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Development of a Study Skills Handbook for the Elementary Grades at Waterloo Central School

Michael S. Pavlovich

The College at Brockport

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DEVELOPMENT OF A STUDY SKILLS HANDBOOK FOR THE ELEMENTARY
GRADES AT WATERLOO CENTRAL SCHOOL

MICHAEL S. PAVLOVICH

Submitted in Partial Fulfillment of the
Requirements leading to the Degree of Master of Science

State University of New York
College at Brockport

June, 1967

APPROVED:  
Dr. Andrew D. Virgilio

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ACKNOWLEDGMENTS

I am deeply indebted to my advisor, Dr. Andrew D. Virgilio, principal of the Campus School at the State University College at Brockport, for his criticisms, suggestions and guidance in the development of this study, I wish to thank the faculty committee at Waterloo that assisted me in collecting and compiling the data for this handbook. Most of all I am grateful to my wife, Sheila, for her assistance, patience, and encouragement.
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CHAPTER I

GENERAL INTRODUCTION

According to Webster, study is the "application of the mind to books, arts, or any subject for acquiring knowledge." With this definition in mind, study skills would be the tools a person uses to acquire knowledge. These study skills are essential to every student for academic achievement. The mastery of these skills is required, both during and after a person's formal education. The concern for adequate instruction in study skills is evident in every teacher's planning and many schools have stressed the need for coordinated instruction in the study skills through workshops and skills handbooks.

Teaching of study skills is not new but there has been a lack of communication between teachers as to what skills have been taught and even as to what skills have been, or should have been stressed at the various levels. In their Study Skills Pamphlets, the Greenwich Public Schools of Greenwich, Connecticut state that "...the study skills are assumed to be taught, and consequently some are forgotten."

Therefore, while it can be assumed that students are getting instruction in study skills, the haphazardness of the instruction is evident by the number of high school and college special courses needed to instruct students in proper study habits and skills. According to Ralph C. Preston, "...it is never too late to form good study habits and skills."² The formation of these skills should not be left to the high schools and colleges. The emphasis should not be on removing students' handicaps at higher levels but, should be on seeking to prevent these handicaps at the elementary level.

Waterloo Central School is not unique in turning its attention to the development of a study skills guide. A study skills guide would, hopefully, give direction to a continuous program for the development of study skills. Such a guide would identify the major study skills, indicate the degree to which the skills can be developed at the various grade levels, and offer suggested methods for achieving proficiency at the various grade levels.

Therefore, the teachers would have at their disposal an instrument to guide them in developing study skills in conjunction with the total school while providing a uniform guide for development through the grades.

DEFINITION OF PROBLEM

Within the framework of the elementary grades, at Waterloo Central School, study skills have been taught as part of the regular schedule through the use of textbooks and students' workbooks, as well as with exercises and practice devised by the individual teachers.

Many of the teachers have excellent methods and techniques to further skills. There exists, however, a lack of communication between teachers of different grade levels which has resulted in repetitive teaching of some skills and lack of proper practice in others.

Such communication could be improved through a guide indicating the level at which a skill was introduced and to what degree the skill has been cultivated. With a guide of this type teachers at the various levels, 1-6, would have a knowledge of where skills were introduced and would be able to plan activities to review and strengthen each skill, as well as introduce any skill appropriate to that grade level. Therefore, the writer intends to develop such a guide for use in the Waterloo District.
DESCRIPTION OF PROCEDURE

In order to develop a study skills guide that would adhere to, and support, the present program in effect at Waterloo, the writer felt the entire elementary faculty should be surveyed to determine where the emphasis for each skill is placed. This survey will point out the grade levels at which the skill is introduced and the degree to which the skill is utilized at the different grade levels.

As a follow-up to the first survey, a second would be administered to determine what methods are used at each grade level to introduce and strengthen the skills. In addition to these surveys, attention will be paid to materials developed by other schools. These materials will be invaluable from the standpoint of format for a working guide. Textbooks, teachers' manuals, and professional materials will also be consulted for information relative to the topic.

With this information a guide of two parts will be developed. The first section will define each skill and explain its relation to the elementary program. The second section will be a list of methods used to develop the skills at the various grade levels. These methods will be listed in general terms so that they may apply to various grade levels depending upon the nature of the class and
type of training they have received. The methods in this section will be a basis for classroom achievement in these skills.
DEFINITION OF SPECIAL TERMS

The terms to be used in this study are for the most part familiar to teachers, but a review of some of them will be useful for clarification of the purpose of this study.

TERMS:

**Study Skills**- Study skills are those skills a person utilizes in acquiring and sharing knowledge.

**Securing Information**- The process of locating and gathering specific information.

For the purposes of this guide the study skills and their components are:

Skills in securing information

- Reading for information
- Locating information in a library
- Utilizing the dictionary as a general source
- Gathering information from graphic materials
- Memorizing
- Listening

Skills in recording and organizing information

- Notetaking
- Outlining
- Sequence listing

Skills in sharing information

- Class discussion

Skills in group work

Within these skills and their components are an infinite variety of skills and variations of these skills. Therefore, this list should be viewed as a basic list of the major skills which are necessary for acquiring knowledge.
LIMITATIONS

A guide of this type is subject to many dissections and suggestions as to excessive complexity or simplicity.

This guide is intended to be a basis for an improvement of the treatment of study skills in the elementary grades. Without doubt, many will find their teaching to be in accord with the suggestions in the guide.

