CHRONOLOGICAL AGE VERSUS FLEXIBLE PLANS AS BASES FOR ADMISSION TO THE FIRST GRADE

BY

JANE G. GAUSTAD

Submitted in partial fulfillment of the requirements
for the Master of Education degree
Montana State College
August 1960

LIBRARY
P378
G238
cop.2

TABLE OF CONTENTS

Chapter		Page
I.	INTRODUCTION	1
	Statement of the Problem	2
	Procedure	2
	Limitations	3
II.	REVIEW OF LITERATURE	4
	The Parents' Role in Readiness for School	5
	Developing the School Readiness Program	8
	Training for Readiness in School	10
	Determining the Child's School Readiness	13
III.	APPLICATION OF THE CRITERIA IN FLEXIBLE ADMISSION PLANS	16
IV.	SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS	22
	Summary	22
	Conclusions	24
	Recommendations	24
	BIBLIOGRAPHY	26

CHAPTER I

INTRODUCTION

Frequently reading problems have been caused by pressure put on children to learn to read before they have the physical and mental equipment for a meaningful and successful start.[1]

It has been the writer's experience that it is not easy to convince parents that they will be inviting failure if their child starts to school at an early age, even though regulations may permit him to do so. It has been difficult to explain to a mother that her six-year-old is not ready for school when her neighbor's five-year-old reads and is able to do first grade work. Similar situations have helped perpetuate the policy of a fixed chronological age for school entrance.

The first grade is the period when most children receive initial instruction in reading. The ability to read does not develop suddenly, and so it has been imperative that children have the background and preparation needed to meet with success the subject matter presented to them.[2]

This preparation should be based upon a number of factors associated with readiness and be an expansion of abilities acquired prior to school entrance rather than a sudden introduction to school.[3]

---

[1] Gellos, H. H., "At What Age Is a Child Ready for School?" School Executive 78:29-31, August, 1959.

[2] Russell, D. H., Children Learn to Read, Ginn and Co., 1949, p. 67.

[3] Ibid., p. 67.

School districts throughout the country have specified age requirements for a child's entrance into the first grade. Not all children are ready for school at the same age. Generally educators feel that an older child is usually more ready to accept and benefit by school experience than a younger one. Though children age chronologically at a uniform rate, they do not grow at a uniform rate.[1]

Statement of the Problem

Many children entering school are not ready to profit from school experience. This study has been made to find trends which might indicate a solution to the problem of setting a child's chronological age as the only basis for a child to enter school. Age may be one indication of readiness, but this study was initiated to find additional means of determining when children are ready to begin school and learn to read.

Procedure

A review of the current literature at Montana State College and the Butte, Montana, Public libraries was made to provide background material and to indicate the trends in the field of school readiness for children. Interviews were held with experienced first grade teachers in order to obtain first-hand information about readiness

---

[1] Lazar, May, "Individualized Reading," Education 78:281, January, 1958.

from those active in the field of education. These findings were examined and their relative strengths and weakness were analyzed in order to find criteria which might be used in determining a child's readiness for school. Several flexible plans which have been tested were compared against the criteria.

Limitations

The interviews were limited to teachers in the Butte, Montana area. The literature reviewed was confined to the libraries at Butte and at Montana State College.

Children learn to crawl, stand, walk and talk at different ages. By the same token they also learn to read at different ages. There are many individual differences among children in readiness for reading and in the rates at which children progress.[1] The following chapter discusses some of the means by which readiness has been developed.

---

[1] Ibid., p. 281.

CHAPTER II

REVIEW OF LITERATURE

Reading readiness has been defined as the preparation of the child in his early life to read the printed page presented to him the first year of school.[1]

This beginning school period has been considered to be one of the most important for the whole child and probably the most important for his reading abilities. Russell maintained that in general development during the readiness period the child has been in a transition period from large-muscle skills to finer co-ordinations, from home security to competition with his peers, from considerable language facility without background experiences to a more deeply rooted experience, and from individualistic to group interests.[2] The well-planned readiness program has helped meet the specific needs of children at whatever level of learning they may be.[3]

The importance of readiness has been supported in the statement by Frank:

> The great significance of a good beginning for the human child becomes clear when we realize that the infant must be transformed into a personality capable of living

---

[1] Ryan, C. M., "Reading Readiness," American Childhood 43:10, June, 1953.

