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A REVIEW OF THE LITERATURE CONCERNING READING APPROACHES AND SCHOOL ORGANIZATIONAL PATTERNS IN AN OPEN CONCEPT THEORY

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by

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CHAPTER I

INTRODUCTION

Nature of the Problem

In the volumes of recent research evaluating the American educational system, a need was seen for methods reaching the individual. A system whereby "optimum growth of self" was the main thrust; where "learning is the function of the learner"; where "teaching is merely the arranging of the optimum conditions for learning."[1] From such theory individualized instruction came into being.

Through much creative thought, experimentation, and research the idea of "open education" was added to the individualized approach. It was set up to provide a rich environment with much diversification to "encourage and assist children to choose, to pursue the things that are intensely personal to them."[2]

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[1]Robert C. Aukerman, Approaches to Beginning Reading (New York: John Wiley and Sons, 1971), p. 383.

[2]Moira G. McKenzie, "What is Good about British Primary Education?" Elementary English, Vol. 50, No. 3 (March, 1973), 363.

> Education in schools such as these reflects the Piagetian philosophy that the child is an active agent in his own learning. It recognizes in action what we all know to be true about children--their individuality, their varying interests and abilities, their different learning styles, their need to enjoy success and to get satisfaction from their work. It recognizes our need to preserve and nurture the creative spark in every child.
> All these common assumptions are not just recognized but actually allowed for in the organization and operation of the school. In other words the school behaves as if it really believed them, as if children really are people in their own right.[3]

Questions were raised as to the practicality of actual teaching methods in an open classroom. Solutions were sought in order that individualized instruction could be a functional entity in American education. A realistic alternative to the concept of "each child proceeding at his own rate through interacting on a one-to-one basis with a teacher or directly using instructional materials or equipment" was sought. The Wisconsin Research and Development Center for Cognitive Learning (R & D Center) developed a system of individually guided education (IGE) at the elementary school level. IGE programs call for lesser amounts of one-to-one work substituting on the whole small-group instruction based on individualized prescriptions.[4]

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[3] Ibid..

[4] Herbert J. Klausmeier, et al., Individually Guided Education and the Multiunit Elementary School: Guidelines for Implementation (Madison, Wisconsin: Wisconsin Research and Development Center for Cognitive Learning, 1971), p. 3.

A combining of philosophy and practicality necessitates moderation to fit specific situations. The implementation of an IGE program which embodies the philosophies of individualized instruction and the open classroom is a weighty undertaking.

Statement of the Problem

The writer is directly involved in the implementation of an IGE program as a classroom instructor and unit leader. The teaching of reading under such an organization is of primary concern.

The purpose of this paper is three-fold: (1) To review five basic approaches to reading instruction (basal reading, individualized reading, language experience, programmed instruction, and eclectic) in order to determine the feasibility of their use under an IGE organizational plan. (2) To review principles of school and classroom organization as they affect team teaching and individualized instruction under an IGE organizational plan. (3) To make recommendations by which these approaches could realistically function in the writer's specific situation--IGE.

Scope and Limitations

The purpose of the review of the literature involving the five basic reading approaches and the two organizational plans is to familiarize the researcher with advantages and disadvantages inherent with particular approaches. The writer acknowledges the importance of testing as an

integral part of any program. However, for the purposes of this paper, information will be restricted to the aspects of specific programs. Evaluation procedures as regards testing will not be reviewed.

The reader should not assume that this review is all encompassing but merely opinions of certain authorities in the field. Conclusions made concerning these approaches refer to the writer's particular situation, which is that of instructor in an IGE elementary public school.

Definition of Terms

For the purpose of clarification, it is necessary to define the following terms.

Open concept theory is based on the concept of individual needs prescribing the curriculum rather than curriculum prescribed for all. The teacher as "organizer, manager, diagnostician, guide, facilitator, poser of questions, resource person . . . " molds areas of instruction to the individual.[5]

Individually Guided Education (IGE) is an organizational pattern for the elementary school developed by the Wisconsin Research and Development Center for Cognitive

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[5] Lorraine Morgan, "The Role of the Teacher in the Informal Classroom," Elementary English, Vol. 50, No. 3 (March, 1973), 398, 403.

