, 1946. 757 pp.
- Bond, Guy and Bond, Eva. Teaching The Child To Read. New York: The MacMillan Company, 1948. 356 pp.
- Boney, C. DeWitt. "Shall Beginning Reading Be Delayed?" Journal of Association for Childhood Education. Vol. 26:156-161. December 1949.
- The Courier-Journal. December 15, 1951.
- Durrell, Donald D. "Individual Differences and Their Implications With Respect to Instruction in Reading." The Thirty-Sixth Yearbook of the National Society for Education. Part I. (Chicago: The National Society for the Study of Education, 1937). pp. 325-356. 442 pp.
- Gans, Roma. "How Do We Know When Children Are Ready to Read?" Journal of Association for Childhood Education. Vol. 26:152-155. December 1949.
- Gates, Arthur I. "The Necessary Mental Age for Beginning Reading". Elementary School Journal. Vol. 37:497-508. March 1937.
- Gesell, Arnold and Ilg, Grances. The Child From Five To Ten. New York: Harper & Brothers, 1947. 475 pp.
- Handbook for Junior Primary Teachers. Revised Edition. Division of Instruction. Richmond Public Schools, 1949. pp. 144.
- Hildreth, Gertrude. Learning The Three R's. Nashville: Educational Publishers, Inc., 1936. 824 pp.

- Jenkins, Gladys, et al. These Are Your Children. Chicago: Scott, Foresman, 1948. 192 pp.
- Letter from Miss Arline Young, Covington, Kentucky to Mrs. Suda Butler, January 2, 1952.
- McKee, Paul. The Teaching of Reading. New York: Houghton Mifflin Company, 1948. 622 pp.
- Morphett, M. V. and Washburne, C. "When Should Children Begin To Read?" Elementary School Journal. Vol. 31: 496-503. No. 7. March 1931.
- The Primary Manual. Curriculum Bulletin 95. The Cincinnati Public Schools, Cincinnati, Ohio. 1951. 577 pp.
- Russell, David H. "Reading and Child Development". The Forty-Eighth Yearbook of the National Society for Education. 1949. pp. 11-32. 343 pp.
- Whitty, Paul. Reading in Modern Education. Boston: D. C. Heath and Company, 1949. 307 pp.
- Wilshinger, D. M. "Summary of Reading Readiness Research." Educational Administration and Supervision. XXXIV. October 1948. 372-376.