It is the methods and grade level emphasis for each of the skills which will enable the individual teachers to use the guide to provide a coordinated program of continuing education in study skills.

The writer trusts this guide will be used in the manner intended during its formation. This guide is not intended to be a complete source of information for the development of study skills but rather as an outline and starting point for the individual teacher, of the Waterloo district, to be aware of and develop the necessary study skills. Each teacher should feel free to add to or alter these skills and methods as they work with the guide.
CHAPTER II

REVIEW OF CURRENT LITERATURE

The development of study skills is an essential requirement for the development of students who are able to successfully utilize their talents as students.

According to Preston, there are four requirements for children to develop good study habits. These requirements are:

1. Interest in learning
2. Self-discipline in study
3. Skill in gathering and assimilating information
4. A good memory for mastering material studied. ¹

While these are not the skills for the acquisition of information from libraries or other materials, these requirements are essential for developing interest in learning.

A student can be forced into adopting methods of study such as proper surroundings, and use of proper materials, but his motivation will not be as great as the person who has developed an interest in learning and a self-discipline in studying.

The development of these traits does not begin at any set age, such as kindergarten age, but rather it begins earlier during the pre-school period. The child is naturally curious and parents may take advantage of this natural curiosity to develop the child's interest in learning.

In order to develop the child's interest in learning, his world must be expanded. The expansion of this world is contingent upon acquainting the child with as many experiences as possible. These experiences may take the form of excursions or trips which expose the child to elements other than those existing in his own environment.

In addition to this type of learning, children should have experiences with books. Books are essential to a student and if familiarity with these instruments of learning exists, the atmosphere of interest will be fostered.

Along with these experiences, a child's questions should be answered with simplicity, giving the child a sense of satisfaction.

These requirements for developing good study habits are developed by the teacher at home, the parent.
The fostering of this desire for learning "... lies in the ability of parents and teachers to throw open doors to fresh ideas and broader perspectives, to sustain and build on the natural curiosity of the very young, and to arouse in children the desire for deeper inquiry."2

If the child has the interest in learning when he begins his formal schooling he can then be expected to move toward the formal skills of study with the guidance of the classroom teacher and other professional persons such as the librarian.

However, the teacher and the librarian must be able to identify the skills which a student must possess in order to gather and assimilate information. The skills children are observed to employ in their attempts to gather information are the guides to the development of study habits.3

As these skills are observed it becomes evident that they soon begin to fall into various categories. Kranyik and Shankman have developed a framework for study skills development. Within this framework they believe every student must learn to locate, evaluate, select, organise, communicate and retain information.4

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2Ibid., p.4.
3Carol Whiston, and others. "The Oak Park Study Skills Charts", The Instructor, LXXVI (April, 1967), p.64.
While the framework developed by Kranyik and Shankman covers the area of study skills very effectively, others have chosen to create frameworks from the standpoint of active processes. The developers of the Oak Park Study Skills Charts, for example, have developed their charts along the lines of listening, speaking, writing, reading, library skills, and maps and globes.5

In the Kranyik and the Oak Park skills programs, as well as the study made by Preston, the emphasis is on the development of a comprehensive program for the teaching of study skills. There is a contrast to this type of program in writings by various people that concentrate on one aspect of learning for the development of study skills.

One of the most outstanding of these is the SQ3R method developed by Francis P. Robinson. 6 This method of reading and studying (survey, question, read, recite, review) can be applied to various subjects and is a method to increase a student's ability to retain studied material. In his book, Effective Study, Robinson stresses the approach to the improvement of study skills. In his opinion the student must be self-motivated to seek improvement of study skills. In his opinion the student must be self-motivated to seek improvement in his ability to acquire information.

5Whiston, op. cit.
Robinson also stresses the need for student guidance in order that the student may be aware of his abilities and also of the areas he lacks skill in.

According to Robinson, the program for improvement of study habits should be designed along four guideposts. These guideposts are:

1. A study program must be individualized to each student's needs.
2. How-to-study work has to go further than helping a student know what is wrong.
3. To develop maximum motivation and to increase transfer of skills to actual studying, work should be as closely allied as possible to a student's lessons in other courses.
4. Training in study methods can be of little value unless the student realizes its importance and believes it worth while to expend some effort toward improvement.

While the major emphasis is for the improvement of study habits in high school and college students, many of the aspects of the SQ3R method and Robinson's recommendations can be applied to elementary school programs.

Another type of material is the book written especially for the beginning college student. Examples of these are Learning To Study and The Student's Guide. Each of these books advises the student on methods in studying and suggestions on how to improve reading, as well as methods on notetaking and how to take tests.

7 Ibid., p. ix.
The underlying theme in all of these materials is the identification of certain areas of learning which must be improved in order for students to progress. The elementary teacher has the responsibility of beginning the development of study skills. In the elementary grades the teachers must proceed carefully and develop in all the students the habits and skills necessary for good study.

If these habits and skills are formulated early in a student's education the student has a better opportunity of performing more closely to his ability level.

As Preston says, "If all parents and teachers were to assume their respective responsibilities in improving study procedures, the intellectual climate of our homes, schools, and nation would be appreciably improved."\(^{10}\)

\(^{10}\text{Ralph Preston, op. cit., p.2.}\)
CHAPTER III

DESCRIPTION OF PROCEDURE

A committee of teachers at Waterloo was organized to create a list of study skills which, in their opinion, were basic tools for academic achievement on the elementary level. The committee arrived at this list by investigating the various subject matter areas studied and determining the skills necessary for locating, organizing and communicating information.