Learning (R & D Center). It combines individually prescribed teaching methods with small group instruction.[6]

Basal reading program is "a program for teaching children to read which aims to teach the basal reading skills, either with or without basal readers."[7]

Individualized reading is an approach for teaching reading which emphasizes individual development over materials, sequencing, and essentiality.[8]

Language experience approach to the teaching of reading has as its objective "to provide an approach to reading that is basically a whole word approach, at the same time utilizing the vocabulary and speech patterns of normal children."[9]

Programmed instruction materials "are concerned with presentation of instruction in very small and carefully sequenced (programmed) steps."[10] This paper will refer to such materials concerned with reading instruction.

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[6] Klausmeier, op. cit., p. 3.

[7] Carter V. Good, ed., Dictionary of Education (2nd ed.; New York: McGraw-Hill Book Company, 1959), p. 417.

[8] George D. Spache and Evelyn B. Spache, Reading in the Elementary School (2nd ed.; Boston: Allyn and Bacon, 1969), p. 120.

[9] Aukerman, op. cit., p. 300.

[10] Delores Durkin, Teaching Them to Read (Boston: Allyn and Bacon, Inc., 1970), p. 138.

Team teaching refers to school organization patterns by which each teacher is a member of a team group for purposes of planning, instruction, and evaluation.[11]

Individualized instruction refers to "teaching and study procedures adapted to the differing interests, abilities, and needs of individual pupils, utilizing such devices as unit assignments (differentiated according to the individual differences of pupils), projects, different rates of progress for different pupils, teacher guidance of individual pupils, and wide use of workbooks, tests on units, practice exercises, . . ."[12]

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[11]Evelyn Sechler, "The Team Approach in an Open School: The Dick Dowling Story," Elementary English, Vol. 50, No. 3 (March, 1973), 355.

[12]Good, op. cit., p. 290.

CHAPTER II

REVIEW OF THE LITERATURE

Open Concept Theory

The concept of the open classroom has its philosophical base with the theory that children want to learn and are learning already. Does classroom structure force children to abandon their already developed language structure? Does such structure create instructional fragmentation which actually hinders learning? Such questions have led educators to explore patterns of individual learning, and to reexamine entrenched programs. The philosophy of good for some good for all is negated.[1]

Harris, in his article, "Living--not Learning: A philosophy of Liberation", attacks the philosophy that "education is learning." He contends that such an assumption obligates educators to determine what children must become through mastery of prescribed content. Rather, Harris offers a new philosophy: "education is living." Such thought will free teachers "to go where our consciences have told us for many years that we must go." This thought

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[1]Morgan, op. cit., pp. 397-398.

will end such practices as authoritarianism, subject-teaching, marks, tests, failure, labels. Harris goes on to negate the value of such practices as behavior objectives, behavior modification, performance contracting. He contends that these practices and many others "were conceived within the learning philosophy. . . . Within that school of thought children are nothing but learners, mechanical receptors."[2]

A philosophy of freedom as prescribed by Morgan and Harris raises the question of what to do when old programs are discarded. Morgan attempts to answer the question by recommending the following practices: team approach to development of objectives for instructional strategies and evaluation, teacher-pupil evaluation, flexible grouping patterns, community relations programs to apprise the public, use of volunteers, inservice programs. She admits the "dilemma between academic achievement and a balance of humanistic treatment of children." "Pragmatic and altruistic goals create a balance between formal and informal education.[3]

Other authors offer ideas on the open plan. Drummond, in his article, "A Conversation with Sir Alec Clegg",

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[2]Beecher H. Harris, "Living--Not Learning: A Philosophy of Liberation," Elementary English, Vol. 50, No. 3 (March, 1973), 385-386.