[2] Russell, D. H. Children Learn to Read. Ginn and Co., 1949, p. 60.

[3] Ibid., p. 61.

in our cultural world and participating in our social order.[1]

The Parents' Role in Readiness for School

Parents all over the country have developed an interest in the schools and particularly in the teaching of reading. Most parents have been willing and eager to cooperate with the school in its effort to develop desirable reading habits and tastes.[2]

Growth in reading has been called a continuous process that begins long before the child enters school and extends throughout his life.

Parents have and should prepare their youngsters for the change in environment well in advance of his going to school. There are mutual responsibilities that the home and school have assumed as a child has progressed from one level to the next.[4]

The reading readiness program has been essential, for through it each and every child has had the opportunity to come to the point where he was prepared to step into reading instead of having reading thrust upon him.[5] Parents have found that children set their own rate of growth into reading, and the modern methods of instruction have been

---

[1] Frank, L. K., "A Good Beginning Has No End," Childhood Education 36:2-3, September, 1959.

[2] Artley, A. S., Your Child Learns to Read, Scott Foresman Co., 1953, p. vii.

[3] Ibid., p. vii.

[4] Ibid., p. vii.

[5] Goller, Gertrude, "Next Stop: School," Parents, August, 1959, p. 83.

designed to help the child grow to his fullest capacity as a beginning reader.[1]

Gelles held that parents help their children in the step toward school by providing the companionship of children of their own age.[2] Readiness growth has been developed when the child has been given the opportunity to play with several children, rather than just one, for the other children have taught him a little of the sharing so needed within the group.[3]

Children have developed their curiosity as new experiences were provided, and it has been a part of a child's world to explore, to investigate, to ask innumerable questions.[4] Many parents have had to study in order to answer the youngsters who have inquired about some wonderful thing which he saw.[5]

Children have learned their way to school when the parent has taken time to go over the route the child has to follow, and parents have shown the child the way to the bus and how to board it and proceed to school.[6]

Some parents have expected the school to make over the child's personality—the parent who has examined his child for weaknesses as well as his strong points has realized that six years of home training

---

[1] Ibid., p. 83.

[2] Ibid., p. 83.

[3] Ibid., p. 83.

[4] Ibid., p. 84.

[5] Ibid., p. 84.

[6] Artley, op. cit., p. 52.

can not be overcome in the beginning weeks of school.[1]

Mead has held that parents should take time to read aloud to young children, thus providing an excellent opportunity to add to children's experiences as well as developing his listening ability.[2] She also stated that when a child listens, he increases his span of attention, but cautioned that with listening visual attention should be developed because observation is a basic need in the process of learning to read.[3]

Parents have noticed marked changes in children as school gets under way--the child has shown increased independence and ability to care for himself.[4] As this has occurred, some parents have developed a sense of irritation against the child and also against the teacher, because the child seemed to be leading a life that the parents did not share, and the teacher seemed to prove too influential in the child's new experiences.[5]

This role has been summarized by Goller in the idea that the parents who laid a good foundation in their children, a foundation of self-confidence and experiences, had children ready to meet the new

---

[1]Greenspan, Elaine, "Will Your Child Succeed at School?" Family Circle, September, 1954, p. 85.

[2]Mead, M. E., "In the Beginning," American Childhood 43:22, June, 1958.

[3]Ibid., p. 22.

[4]Klein, D. C., "He's Ready for School--Are You?" National Parent Teacher 54:9, April, 1960.

[5]Ibid., p. 9.

step—school.[1]

Developing the School Readiness Program

The techniques of developing a reading readiness program have been treated by many authorities in the literature in the field.