The list of study skills that resulted from this committee's work was used to construct a questionnaire. (See Appendix B) This questionnaire was submitted to the elementary faculty at a regular faculty meeting.

Each teacher was questioned to determine the necessity for each skill at his grade level by indicating the degree to which each skill was necessary at that grade level. The degrees of necessity which were offered on this questionnaire were:

1. absolutely required
2. frequently required
3. sometimes required
4. not required

The results of this questionnaire were used to determine the emphasis each teacher put on the skill at his
grade level. The individual teachers were asked to determine the need for the skill at their grade level and not for the complete elementary program.

A second questionnaire was administered at another faculty meeting. This questionnaire asked each teacher to list methods he uses or could use to introduce or improve these skills.

Both of these questionnaires were administered at general elementary faculty meetings. During these meetings discussion about the various skills and questions about them were answered in order to clarify any misunderstandings. From this discussion the basic study skills list was altered to eliminate repetition of some skills.

Signatures were not required, but each teacher was asked to indicate his grade level and any suggestions he might have. The survey included those involved in grades one through six. Kindergarten and special teachers' suggestions were taken into consideration but the data from their questionnaires were not considered.

In addition to these questionnaires several study skills handbooks and charts, which are presently in use, were consulted to determine format and suggestions for the development of a successful handbook. Notable among those reviewed were the Oak Park Study Skills Charts, Oak Park, Illinois, and the Study Skills Pamphlets from the Greenwich Public Schools of Greenwich, Connecticut.
After the questionnaires were returned they were put in groups according to grade level. Then each grade level was consulted to determine the type of responses from each group. The writer and a few people of the committee tabulated the results. The results from the first questionnaire indicated the grade level emphasis for each of the skills and the second indicated the types of methods used by the teachers to improve the skills.

The committee then decided on a format for the handbook which would be useful and easy to use. The basic requirement was that the skill for each grade level be easily found.

The committee devoted many hours to the task of determining the methods which were to be included in the handbook. Their main concern was to include methods for each skill which were increasingly more complex than the previous level and were not repetitive.
CHAPTER IV

ANALYSIS OF DATA

The first questionnaire was administered to determine the grade level emphasis for each of the various skills. The following is an analysis of the responses to the first questionnaire.

The responses are listed under the skill with the type of responses for each grade level.

The responses to this questionnaire indicate the degree to which each teacher emphasizes each skill at his or her grade level.
SKILLS IN SECURING INFORMATION

-Reading for information in: textbooks, supplementary books, newspapers, and magazines.

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According to these responses the emphasis for this skill will be found in the upper elementary grades.
However, the skill would be introduced and improved on from first grade.
Locating information in the library through the use of card catalog and encyclopedias.

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This skill is dependent upon the reading ability of the students and therefore is not stressed in the early grades as it is in the upper grades. These responses indicate the greater stress in the upper grades.
Utilizing the dictionary as a general source.

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The use of a dictionary increases as the reading ability of the students increases. These responses indicate an increase in the use of dictionaries as the students enter the upper grades.
Gathering information from graphic materials such as charts, graphs, bulletin boards and exhibits.

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According to these responses the children utilize graphic materials at all grade levels but as they progress the complexity of the materials increases. The children in the upper grades must utilize these materials much more often.
Memorizing; the steps in a process, certain basic material.

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The responses indicate that memorizing is an essential skill at all grade levels. The amount of stress at each grade level obviously differs.
Ability to listen

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All of the responses indicate the ability to listen is an essential requirement for achievement at all levels.
SKILLS IN RECORDING AND ORGANIZING INFORMATION

-Notetaking

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The responses seem to indicate that notetaking is not required until the later grades where the need for individual study increases.
Outlining

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These responses indicate that the use of outlining does not appear until the students are able to read with middle grade skill.
The ability to place things in sequential order is a requirement of all grade levels according to these responses. Only the nature of the material and the type of order will change.

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SKILLS IN SHARING INFORMATION

-Class discussion; panels, debates

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The ability to share information in class discussion is required at all levels, according to these responses, and only the nature of the skill of the discussion will be required to improve.
SKILL IN GROUP WORK

- Committees and group projects.

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<tr>
<th>GRADE</th>
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From the responses it would appear that all the levels require some skill in working with groups. However, the individual teachers stress the skill in various degrees.
The responses to the second questionnaire indicated methods the teachers use to introduce or improve these skills. These methods are of a varied nature. However, they are closely associated with methods used in teaching the various subject matter areas.

The committee went through these responses and selected methods which were commonly mentioned by the teachers. These common methods were selected for inclusion in the methods section of the handbook. In addition to these methods the committee selected other methods to be included in the handbook. These other methods included those which may be incorporated in the daily program in a variety of ways.
A committee of teachers at Waterloo Central School was formed to investigate the possibility of forming a study skills handbook to be used as a guide by the elementary teachers at Waterloo.

The writer, as the committee chairman, and the committee constructed a list of basic study skills. This list of skills was presented to the elementary faculty and after discussion the committee revised the list.

The list of skills was then put in the form of a questionnaire to determine the grade level emphasis for each of the skills. A second questionnaire asked the teachers to list methods they use to introduce or improve these skills.