[3]Morgan, op. cit., pp. 398-400.

quotes the English educator:

> The open plan is a 'device that enables a gifted teacher who's already working in a certain way to work easily. What it does not do is turn a formal teacher into an informal teacher or a bad teacher into a good teacher.'[4]

McKenzie, in her article describing British primary schools, talks of the need for free exploration to enable children to develop personal discriminations, judgments, and problem solving techniques. She views creative work as the life force for the child with reading and writing as outcrops of language and communication. "Piaget makes us aware of the relations between language and thought, between language and imagery, and symbolic development generally."

> I put my emphasis on creative work because I believe this to be the central core of education, not an extra, a frill that is added on. It is here that the essence of education is to be found. . . . I put my other emphasis on reading, writing, and language arts since language flows from creative endeavor, and reading and writing become necessary, from the child's point of view, as the need to communicate, to find information, develops. It seems that reading and writing are too often seen as ends in themselves.[5]

McKenzie goes on to describe this creative freedom. "The concept of freedom is not that of free-for-all." She emphasized the need for teacher direction to encourage

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[4]Darrell T. Drummond, "A Conversation with Sir Alec Clegg," The National Elementary Principal, Vol. 52, No. 3 (November, 1972), 21.

[5]McKenzie, op. cit., pp. 364-365, 367.

and organize children's activities. Free use of materials which are freely and constantly available are part of McKenzie's plan. Materials should foster pursuit of "things that are intensely personal to them." She recommended creative, open-ended objects both junk and commercial materials.

In this setting, the teacher is a facilitator, ready to guide, discuss, open up avenues, bring new facets to the situation. Such a teacher must have a good understanding of child development. She must have subject knowledge. She must have understanding of learning inherent in the materials being used.[6]

Busselle submits that a teacher-facilitator must be trained to work under such a plan. He recommends an intensive training program to aid teachers in coping with the new freedom of materials and space. He recommends team planning and individualized instruction as a means of organization.[7]

Bretz offers suggestions for starting the open plan. He suggests that one start with a strength, arrange a time block, and list all facets of the subject, materials, and ideas. To develop individual learning he recommends the

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[6] Ibid., pp. 363-364, 367-368.

[7] Samuel M. Busselle, "Training Teachers to Work in Open Space," The National Elementary Principal, Vol. 52, No. 1 (September, 1972), 89-90.

following procedures: 1) test, 2) decide on readiness (not all children), 3) work out criteria with the group for pursuing the study, 4) revise often, 5) make wide variety of materials, 6) provide evaluation time for the children and teacher, 7) hold class meetings to devise and change methods.[8]

The concept of freedom for the teacher and child alike offers new challenges. Opinions vary on the degree to which complete openness should extend.

The IGE Format

Individually Guided Education (IGE) is a program of organization that is gaining in prominence in Wisconsin. Plans for its nationwide installation are underway.[9] Klausmeier calls it a realistic alternative to the age-grade, self-contained classroom. Following, are the aspects that make up the program.[10]

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[8] Carol Bretz, "Language Arts--A Vehicle to Open Education," Elementary English, Vol. 50, No. 3 (March, 1973), 389-390.

[9] Herbert J. Klausmeier, Center Director, Individually Guided Education in the Multiunit Elementary School, overview pamphlet (Madison, Wisconsin: Wisconsin Research and Development Center for Cognitive Learning).

[10] Herbert J. Klausmeier, et al., "Instructional Programming for the Individual Pupil in the Multiunit Elementary School," Elementary School Journal, Vol. 72 (November, 1971), 89.

1) An organizational pattern for instruction, building-level administration. Together, these elements constitute what we call the multi-unit school--elementary (MUS-E).

2) A model of instructional programming for the individual, with related guidance procedures. This model is designed to provide for differences among students in their rates and styles of learning, levels of motivation, and other characteristics. Based on educational objectives of the school, it is used to develop curriculum materials and implement IGE.

3) A model for developing measurement tools and evaluation procedures. The model includes preassessment of children's readiness, assessment of progress and final achievement with criterion-referenced tests, feedback to the teacher and the child, and evaluation of the IGE design and its components.