Readiness at any level has been influenced by previous achievements, general maturity, and orientation to the particular reading task at hand. In any grade, the teacher's concern has been with the background of related experiences possessed by the children, their interest in the materials, and the clarity of their purposes in reading it.[2] The steps a teacher may take to develop readiness at any level have not been essentially different from the readiness program of the first grade.[3] Regardless of the age and grade of the child, the child has needed help to become ready for each successive step in building readiness skills.[4]

In the years before school, the child usually has developed his basic orientation to life and learned the fundamental lessons of living in the society and culture. The best preparation for school has been to provide the preschooler with all the opportunities he has needed to

---

[1]Heller, op. cit., p. 86.

[2]Russell, op. cit., p. 139.

[3]Crosby, Muriel, "Getting Underway in Reading," Elementary English 36:474, November, 1959.

[4]Ibid., p. 474.

live and learn—to experience widely and intensely what is relevant and appropriate to that stage.[1]

Gilpatrick held that the child who cried the first day of school or who had clung to his mother during the first week forecast that he was immature emotionally and apt to be one of the children in need of much preparation before he would be ready to read.[2]

Very early physical defects had to be looked for and, if evident, steps taken to correct them—as Gilpatrick stated, the child who rubbed his eyes or squinted a lot was the child with a possible vision defect.[3] Hearing defects have proven difficult to determine at first, but this difficulty has kept children from developing the auditory discrimination needed in reading.[4]

The following list to be used to assist in determining children's physical readiness has been developed by Russell:

> Vision: Does the child rub his eyes frequently, squint, hold materials in an unusual position, or complain of frequent headaches?
>
> Are the results of such tests as the Snellen Chart and Keystone Telebinocular, or an oculist's examination favorable?
>
> Hearing: Does the child follow directions without repetition of them, respond easily to hearing games, and use accurate speech sounds, especially when corrected?

---

[1]Frank, op. cit., p. 2.

[2]Gilpatrick, Hazel, "Getting a Child to Read," Elementary English 36:308, May, 1959.

[3]Ibid., p. 309.

[4]Ibid., p. 309.

Health: Does the child show undue fatigue, susceptibility to illness, irritability, and inability to concentrate?
Does the physical examination by the school or the family physician reveal good health?

Motor coordination: Does the child handle his wraps easily? In his use of tools, in bouncing a ball, and in other games do his eyes and hands work together well?

The authorities in the field of reading readiness seemed in agreement that the physical qualities needed by a child as the result of a reading readiness program were vision and hearing free from distracting imperfections, stamina sufficient to withstand the irritations of the school day, and enough motor coordination to be able to share in the routine activities of school children. In addition to these physical attributes, the child should have a relatively stable level of emotional growth appropriate to his age, and have been oriented to the changes that come in the school experience.

Training for Readiness in School

The review of the literature revealed that there is a need for training the child for readiness on the part of the teacher as well as the parent.

The teacher does not wait for readiness to be achieved, according to McKee, who said that the teacher should provide experiences and activities which contribute to the growth of reading readiness.[2]

---

[1] Russell, op. cit., p. 126.

[2] McKee, Paul, The Teaching of Reading in the Elementary School, Houghton Mifflin Co., 1948, p. 145.

The teacher might well begin with training in visual discrimination which McKee has defined as the distinguishing between different objects by their forms.[1] Exercises have been designed to develop this skill. The teacher has centered the child's attention upon distinguishing between large forms, then small ones, and finally the forms of printed words, parts of words, and then single letters.[2]

Training in the left-to-right movement has been considered an important activity that has to be developed by young children. Some authorities have held that the child must be systematically taught to look at the words or pictures from the left progressing to the right, and if the left-to-right visual progression were emphasized in the first grade and maintained, many potential reading problems would be forestalled.[3]

Before they entered school, most children have been trained to distinguish certain sounds. This training, known as auditory discrimination should help the pupil discover that words are made up of sounds, that the same sounds occur in different words, and that a given word may sound almost, but not exactly, the same as another.[4]

Until recent years the instructional program in listening amounted to little more than admonishing children to listen, and

---

[1] Ibid., p. 147.

[2] Ibid., p. 147.

[3] McCreary, E. V., "Insist On Left to Right Progression," Instructor 69:63, March, 1960.