The committee analyzed the responses to the first questionnaire and selected methods from the second questionnaire to be included in the handbook. The methods were selected with emphasis for the skills based on responses to the first questionnaire.

From these questionnaires and related materials a study skills handbook was assembled.
CONCLUSIONS

From the responses to the questionnaires the writer was able to determine duplication of teaching of some of the skills and a lack of adequate methods in improving the skills. The lack of a means of communication between teachers, in relation to the study skills, has left a void in the development of the skills.

The availability of a study skills guide will provide a means for the teachers at Waterloo to coordinate their efforts in teaching the study skills. It is left to the future to determine whether the teachers will utilize the handbook.
RECOMMENDATIONS

At the end of the first year the skills handbook has been in use a committee should be formed to investigate the teachers' reaction to it. If the committee's investigations warrant it, a revision should be made to include any suggestions or alterations.

Secondly, grade level committees should be formed to refine the lists of methods which can be used to further these skills.

Thirdly, there should be a committee formed to develop a series of checklists for teachers' use in evaluating pupil progress in study skills. In addition to this a students' handbook can be developed. A handbook of this type would include standards for work in the school system, materials available in libraries and hints for good studying.

The study skills handbook must be a resource which is constantly growing and improving if it is to be useful to the teachers in Waterloo. The growth and improvement must come from the people using the handbook, the teachers in the classroom.
APPENDIX A

STUDY SKILLS HANDBOOK
SKILLS IN SECURING INFORMATION

-Reading for information

The greater portion of the material a student is required to learn must be learned through reading. Reading for information is an essential skill students must master. However, not all reading is done in the same manner.

The subject matter a student is reading determines how he will read. For example, in Social Studies the student must be able to evaluate many materials and select those which serve his purpose. He will also add to his vocabulary terms which have meanings related to the field of Social Studies. The student must become skillful in distinguishing between statements of fact and opinion.

Perhaps the most important facet of reading in the Social Studies is the requirement of reading and interpreting maps, charts, graphs, tables, and time lines.

Reading in Science calls for accurate and careful reading with special emphasis on definition of words. The area of Science constantly calls for interpretations of factual and descriptive materials.
Reading in Mathematics is extremely vital in the elementary grades. Concepts, new to the student are introduced relating to quantity, size, and mathematical procedures and processes.

Within the specialized areas as well as in reading for pleasure, the skills in locating information are vital. These skills such as using the table of contents, using the index, and skimming are important to locating the information to be read.

Harper and Row publishers, in their pamphlet How to Read in the Subject Matter Areas, list ten basic rules for good reading which are excellent guides for young readers. These rules are:

1. Keep your mind on what you are reading.
2. Know why you read.
3. Know the meaning and pronunciation of every word.
4. Fit your speed to your needs.
5. Know what you read.
6. Read to understand relationships.
7. Build mental images as you read.
8. Recognize important details.
9. Locate information outside your text.
10. Read critically.¹

Locating information in a library

The largest single source of information for elementary students is the library. However, without the basic skills for locating information the student may waste much of his time trying to find information.

Every student should be aware of and familiar with the card catalog. Pupils should understand the author, title, and topic cards and other information which is given on the cards. The students should also be aware of the location of books through use of call numbers. The use of periodicals and guides to these periodicals is also important to the effective use of the library.

The use of special reference books is also necessary. These special references would include dictionaries, encyclopedias, atlases, and almanacs.

Utilizing the dictionary as a general source

Perhaps there is no other single book or type of book which will be valuable to students throughout their entire lives as the dictionary.

Dutton and Hockett refer to four abilities as necessary for effective use of the dictionary. These abilities are:

1. To locate needed words quickly and easily.
2. To discover the correct spelling of words.
3. To interpret and evaluate the meanings presented.

4. To use various aids to correct pronunciation.²

The skill in locating words includes the understanding of the alphabetical listing of the words as well as a complete familiarity with the alphabetical order of letters to facilitate locating words.

For many words there is a choice of several meanings. A pupil must learn to select the meaning which fits the context of the material he is reading. He should also be aware of the various choices available if it is used as a noun, verb or other part of speech.

The various aids to pronunciation are invaluable in discerning the pronunciation of a word. The student must be aware of the method of interpretation of diacritical markings. While these are not easy to learn they are extremely useful in deriving pronunciations.

-Gathering information from graphic materials

In this section the gathering of information from graphic materials will be considered. Many materials are utilized by students for information. However, some of them are read by observation of lines and pictures.

Some of these graphic materials are; graphs, charts, maps, globes, models, and exhibits. All of these materials have information available to the students that can use them.

Maps and globes are important to Social Studies and definite instruction in the use of these materials is required. Children should become acquainted with political and physical maps as well as specialized maps such as rainfall, crops, and population maps.

There should also be instruction in the use of map symbols and scales of miles to approximate distances.

Students should also be familiar with captions and keys in the interpretation charts, graphs and tables. The advantage of these types of presentations is the condensation of information to forms which are easily read.

Models and exhibits are interesting methods of presenting information. Material exhibited in this manner can be attractively displayed and in addition can be used as records of what has been studied.

Memorizing

Memorization is an excellent device for the mastery of any type of subject matter. However, memorization should not take place before understanding.

The memorization of formulas and tables in science is an excellent example of the aid memorization can be to a student.
Memorization and association of words and ideas go hand in hand. The learning of materials should be done in the form they are to be used rather than in some artificial manner as in a memory device.