4) Curriculum materials, related statements of instructional objectives, and criterion-referenced tests and observation schedules [materials are being developed in subject areas].

5) A program for home-school communications that reinforces the school efforts by generating the interest and encouragement of parents and the other adults whose attitudes influence pupil motivation and learning.

6) Facilitative environments in school buildings, school system central offices, state education agencies, and teacher education institutions that encourage IGE practices.

7) Continuing research and development by center and school personnel to generate knowledge and to produce improved curriculum materials and instructional procedures.[11]

Under this organization, the unit stands as the main base of operation. It is a nongraded structure, replacing age-graded self-contained classrooms. Several teachers and their classes form the unit. It is the unit function to plan, carry out, and evaluate as a hierarchical team, all instructional programs for the unit. In such a team

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[11] Herbert J. Klausmeier, "Multi-unit Elementary School and Individually Guided Education," Phi Delta Kappan, Vol. 53 (November, 1971), 181-184.

approach to instruction continuous on-the-job staff development is provided through both staff interaction and a formal program written into the IGE organization. Some of the attendant features as mentioned by Klausmeier are: 1) attention on the individual, 2) aid given the teacher through team planning to employ problem-solving processes in identifying, satisfying, and evaluating children's needs, 3) small enough organization for individual attention, large enough organization for differentiated staffing to capitalize on teacher-strengths, 4) continuous training, 5) autonomy/accountability/small group responsibility/inter-group coordination.[12]

An article in Educational Digest noted the current interest IGE is receiving. Aspects of the program which received particular notice were its emphasis on the individual and its adaptability. The program encourages such varied practices as team teaching, differentiated staffing, inquiry-directed learning, multi-age grouping, peer instruction, open classrooms, continuous progress, programmed instruction and computers. This variety of choices accounts for much of its appeal.[13]

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[12] Ibid..

[13] "IGE Multiunit School," Education Digest, Vol. 38 (January, 1973), 26-27.

Basal Reading Programs

Basal reading programs have long been coupled with the concept of structure. Indeed, in many educators' minds, structured reading programs are synonymous with the basal programs.

Clymer describes this structure in five categories: the reader, the teacher's manual, the children's workbook, grouping, organization of reading instruction. Control is the descriptive word for the children's reader. Controlled vocabulary, concepts, mechanical factors, content, and middle class values are characteristics of many basal programs. The teacher's manual reveals the sequence of skills and abilities. It is the source of ideas and suggestions which Clymer recommends be used with selective adaptation, "not [as] a navigation chart". The children's workbook exercises are designed as preparatory or follow-up activities to be correlated with basal reading stories. They involve vocabulary, word recognition, and comprehension skills. The teacher may use these exercises for location and correction of children's errors. Again, he recommends selection and adaptation in their use. Ability grouping is not part of basal programs as such, but it is highly prevalent. Clymer notes the greater the number of groups, the less the amount of time that the teacher can spend with each group. He describes the basal organization

of reading instruction as its major contribution. Its introduction of vocabulary, comprehension program, and word recognition skills program are all introduced sequentially.

Clymer makes some further recommendations for the use of basal programs. The teacher must stimulate reading beyond the program, being careful not to ignore topically organized materials. He advocates integration of reading into all areas of study and in a variety of situations. He advocates personal reading.

Clymer sees danger in the structure of basal programs. Uniform application of instruction conflicts with individual need for differentiated instruction. Use of the text as a total program is unwise, creating fragmented instruction. He again recommends teacher selectivity and adaptation, a real need for teacher insight.[14]

Other authors offer their opinions. Frazier says, "The reading series has been a monument to excellence, both in the preparation of its content and in the kinds of manuals for teachers that have accompanied it." He notes its value to teachers as a professional learning tool, but

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[14]Theodore Clymer, "The Structured Reading Program," Controversial Issues in Reading and Promising Solutions, ed. and comp. by Helen M. Robinson, Proceedings of the Annual Conference on Reading, Vol. 23 (Chicago: University of Chicago Press, December, 1961), pp. 75-79.

suggests a need for its reexamination in terms of a broader setting.[15]