[4] Lewis, M. S., "Teaching Children to Listen," Education 80:455, April, 1960.

listening was identified with sitting quietly with folded hands, good posture, and attentive eyes.[1] Children have developed listening ability when they listened to rhymes and jingles in which there were like sounds in word endings. The teacher then asked the children to identify rhyming words or sounds they have heard in the rhymes and jingles. Children have also listened to a group of words and picked out the one word which contains a different sound. Hearing acuity is needed in learning to read and ear training has helped to develop this acuity.[2]

Reading authorities have felt that it is important in the development of readiness that children develop thinking as they begin to read.[3] They should be able to select major points, to note the sequence of events, to evaluate the material, and then develop ideas of their own.[4]

In writing of the desire to read and its place in the readiness program McKee has stated:

> No one doubts that a strong desire to learn to read facilitates the child's task in doing that learning. Such a desire stimulates him to give the concentrated attention required for success in early reading experiences. Consequently, helping the pupil to build this desire constitutes one of the instructional jobs of the teacher during the readiness period.[5]

---

[1] Ibid., p. 455.

[2] Ibid., p. 455.

[3] Dawson, M. A., "Children Learn As They Read," Elementary English 36:476, November, 1959.

[4] Ibid., p. 476.

[5] McKee, op. cit., p. 161.

Teachers have become increasingly aware of the specific need of training in skills, abilities, and attitudes in the readiness program before inducting the child into the interpretation of the symbols on the printed page.[1]

Training for readiness has included those activities which lead the child to distinguish forms and sounds, to develop facility in the left-to-right movement needed in reading, and to develop the desire to read and the ability to think on the material as it is heard.

Determining the Child's School Readiness

Through music, poetry, oral expression, dramatization, art, and supervised play, readiness has been developed.[2]

How can the teacher know when a child is prepared to read? Grau maintained that observations of children during the beginning weeks of school reveal the capabilities of the children, and that the administration of reading readiness and mental maturity tests has provided concrete data as to children's progress and abilities.[3] Teachers have used the results of the tests and their own appraisals as data for judging the child's readiness for reading.[4]

---

[1]Betts, E. A., Foundations of Reading Instruction, American Book Co., 1946, p. 272.

[2]Ryan, G. M., "Reading Readiness," American Childhood 43:10, June, 1958.

[3]Grau, M. L., "An Approach to Beginning Reading," Education 78:274, January, 1958.

[4]Betts, op. cit., p. 252.

One of the chief objectives of the readiness test has been to predict later success in reading. The similarity of test items with material in books to be used has provided information of value in helping the child. The tests contained checks on such items as familiarity with words and phrases, seeing likenesses and differences, the ability to interpret pictures and drawings, the ability to follow directions and how well the child interprets a story.[1]

Reading readiness has been determined through appraisals achieved by use of standardized tests as well as the teacher's informal tests and observations.[2]

The concensus of the writers in the field was given by Grau who listed the following characteristics of the able learner who is ready to read:

1. He has a keen curiosity and is not satisfied with mere repetition.
2. He shows self-direction and independence in working out problems.
3. He is eager to go beyond the particular lesson activity and desires further exploration of the problem.
4. He generalizes from specific examples to a principle and thinks abstractly.
5. He has original ideas and is creative.
6. He uses vocabulary appropriately.
7. He expresses ideas clearly in oral language.

---

[1]Russell, op. cit., p. 123.

[2]Tinker, M. A., Teaching Elementary Reading, Appleton-Century-Crofts, Inc., 1952, p. 56.

8. He uses a variety of sentences.
9. He can express ideas in sequence.
10. He is interested in books and asks to learn to read.
11. He has a variety of interests in his environment.
12. He persists at a worthwhile activity for longer periods of time.[1]

Some of the foregoing characteristics of the child ready to read can be determined through testing, but the observations and informal tests of the teacher are still needed to determine a child's readiness to read. In Chapter III the flexible plan of admission to school will be discussed as well as their uses based on criteria for the flexible plan of admission.

---

[1] Grau, op. cit., p. 274.