-Listening

Most people hear all of the time but it is only when they are interested that they bother to listen. Listening is an active process much the same as speaking. Students must be taught to listen correctly just as they are taught to speak or walk correctly.

During the time a student listens he should give the speaker his undivided attention. As he listens the student should attempt to take notes on the important points the lecturer is making and should attempt to formulate questions in his mind to bring out anything which was not clear during the lecture. In addition to this the listener should draw his own conclusions and if possible compare them with others to gain an expanded point of view.

SKILLS IN RECORDING AND ORGANIZING INFORMATION
-Notetaking

According to Ralph C. Preston in Teaching Study Habits and Skills, "...notes should represent a condensation of the material on which they were taken."\(^3\)

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Notes should be concise and without a great deal of explanation. The use of notes is a form of self-recitation which enables a student to recall a store of facts pertinent to the topic.

Every student should be given instruction in notetaking and in devising methods of abbreviation appropriate to subject matter areas.

It should also be stressed to students that notes be revised as soon as possible after they are taken. This enables the student to be sure he is familiar with the material and it also prepares him for future reference.

Outlining

Outlining is a helpful way to organize information gathered by reading a selection. The outline should be written with definite purposes in mind to show the relative importance of facts and the relationships between them.

In beginning outlining experience the material selected should be well written and topics should be easily recognized. The recognition of topic sentences and main ideas is furthered by the use of outlining. Logically written material such as descriptions of cultural groups where the headings home, shelter, food, and clothing apply would be excellent material for the beginner to outline.

4Dutton, *op. cit.*, p. 210
Sequence listing

Sequence listing is extremely important to show the relationships in time and cause and effect situations. The use of sequential listings is readily apparent in history. Here the listing of events by the use of their dates is essential to the understanding of the area being studied.

Sequence listing is also important in the areas of math and science where certain orders of procedures must be followed in solving problems or duplicating experiments. In the area of language the sequence in writing must be logical in relation to time and story line.

SKILLS IN SHARING INFORMATION

-Class discussion

The main goal of spoken language is effective communication. Speaking is a skill in which a child must grow throughout his school experience.

According to Dutton, the pupil uses language for three purposes: (1) to convey information, (2) to show feelings, and (3) to prompt action. These purposes show the child's reasons for using spoken language and the classroom should enable the child to experience opportunities for using language effectively and happily. The classroom environment must be stimulating so that discussion will be ever-present.

Dutton lists experiences to be dealt with in the classroom. Some of these are:

\[5\text{Ibid.}, \text{p. 64.}\]
1. Use questions to develop thought.
2. Plan for oral reports which serve a useful purpose.
3. Use storytelling as an important part of the language program.
4. Provide opportunities for dramatisation.
5. Use dramatic play to help children express thoughts and feelings and to gain new experiences.
6. Direct children in conducting meetings.

These experiences will provide the children with opportunities for using spoken language. These experiences will enable the student to further his skills in every day speaking requirements.

SKILLS IN GROUP WORK

In the elementary school group work usually takes the form of committee work. This committee work includes preparation of art projects, reports, or plays.

The student should be encouraged to work in committees and in conjunction with other people for it provides rich experiences for all concerned. In a classroom the more able students are given an opportunity to share their skills with others. Also, all skills are shared in an environment of productive work.

Ibid., p. 66
METHODS USED TO DEVELOP STUDY SKILLS

The following are suggested methods for developing the various study skills. They are only suggestions and should be used as a basis for further development of the study skills.
METHODS USED TO DEVELOP STUDY SKILLS

GRADE I

SKILLS IN SECURING INFORMATION

-Reading for information
  1. Have the children answer questions based on a story read orally in class.
  2. Let the children tell what happened in a story.
  3. Have the stories read in class reenacted, bringing out the major points of the story.
  4. The children should draw conclusions about a story's characters based on what the child has read.

-Locating information in library
  1. Children should be made familiar with the location of the library.
  2. All books available to first graders should be accessible to them from the shelves.
  3. Collections of pictures should be available to the students from the library so they will regard the library as a source of information of all kinds.

-Utilizing the dictionary as a general source
  1. Acquaint the children with the picture dictionary.
  2. Practice spelling of words and finding these words.

-Gathering information from graphic materials
  1. Introduce children to maps and globes.
2. Locate children's homes on local map and identify local points of interest.
3. Have children draw maps of their area and the school.
4. Discuss with children pictures and bulletin boards in order that they might read information from other materials.

-Memorizing
1. Children should memorize number facts, nursery rhymes, poems, and the alphabet.
2. The children should also memorize information vital to them such as, address, phone number, and names of teachers and people they come in contact with.

-Listening
1. Stress importance of listening to directions.
2. Read rhyming words to the children and have them indicate which words rhyme and if they know any others.
3. Record different sounds on tape recorder and ask students to identify them. Also record the children's voices on tape and have them listen to themselves.
4. Stress prompt reaction to directional signals such as fire drill alarms and civil defense signals.
SKILLS IN RECORDING AND ORGANIZING INFORMATION

- Notetaking
  (does not apply to grade I).

- Outlining
  (does not apply to grade I)

- Sequence listing
  1. Children should be given opportunities to tell the action in a story as it happened in time sequence.
  2. Have children list the steps, in sequence, they perform in doing some task such as dressing or making something.

SKILLS IN SHARING INFORMATION

- Class discussion
  1. Have children bring objects to school for "Show and Tell".
  2. Children can describe their activities to other students.
  3. The teacher can read an unfinished story which the children can discuss ways to complete.