Strang also notes the excellence of the basal manuals. Its suggestions for appraisal, supplementary materials and techniques, and basic information are of particular value, especially to new or less prepared teachers. She suggests the combination of the basal program with other methods.[16]

Sheldon writes that the basal programs rest on the assumption that the skills are known and can best be learned in a sequential order. He asks: Are all prerequisites taught, or is the basal program a springboard for other activity? He notes as strengths of the programs its careful development of vocabulary and word analysis skills in colorfully illustrated stories. Weaknesses he attributes "partly [to] a lack of visibility in the way in which the vocabulary, word analysis and comprehension skills are developed." He notes dull, repetitious, uninteresting story content "shallow, unrealistic, lack in value in terms of style and literary significance."[17]

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[15]Alexander Frazier, "The Individualized Reading Program," Controversial Issues in Reading and Promising Solutions, ed. and comp. by Helen M. Robinson, Proceedings of the Annual Conference on Reading, Vol. 23 (Chicago: University of Chicago Press, December, 1961), p. 67.

[16]Ruth Strang, Constance M. McCullough, and Arthur Traxler, The Improvement of Reading (4th ed.; New York: McGraw-Hill, 1967), p. 238.

[17]William D. Sheldon, "Basal Reading Approaches," Perspectives in Reading, First Grade Reading Programs, ed. by James F. Kerfoot (Newark, Delaware: International Reading Association, 1965), pp. 28, 31-32.

After noting the value of the basal program's graded, systematic approach and excellent guiding program which deals with all phases of reading, Heilman goes on to mention its logical skill sequencing review and its controlled vocabulary. The prepared materials are a valuable timesaver. Its flexibility, excellent artwork and continuity of characters were all seen as advantages by this educator. Heilman's main criticism of such programs revolved around story content. The middle class ethic is most prevalent. Dull stories with little literary merit have language patterns removed from the child's own language. He also observed the lack of emphasis on letter-sound in the word attack programs. Although he noted that bad teacher practices are prevalent in its use, he emphasized that this is not limited to basal programs.[18]

Busch agrees with Heilman's criticism of story content. There is little story interest with too much emphasis on mechanics. He suggests that basal readers teach that reading is work. They do not motivate learning to read. As a deterrent to this danger Busch suggests that the teacher seek relevance in dealing with the material.

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[18] Arthur W. Heilman, Principles and Practices of Teaching Reading (3rd ed.; Columbus, Ohio: Charles E. Merrill Publishing Co., 1972), pp. 211-212.

Children should read for a purpose about developmental concerns dealing with conflicts.[19]

Durkin agrees with previously mentioned authorities in regard to the value of the teachers manual and sequential content. She makes a distinction in types of basal readers, cautioning that not all series are the same. She classifies earlier copyrights as having heavy emphasis on the middle class ethic with a lack of phonics-teaching. Newer copyrights differ among themselves with emphasis on certain aspects such as linguistics. She notes that graded texts differ for each series and must be judged by content as to the level of difficulty. She cautions against indiscriminate use of workbook exercises, reasoning that not everyone needs everything included. In place of such organization she suggests practice sheets at different reading levels on particular skills.[20]

Individualized Reading Programs

Johnson, for the purposes of a study comparing individualized reading with basal reading, defined individualized reading as meeting the following four criteria:

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[19] Fred Busch, "Basals Are Not for Reading," The First R: Readings on Teaching Reading, ed. and comp. by Sam Leaton Sebesta and Carl J. Wallen (Chicago: Science Research Associates, Inc., 1972), pp. 217-222.

[20] Delores Durkin, Teaching Them to Read (Boston: Allyn and Bacon, Inc., 1970), pp. 116, 119-122.