CHAPTER III

APPLICATION OF THE CRITERIA IN FLEXIBLE ADMISSION PLANS

In order to provide a means of school admission based upon other factors other than age, several school districts have tried a flexible plan based upon one or more of the following criteria:

1. Age
2. Variety of Experiences
3. Intellectual maturity
4. Emotional maturity
5. Physical maturity

Five school districts, which had used a form of flexible admission plan, were reviewed and compared against the criteria.

That age is not the only measurement of a child's readiness for school, has been evidenced in the statement by Starr:

> There is no single measure by which to determine the right answer in reference to a particular child. It is not age alone, nor physical size, not health nor nursery school experience, neither is it social or emotional maturity, but rather a balance of all working together.[1]

Science has not yet developed the perfect technique for evaluating readiness, but research has shown that test results and observations of the child can be used to predict school readiness.[2]

---

[1] Gelles, H. H., "At What Age is a Child Ready for School?" (citing Anna Starr, Rutger's University), School Executive 78:31, August, 1959.

[2] Ibid., p. 31.

The age at which children may enter school has been set by law in each state. Inflexible age requirements have caused dissatisfaction among parents, and as a result some school districts have sought other means than age as a basis for school admittance.[1] The set chronological age for entrance has barred some children from school while insisting that others be in the classroom simply because, according to the calendar, they are old enough to be in school.[2]

Educators have found that it can be as unfair to a child to keep him out of school when he is ready, as it is to send him early.[3] In one New Jersey school district, the board have referred applicants for early entrance to the Psychological Clinic at Rutger's University for tests. If test results indicated a child was ready, he was accepted for admittance to school.[4]

In this school district, school admission was being based upon age and intellectual maturity, two of the criteria.

Based on the results of psychological testing, physical examinations, and observation, some children have been admitted to school in Brookline, Massachusetts, before the chronological age set by law.[5]

In Brookline, the legal admittance age was five years and nine months. After the testing program, some children six months younger

---

[1]Rowland, T. D., "Off to School at What Age?" Elementary School Journal 60:18, October, 1959.

[2]Ibid., p. 47.

[3]"Too Young for School," Life 35:89-90, September, 1953.

[4]Ibid., p. 90.

[5]Cone, H. R., "Brookline Admits Them Early," Nations Schools 55:46, March, 1955.

were admitted to school. However, all early admissions were conditional, and parents were obligated to withdraw the under-age child should his performance in school prove unsatisfactory.[1]

In its admission program, Brookline used all five points of the criteria in determining readiness of children for school.

Many parents have believed that a very bright child will do well in school even though he is younger than the other children in the class.[2]

It was found in a study in Montclair, New Jersey, that in many cases early entry to school resulted in dissatisfaction with school and also early entrance had an adverse affect on the child's adult life.[3] In Montclair, the admission program was based upon age, as well as emotional and physical maturity.

Another study for school readiness, reported in Montana Education, has been carried on at Charlo, Montana.[4] Two weeks before school began in September the Monroe Reading Aptitude Test was administered. Based upon the test results, recommendations were made to the parents regarding admittance of their children to school. The teacher also used the results for a basis of grouping the children within the classroom.[5]

---

[1] Ibid., p. 47.

[2] Forester, J. J., "At What Age Should a Child Start School?" School Executive 74:81, March, 1955.

[3] Ibid., p. 81.

[4] Davis, C. E. and Esther McCurdy, "Testing for Readiness," Montana Education 35:10, March, 1959.

[5] Ibid., p. 10.

At the end of the first week of school the California Pre-Test of Vision, Hearing, and Motor-coordination was administered, and a week following the Lee Clark Reading Readiness Test was given. At the conclusion of the first month of school the Kuhlman-Finch Intelligence I was given. As the groups of children completed the material in the readiness program, the Harrison-Stroud Readiness Test was administered.[1]

The program has been in the trial stage. However, the principal felt that the school had taken a step in the right direction to help the children of the Charlo community. It was planned to use the results of the testing program as a basis for admitting into the first grade only those children who were ready. It was hoped that this program would reduce retention of children in the first grade and also help the pupils have happier school experiences.[2]

This program had used the criteria of age and intellectual maturity as well as emotional maturity as its basis for judgment of school readiness. Some testing of physical maturity was made through the California Pre-Test, but no actual physical examination had yet been included in the program.