SKILLS IN GROUP WORK

- Committees and group projects
  1. Children can be assigned to work on art projects together in order to promote cooperation and
association among students.

2. A group of children can be assigned to construct some type of store with materials from home.
METHODS USED TO DEVELOP STUDY SKILLS
GRADE II

SKILLS IN SECURING INFORMATION

-Reading for information
  1. Children are given questions to answer about stories they are about to read. This type of questioning will permit students to be aware of facts as they read a story.
  2. Require students to utilize workbooks which have exercises coordinated with the reading material.
  3. Children should identify characters in stories and be able to identify them through their actions and descriptions.

-Locating information in a library
  1. Children should have the opportunity to select books from the library.
  2. A librarian should make available to the students books which are in keeping with their studies.

-Utilizing dictionary as a general source
  1. Have the children find words in dictionaries and locate antonyms for these words.
  2. Children should begin to use dictionary for determining pronunciation of words.
-Gathering information from graphic materials

1. Encourage children to make collections of pictures or materials for display purposes.
2. Introduce road maps and their uses to children.
3. Children should have an opportunity to use instruments of measurements such as rulers, thermometers and containers.
4. Using an overhead projector, develop a chart for the students showing such material as a time schedule or growth chart of children.

-Memorizing

1. Require students to memorize addition and subtraction facts by using flash cards or arithmetic games.
2. Ask students to memorize names of as many children in their class as possible.
3. Select a poem for the class to memorize and recite.

-Listening

1. Read a story to the class and have them list all the sounds they heard in the story.
2. Have children identify sounds of different people in the community such as police and firemen.
3. Ask children to identify sounds of different animals.
4. Start counting in a sequence such as by two's and ask children to continue where you ended.

SKILLS IN RECORDING AND ORGANIZING INFORMATION

-Notetaking
  (does not apply to Grade II)

-Outlining
  (does not apply to Grade II)

-Sequence listing
  1. After a story has been read ask children to tell what events occurred first and what events followed.
  2. Require the children to put sentences from a story in the order they occurred.

SKILL IN SHARING INFORMATION

-Class discussion
  1. Children should develop good manners for use during class discussion.
  2. Make each child's contribution to discussion seem important.
  3. Ask children to tell what actions they would take in a given situation.

SKILL IN GROUP WORK

-Committees and group projects
  1. Have children participate in team games where each must contribute to the team's success. The
gymnasium is an excellent place for this type of activity.

2. Allow children to work in a group without close supervision so they may develop cooperative behavior in a group situation.
METHODS USED TO DEVELOP STUDY SKILLS
GRADE III

SKILLS IN SECURING INFORMATION

-Reading for information

1. Have children read a selection and then find the part that proves or disproves a statement.
2. Require students to compare their lives with the lives of characters in reading or text books.
3. Ask children to find main ideas of paragraphs or stories.

-Locating information in a library

1. Children should select books for use in Social Studies units.
2. Librarian can introduce students to encyclopedias and different magazines.

-Utilizing the dictionary as a general source

1. Require children to use the dictionary for spelling words. This can be done in the form of a game with the children looking up spelling of words within specified period of time.
2. Utilize the glossaries at the end of social studies and science books so the children can find word meanings in dictionary manner.

-Gathering information from graphic materials

1. Have children locate places on maps that are in the news.
2. Have a group of children keep a daily chart describing the weather. Have other children discuss their efforts.

3. Utilize bulletin boards for safety posters and have children make their own posters concerning personal safety in school.

4. Keep a list of room chores posted conspicuously so students may refer to it.

-Memorizing

1. Present a classroom play that requires children to memorize dialogue.

2. Students may memorize facts such as tables of measure or time which they will use throughout their lives.

-Listening

1. With the students, formulate rules for good listening and place in room so they may be referred to.

2. Have children listen to the change in sound as an auto or truck approaches and then leaves. Notice the change in sound.

3. Give class two or three step mental problems which they must answer.

SKILLS IN RECORDING AND ORGANIZING INFORMATION

-Notetaking

(does not apply to grade III)
- Outlining
  (does not apply to grade III)
- Sequence listing
  1. Arrange spelling words in alphabetical order.
  2. Have students put events of a story in proper time sequence.
  3. Require students to list steps in making a knot in a shoe lace.
  4. Have students give directions on how to get from school to their homes.

SKILL IN SHARING INFORMATION.
- Class discussion
  1. Encourage students to ask questions which they know the answer to but they might stump the rest of the class.
  2. Develop rules, with the students, for good class discussions.
  4. Ask students to report on places they have visited.

SKILL IN GROUP WORK
- Committees and group projects
  1. Develop manners for working with other people.
  2. Assign tasks to different members of the class for the upkeep of the room.
  3. Stress importance of listening to all suggestions.
STUDY SKILLS

METHODS USED TO DEVELOP STUDY SKILLS
GRADE IV

SKILLS IN SECURING INFORMATION

-Reading for information

1. Require students to fill in blanks on worksheets that utilize information from social studies or other subjects.
2. Encourage use of titles and sub-titles in finding information in a selection.
3. Read a story with class, concentrating each time on a different type of reading—to find facts, to find word meanings, to find the topic sentence in a paragraph, or to skim for general meaning.