1. Reading material is self-selected by the child with the general guidance of the teacher.
2. The instructional procedure is one-to-one, a teacher-pupil conference.
3. Grouping is flexible and focused on specific tasks for special youngsters at specific times.
4. There is a non-sequential skill development program.[21]

Lyman Hunt describes organization under this program. He lists four grouping patterns: teacher to total class, discovery grouping, skill grouping, and individual conferences. Emphasis is placed on atmosphere of the room with the total class, under teacher direction, taking part in setting objectives, rules, and alternatives. The value of reading is taught in sharing periods when children learn to "sell" a book to their peers. Subgrouping is never permanent, rather it is formed for "discovery" of special interests or activities and skill work. Skill groups are formed by the teacher for specific needs or are invitational, with children free to participate as they wish. The teacher refers to a checklist as a basis for skill development.

Because of the nature of the program "the primary interaction is a one-to-one relationship between teacher and pupil." The conference is the heart of the program augmented by small and large group instruction. The teacher will "dominate and determine the pattern and tone of every conference." She develops the conference through questions and initiates further activities. Hunt views as the

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[21]Rodney H. Johnson, "Individualized and Basal Primary Reading Programs," <u>Elementary English</u>, Vol. 52 (December, 1965), 902.

conference's purpose to "give the child an opportunity to reveal his strength as a reader through his personal responses to the book which he, himself, has chosen to read." The teacher's purpose is to assess the reader, not the content of what he has read. He warns against the too factual question or the long oral reading session. The conference is not meant to be a mistake checking session. Rather, the teacher uses this period to motivate and discover about the nature, quality, and qauntity of what is read and in the process discovers much about the individual.[22]

McKenzie relates this program to the "open school". Experience using school materials leads to working language. The teacher provides order through giving access to a range of books. She consciously develops linguistic concepts, not as a skills program, but introduced as it is appropriate in the individual child's work. If reading is taught as a set of skills, McKenzie suggests that the children will not see the relationship to reading and will divorce experience from the reading. Writing comes from the children. It becomes their own reading. Spelling language in ". . . the natural patterns and flow of a child's

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[22]Lyman C. Hunt, Jr., "A Grouping Plan Capitalizing on the Individualized Reading Approach," Forging Ahead in Reading, ed. by J. A. Figurel, Proceedings of the Twelfth Annual Conference of the International Reading Association, Vol. 12, Part I (Newark: International Reading Association, 1968), 290-294.

language . . . " relates skills to needs. McKenzie states that if reading is taught in relation to the child's own learning style and strategies the ends of reading will be comprehension and enjoyment, not recognition and repetition of words.[23]

Strang offers additional criteria for this program. If individuals are to progress independently at their own rate according to their abilities and interests, a routine and program of self-management must be established. A "book environment" for self-selection is important. Multilevel reading materials will demand a variety of suitable materials. Strang suggests that in addition to trade books commercial programs are available. A teacher in such a program should also investigate basal readers which are available on two or three levels of difficulty and annotated bibliographies for retarded readers. Strang feels that record keeping is important. The teacher should record results of skill development and conferences for each individual. The pupil in turn should record what is read and reaction to the reading. Strang also recommended group discussions and reporting of what is read.[24]

Bush and Huebner centered their suggestions on the teacher's role in individualized instruction. They list

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[23]McKenzie, op. cit., pp. 365-366.

[24]Strang, op. cit., pp. 51-52, 57-58.

the following: 1) assessing reading levels, 2) assessing interests, 3) gathering appropriate materials, 4) preparing skill-building materials, 5) preparing library tables, work centers, audio-visual equipment, 6) allotting time for individual conferences, 7) planning small group lessons, 8) planning sharing time, 9) record keeping, 10) personally reading as much of the material as possible.[25]

Clymer sees danger in a program that is designed by the teachers. A knowledge of children's books is essential. A great deal of time is needed for preparing and augmenting the program.[26]

Frazier states that the use of individualized reading points to the direction of greater independence of the professional staff. Under such organization the teacher must be enough prepared to eliminate set procedures and understand individual needs and a wide variety of materials. "Open learning" leaves freedom to choose. Frazier suggests that the teacher really use this freedom to take advantage of all that is available. The teacher must be able to teach.

He questions some practices in the program which usurp teacher time. Is scrupulous record keeping necessary?