Another school readiness project has been carried on in Detroit, Michigan, at the Merrill-Palmer School, a private institution devoted to research, teaching, and community service.[3] Hundreds of children have been tested over the past few years in Detroit, and the findings

---

[1] Ibid., p. 19.

[2] Ibid., p. 19.

[3] Gordin, Jess, "Is a 5-year Old Ready for School?" Parade, (Supplement of Sunday Oregonian), September 20, 1959.

indicated that a child's age is not an infallible indicator of his capabilities in the schoolroom. In the study in Detroit, a battery of tests was used to predict the children's readiness to attend and benefit from school.[1]

Age and intellectual maturity were criteria used in determining if a child was ready to begin school experiences.

King reported on a group study in the elementary schools of Oak Ridge, Tennessee.[2] Standardized achievement tests and intelligence tests were given to each child chosen for the study. At the conclusion of the study, the educators of Oak Ridge felt that the study indicated that a few months in age can make considerable difference in a child's ability to adapt to school. In addition, it was found that the younger children had a lower daily attendance record, and that the older children in the group were more apt to achieve and reach beyond the standards set up for grade one.[3]

The flexible admission programs have required a person, delegated with the authority, to study the test results, and decide which children were admitted to school. School districts throughout the country have conducted successful flexible admission programs for first grade entrance. These districts have been paving the way for a new education program concerning the admission of children to their first

---

[1] Ibid., p. 3.

[2] King, I. B., "Effect of Age of Entrance Into Grade I Upon Achievement in Elementary School," Elementary School Journal 55:331, February, 1955.

[3] Ibid., p. 335.

year of school.[1]

In Chapter IV, the study is summarized and conclusions drawn based upon the research, and some recommendations for future consideration are presented.

---

[1]Rowland, op. cit., p. 23.

CHAPTER IV

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Requirements for a child's entrance into the first grade are set by school law. Chronological age has generally been the basis for admission to school. It has been the purpose of this study to find trends which might indicate an alternative to the setting of chronological age as the only basis for a child to enter school. Age has been considered one indicator of readiness for school—however, the writer has sought to find additional means of determining when children are ready for school.

Educators have considered readiness a basic need for success in reading, and they have felt that a period of preparation and maturing should precede the introduction of the printed page to the beginning reader.[1] Today's educators have realized that youngsters must grow into reading, and that some of the children learn more quickly than others.

Research has shown that growth in reading ability depends on many factors in addition to the child's age. Administrators and teachers have conducted studies to determine when a child becomes ready for the task of learning to read and to benefit from school experiences.[2]

The pre-reading experiences a child has had before he starts

---

[1] Artley, S. A., Your Child Needs to Read, Scott Foresman and Co., Chicago, 1953, p. 10.

[2] Durrell, D. D., Improving Reading Instruction, World Book Co., New York, 1956, p. 8.

to school are of major importance—hearing stories read and told, trips, discussion of things seen with his parents, and the asking of innumerable questions of the pre-schooler. Some children have not had many experiences, and as a result, the school has to provide them before reading begins.

Before a child started to read, he had to be ready to learn. Children have not walked or talked at a specified age, so not every child can be expected to be ready for reading at a specific chronological age. Children have reached the readiness stage at different chronological ages.

The child was ready to begin to read when he reached a stage of intellectual maturity and had acquired an adequate background of experiences and attitudes.

The readiness program has not been limited to beginning reading. The factors which have influenced reading readiness in the first grade program have been a part of the teaching at other levels also.

As learning to read did not begin at a specified age, neither does a person reach a finite stopping point in reading development. Reading has developed from the readiness program in a gradual process and will continue to develop throughout the child's school career.

Based on the opinions of the authorities, the following criteria were set up for flexible school admission plans:

1. Age
2. Variety of experiences
3. Intellectual maturity
4. Emotional maturity

5. Physical maturity

These criteria were used in discussing the flexible plans of five school districts which have been using flexible plans for school admittance.