-Locating information in a library

1. Children should locate information for reports in encyclopedias.
2. Assign questions, based on current units, to be answered from encyclopedias and atlases.
3. Students should begin learning differences in biographies, fiction, and non-fiction by reading these different types of books.
4. Encourage students to use a file of some type to keep account of the books they have read. In this file the title, author, and a short description of the book would be included.
-Utilizing the dictionary as a general source.
   1. The students should begin to use the guide words on each page to locate words.
   2. Encourage students to use glossaries in textbooks.
   3. Utilize exercises to encourage students to differentiate between various definitions of words in the dictionary.

-Gathering information from graphic materials
   1. Construct bar graphs and line graphs.
   2. Have students observe detail in paintings and pictures.
   3. Have students construct paper mache globes and put continents on in paint.
   4. Have students make a graph of their scores in spelling or arithmetic.

-Memorizing
   1. Encourage students to read and memorize well known poems and proverbs.
   2. Students should learn certain terms concerning work with maps and globes. These terms would include directions on a map and lines on globes.

-Listening
   1. Have students listen to each other recite poems and listen for enunciation and stress in the poems.
2. Have a question and answer period at end of oral reports.
3. Have students create musical instruments capable of reproducing the musical scale.

SKILLS IN RECORDING AND ORGANIZING INFORMATION

-Notetaking
  1. Allow students to take notes from assigned reading.
  2. Begin development of note taking skills by having students write notes on report topics.
  3. Require students to take notes on orally presented material.

-Outlining
  1. Have students prepare stories or reports from outlines.
  2. Have students recall stories by writing them in outline form.

-Sequence-listing
  1. Begin use of number and time lines to show relation between numbers and dates.
  2. Following directions in order given by teacher can allow students to develop sequential habits.

SKILLS IN SHARING INFORMATION

-Class discussion
  1. Have students discuss news topics with an eye toward accuracy.
2. Have students tell of their experiences in sports and hobbies.
3. Encourage students to use good manners in discussions.

SKILL IN GROUP WORK

1. Have students create murals depicting social studies topics.
2. Stress to students the idea of sharing with others.
METHODS USED TO DEVELOP STUDY SKILLS
GRADE V

SKILLS IN SECURING INFORMATION

-Reading for information
  1. Indicate purposes for students to read selections in subject matter areas.
  2. Utilize time allowances for reading selections after students are made aware of certain questions to answer.
  3. Have students read to prove or disprove certain statements.

-Locating information in a library
  1. Students should be made aware of the various types of specialized magazines available on different topics.
  2. Children should utilize almanacs and books of facts in order to locate up to date statistics and facts.
  3. Children should be assigned reports that will require them to utilize the various types of reference books in the library.
  4. Teachers should make up a list of books which would be required reading for their level.
-Utilizing the dictionary as a general source.

1. Students should be required to find definition and pronunciation of any new words they find in their subject areas.
2. Construct a game whereby various members of the class teach one new word to the rest of the class each day.
3. Define and locate antonyms, synonyms, and homonyms for each word on a list.

-Gathering information from graphic materials

1. Teacher should make a list of suggested TV shows which she feels would benefit the class. This would make the students aware of various offerings which may be of benefit to their development.
2. At this level children should be aware of the many different types of maps and should try making some of different areas.
3. Children should construct terrariums and aquariums in order that they may observe plant and animal life.

-Memorizing

1. Class should remember quotations from various documents connected with American history.
2. Students should be able to recite various poems with feeling.
Listening

1. Dictate words and sentences in Spelling and Language only once to encourage attentive listening.
2. Have students listen for descriptive words while another member of the class reads a selection.
3. Have class listen to reports by other members of the class.

SKILLS IN RECORDING AND ORGANIZING INFORMATION

Notetaking

1. Have students take notes from a taped lecture while teacher helps those having difficulty with selecting the materials to be included in the notes.
2. Have students take notes on their daily observation of some facet of nature such as weather or growing plants.

Outlining

1. Encourage students to keep an outline of observations they make of some process they wish to copy such as a craft project.
2. Require students to fill in an outline with information from a social studies unit.
3. Have students keep notebooks with outlines of all experiments they have done in science.

Sequence listing

1. Students should be able to complete sequences of numbers in other bases.
2. The physical education instructor can provide square dancing as a physical activity which requires sequential repetition of activity.

SKILL IN SHARING INFORMATION

-Class discussion

1. Require students to follow a news story of national or international significance and be able to report on it to the class.
2. Students should familiarize themselves with one aspect of their programs in social studies and become the class expert on that topic.

SKILL IN GROUP WORK

-Committees and group projects

1. Have students learn rules for debating and carry on debates with students from other classes.
2. Create a situation where all students must work together to prepare an exhibit which will be seen by members of the school or community.
METHODS USED TO DEVELOP STUDY SKILLS
GRADE VI

SKILLS IN SECURING INFORMATION

-Reading for information

1. Create a list of books which the students may read for an understanding of history from an international viewpoint.
2. Students should be required to make biographical sketches of the famous people of history.
3. Have students search out information which is not found in their textbooks.

-Locating information in a library

2. Tour a college or city library so students may get a perspective of the number and types of books which are available.
3. Require students to read different types of books.

-Utilizing the dictionary as a general source

1. At the beginning of each week post ten words which students must become familiar with.
2. Students should make up a list of proper library manners.
3. At this level students should be able to locate various areas of the library and utilize them.