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[25]Clifford C. Bush and Mildred H. Huebner, Strategies for Reading in the Elementary School (New York: Macmillan Company, 1970), pp. 216-217.

[26]Clymer, op. cit., p. 79.

It is often a hit and miss activity. Is sharing everything that is read important? "Having read a book is no longer to be regarded as an event." If some unnecessary practices were eliminated more time would be available to broaden resources. The base of such a program is its materials. At present beginning reading is widely taught from one source, this will be broadened through the teacher's efforts, to "a new richness" with emphasis on "reading to learn rather than on learning to read".

Frazier questions aspects of the program. Is there an over-emphasis on self-selection and an under-emphasis on the function of the group in creating interests and purposes? He suggests that there is a need to define of selecting. Is it "turning the reader loose" or a synonym for acceleration? He is concerned about vocabulary development. He suggests that the teacher be familiar with all materials and label them as to vocabulary level. A certain amount of sight vocabulary is needed. This can be taught through use of experience charts and "beginning beginners" trade books. He suggests that interest and purpose are great motivators in extending reading. Quantity and variety do help in vocabulary growth. He questions the teaching of word analysis skills as a step-by-step process. Is this development the same for everyone? Frazier suggests that the teacher lessen continuous help with small details in order to broaden the base of instruction to include study or learning skills.

Frazier's overall view of individualized reading is favorable. He looks on it as "a new way of providing for long-valued supplementary experience". Good programs are always based on development of meaning through experience. It is a program that will support the individual " . . . through understanding the process of growth and providing a rich environment for its nurture". It makes learning a personal process.[27]

Strang wrote: "In no other discipline is the need for individualized instruction so apparently crucial as it is in the teaching of reading." The more heterogeneous a class is in background, ability, and personality differences, the more need there is for individualized instruction. The larger the teacher-pupil ratio, the more need there is for such a program. Strang views the program as a solution to the grouping problem. With flexible subgroups and periods of individualized reading for homogeneous groups and heterogeneous classes for needs and interests a compromise is made.

Strang does not look on individualized reading as a whole program. "Used exclusively, it may cause neglect of systematic instruction in reading skills and may lead the pupil to practice errors." She suggests that the program alternate with a basal program in two-week blocks or two days a week.

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[27]Frazier, op. cit., pp. 57-59, 61-73.

> More and more individualized reading programs include individual and group instruction in reading skills and discussion of the books read. And basal programs include features of individualized reading. A program that includes both systematic instruction and individualized reading promotes the best development of reading skills and also promotes interest in and enjoyment of reading and many other values. Skills can be taught through systematic instruction and perfected through individualized reading.[28]

Heilman describes some strengths and weaknesses of individualized reading. It is not a systematic teaching of skills, not one method. Instead, it rejects the lock-step process and "focuses on the child-as-reader more than the teacher-as-teacher". There is freedom for teacher innovation. Therein lies its major strength and weakness. For a teacher of high competence this lack of structure leaves her free to choose from a wide variety of practices from other approaches to accomodate divergencies. Problems arise when facets of the reading program are ignored. With little focus on organized mechanics, the teacher must provide her own structure to create a balanced program.[29]

Spache notes that individualized reading is the overall development of skills and interests based on child development principles, first-hand experience in development of background information, and concern for the individual. He looks on it as a method of creating permanent

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[28]Strang, op. cit., pp. 43, 52-53.

[29]Heilman, op. cit., pp. 389-390, 407-409.

reading interests and tastes while avoiding effects of competition and rigid standards. This method will accomodate the range of individual differences.[30]

Johnson, in reporting the results of his study comparing basal reading with individualized instruction, stated that pupils in individualized programs did as well if not better in aspects of the program measure by standardized tests.