Conclusions

Although chronological age has an important bearing upon the child's readiness for school, it is a conclusion of the writer that there are other factors which have to be considered in deciding when readiness has been attained. The well-planned school readiness program would be one which provided the teacher with the opportunity to determine the childrens' mental development, verbal facility, physical health, personal and social adjustment, interest patterns, and information based upon experiences of the children.

In spite of the objectivity of tests, the writer feels that the teacher has to use her judgment, based upon personal observation and test results, to assist in determining the childrens' readiness to read. After this evaluation of the children, the teacher can plan the reading program to overcome any deficiencies discovered in the readiness program.

Recommendations

In order to base school entrance upon factors other than chronological age alone, some school districts have introduced flexible

admission plans. These plans have been based upon a testing program under the supervision of trained personnel. The writer feels that school administrators should make further studies of the flexible admission plans and introduce modified forms of the plans in their districts.

Many school districts would be unable to finance a testing program due to the limitation of funds. However, some solution to the school entrance program, a solution based on factors other than chronological age--the only general requirement for school entrance--needs to be given further study and trial.

BIBLIOGRAPHY

BIBLIOGRAPHY

Artley, Sterl A., Your Child Learns to Read, Scott Foresman Co., Chicago, 1953, 273 pp.

Betts, Emmett A., Foundations of Reading Instruction, American Book Co., New York, 1946, 757 pp.

Cone, Herbert R., "Brookline Admits Them Early," National Schools 55:46-47, March, 1955.

Crosby, Muriel, "Getting Underway in Reading," Elementary English 36:474, November, 1959.

Davis, Clarence E. and McCurdy, Esther, "Testing for Readiness," Montana Education 35:10, 19, March, 1959.

Dawson, Mildred A., "Children Learn as They Read," Elementary English 36:474-477, November, 1959.

Durrell, Donald D., Improving Reading Instruction, World Book Co., New York, 1956, p. 8.

Forester, John J., "At What Age Should a Child Start School?" School Executive 74:80-81, March, 1955.

Frank, Lawrence K., "A Good Beginning Has No End," Childhood Education 36:2-3, September, 1959.

Gelles, Herbert M., "At What Age is a Child Ready for School?" School Executive 78:29-31, August, 1959.

Gilpatrick, Naomi, "Getting a Child to Read," Elementary English 36:308-311, May, 1959.

Goller, Gertrude, "Next Step: School," Parents, pp. 36, 83-86, August, 1959.

Gorkin, Jess, "Is a 5-Year Old Ready for School?" Parade, (Supplement of Sunday Oregonian), September 20, 1959.

Grau, Mary L., "An Approach to Beginning Reading," Education 78:273-280, January, 1958.

Greenspan, Elaine, "Will Your Child Succeed at School?" Family Circle p. 85, September, 1954.

King, Inez B., "Effect of Age of Entrance into Grade I Upon Achievement in Elementary School," Elementary School Journal 55:331, February, 1955.

Klein, Donald C., "He's Ready for School—Are You?" National Parent Teacher 54:7-10, April, 1960.

Lazar, May, "Individualized Reading," Education 78:261, January, 1958.

Lewis, Maurice S., "Teaching Children to Listen," Education 80:455-457, April, 1960.

McCreary, Ruth V., "Insist on Left to Right Progression," Instructor 69:83, March, 1960.

McKee, Paul, The Teaching of Reading in the Elementary School, Houghton Mifflin Co., 1948, 622 pp.

Mead, Marion E., "In the Beginning," American Childhood 43:22, June, 1958.

Rowland, Thomas D. and Nelson, Calvin C., "Off to School at What Age?" Elementary School Journal 60:18, October, 1959.

Russell, David H., Children Learn to Read, Ginn and Co., New York, 1949, 403 pp.

Ryan, Geraldine M., "Reading Readiness," American Childhood 43:10, June, 1958.

Tinker, Miles A., Teaching Elementary Reading, Appleton-Century-Crofts, Inc., New York, 1952, 351 pp.

"Too Young For School," Life 35:89-90, September, 1953.