-Gathering information from graphic materials

1. Students should make up a folder or collection of articles and pictures on a topic from their studies.
2. Allow time for students to present any materials they have found which may enlighten the entire class on some topic.
3. Have children construct dioramas depicting life in various parts of the world.

-Memorizing

1. Children should be able to tell the authors of certain classics in the field of literature.
2. Students should keep lists of famous people and be able to describe their contribution to society.

-Listening

1. Children should listen to different news reporters and see if they can detect any bias or coloring of the news.
2. Have students try to write the highpoints of a talk or lecture they have just heard.
3. Whisper a saying or proverb to a child and have them whisper it to each other and ask the last person to repeat what he has heard out loud. Then tell what you said to the first person.
SKILLS IN RECORDING AND ORGANIZING INFORMATION

- Notetaking

1. Have students take notes from news articles and use them in preparing reports to the class.
2. Have students prepare oral and written reports from materials in the library.
3. Have students take notes on films and filmstrips they view.

- Outlining

1. Give students outlines of subject matter that they must study and give oral reports on.
2. Utilise outlining practice to be found in reading workbooks to develop students' proficiency in this skill.

- Sequence listing

1. Read a story to students and then ask them to list events in the story as they occurred.
2. Have students give directions that a stranger would have to follow to reach a nearby town.
3. Ask students to prepare a chart showing what famous people would have been able to meet because their lifetimes coincided.

SKILL IN SHARING INFORMATION

- Class discussion

1. Students should be required to hold panel discussions and have them support their facts.
2. Have students discuss their impressions of a trip or program they all saw.

3. Have students discuss problems which they face as students in their communities and also see the views of their elders.

SKILL IN GROUP WORK

- Committees and group projects

1. Stress to each pupil the need for everyone doing his share of the work toward a common goal.

2. Have students prepare an assembly program for the lower classes where everyone must contribute to the success of the program.
APPENDIX B

Study Skills Surveys
STUDY SKILLS SURVEY NO. 1

In order to determine the grade level emphasis for each of the listed study skills, your responses to this survey will be invaluable.

For each of the following skills, please indicate with a check mark whether or not the skill is necessary for grade level achievement. If the skill, in your opinion, is necessary please indicate the degree of necessity which you feel is appropriate to the grade you teach. The degrees of necessity are (1) the skill is absolutely required for grade level achievement, (2) the skill is frequently required, (3) the skill is sometimes required, (4) the skill is not required for achievement at this grade level. To indicate the degree of necessity please put a check mark under the appropriate column.
1. Reading for information in texts, supplementary books, newspapers and magazines.

2. Locating information in library through use of card catalog, encyclopedias.

3. Utilising dictionary as a general source.

4. Gathering information from graphic materials, charts, graphs, maps, bulletin boards, exhibits, models, globes.

5. Memorizing; steps in a process, in acquiring a skill.

6. Ability to listen.

A. SKILLS IN SECURING INFORMATION:

<table>
<thead>
<tr>
<th>Major Types of Study Skills</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. SKILLS IN SECURING INFORMATION:</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>1. Reading for information in texts, supplementary books, newspapers and magazines.</td>
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<tr>
<td>2. Locating information in library through use of card catalog, encyclopedias.</td>
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<tr>
<td>3. Utilising dictionary as a general source.</td>
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<tr>
<td>4. Gathering information from graphic materials, charts, graphs, maps, bulletin boards, exhibits, models, globes.</td>
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<tr>
<td>5. Memorizing; steps in a process, in acquiring a skill.</td>
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<td></td>
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<tr>
<td>6. Ability to listen.</td>
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</tbody>
</table>

B. SKILLS IN RECORDING AND ORGANIZING INFORMATION:

<table>
<thead>
<tr>
<th>Major Types of Study Skills</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>B. SKILLS IN RECORDING AND ORGANIZING INFORMATION:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Notetaking</td>
<td></td>
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</tr>
<tr>
<td>2. Outlining</td>
<td></td>
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<tr>
<td>3. Sequence Listing</td>
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</table>

C. SKILLS IN SHARING INFORMATION:

<table>
<thead>
<tr>
<th>Major Types of Study Skills</th>
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<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>C. SKILLS IN SHARING INFORMATION:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Class discussion.</td>
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</table>

D. SKILLS IN GROUP WORK:

<table>
<thead>
<tr>
<th>Major Types of Study Skills</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>D. SKILLS IN GROUP WORK:</td>
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</tbody>
</table>

(1) absolutely required  (2) frequently required
(3) sometimes required  (4) not required
As a follow-up to the first survey, this questionnaire will indicate methods currently in use to develop the major study skills. Therefore, after each study skill please indicate any methods you currently use to develop these study skills. Please be brief and feel free to list as many as you wish to. Use the back of the paper if you require more room.

MAJOR TYPES OF STUDY SKILLS

A. SKILLS IN SECURING INFORMATION:

1. Reading for information:

2. Locating information in library:

3. Utilizing dictionary as a general source:

4. Gathering information from graphic materials:

5. Memorizing:
6. Ability to listen:

B. SKILLS IN RECORDING AND ORGANIZING INFORMATION:
   1. Notetaking:
   2. Outlining:
   3. Sequence listing:

C. SKILLS IN SHARING INFORMATION:
   1. Class discussion:

D. SKILLS IN GROUP WORK:
BIBLIOGRAPHY

BOOKS


PERIODICALS


MISCELLANEOUS

New York State Education Department. The Teaching of Reading. Albany: New York State Education Department, 1963.