> . . . the use of individualized reading techniques may open up new roads for the application of reading as a tool for learning, and free teachers from traditional fears as they become aware of new possibilities for the organization of classroom reading situations. Further, new confidence in the use of individualized instructional techniques may lead to their application in other aspects of teachers' classroom activities.[31]

Language Experience Programs

Aukerman terms reading ". . . a thinking and relating process"--more than mere word pronunciation. Relevancy is of importance. He notes that language experience approaches provide this relevancy. Such approaches are:

> . . . individualized; related to individual self-concepts; significant to the real needs of each child; written in the experiential context of each child, thus utilizing his past experiences; highly meaningful; fewer repetitions needed, inasmuch as the language is his own language; unitary, or whole-learning rather than fragmented

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[30] Spache, op. cit., pp. 120-121.

[31] Johnson, op. cit., p. 904.

> bit-by-bit increments of vocabulary artificially strung out.[32]

This approach is a "total" language arts program integrating listening, speaking, seeing, writing, spelling and reading into a multi-sensory process with attention to the modality of the individual learner. It is opposed to basal programs' reliance on repeated exposure for memorization. Rather, the language experience approach uses the child's own language to build in repetition and concentrates on meaningfulness.

Aukerman notes that the strength of this program lies in its ability to capture the every-day language of the child. It is no orderly progression of emphasis for its purpose is meaningful involvement. This lack of structure is also a deterrent in its use. Often, teachers feel insecure in this approach. There is a need for outside word analysis teaching which must be provided by the teacher. In including outside structure or materials, caution is warned, in order that the meaningfulness of the program is not supplanted.[33]

In the language experience program, Van Allen states that reading, spelling, listening, speaking, and writing do have reciprocal reinforcement. " . . . the oral language background of each child is a basic ingredient in word

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[32] Aukerman, _op. cit._, pp. 231, 301.

[33] _Ibid._, pp. 229-231, 299-301, 324-325.

recognition". Each child's sensitivity to environment leads to his integration into the varied processes. "A child who is reading his own writing is using material with a meaning load of zero." This leaves him free to place attention on clarity of expression, effectiveness of presentation, and interpretation of punctuation. The language form and usage is taught as he learns to write.

Van Allen terms this program a flexible, positive approach. No permanent grouping organization is employed. Instead three grouping organization plans are suggested: the whole group--for story reading, experience stories, discussions, films, fieldtrips, games, seminars; the small group--to add to ideas initiated in the large group, for dictation; the individual with the teacher--for selection of books, spelling, organizing independent work, progress conferences. He listed twelve advantages of the program: 1) non-requirement of standard English, 2) non-requirement for ability grouping, 3) use of what is available, 4) use of child's own vocabulary for sight word development, 5) use of aides, 6) lends itself to team teaching, 7) is ungraded, using the child's material, 8) spelling is based on frequency of the child's own sight vocabulary, 9) phonics is an integral part but can be taught as a structured program, 10) level of independence in choice

making, 11) blends with all expressive activities, 12) reading and writing are joyfully chosen.[34]

Morgan writes that the language experience approach is ". . . more congruent with the philosophical base of informal instruction." The children share in the responsibility for their own learning. No single model exists.[35]

Stauffer contends that the child's language " . . . provides a sound, all-embracing foundation on which to construct and develop reading ability". The size of the child's functional vocabulary is more than the teacher assumes and more than is allowed for in basal texts. "The bond between word and action and thought, between language and experience, between reading and writing and communication, is of enormous importance. He concludes that it can best be done with language experience. This approach integrates conditions, encompasses all four facets of the language process, and is founded on the social-personal conditions of purposeful communication. He restates

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[34]Roach Van Allen, How a Language-Experience Program Works, Bloomington, Indiana. NCR/ERIC Micro Form ED 012 226, May, 1967.

[35]Morgan, op. cit., p. 40.

the grouping plans as previously outlined by Van Allen, emphasizing that the individual's stories are the most productive and have the best utility for instruction.[36]

Heilman suggests some modifications for the program. He states that the language experience approach ". . . has merit in proportion to the degree to which certain logical practices are followed." He advocates limiting the complexity of vocabulary and sentence structure, augmenting the child's own stories with ones the teacher writes about the child.

Language experience provides practice in a number of developmental skills closely related to reading. They are appropriate to varying stages of the reading process. Heilman lists eight valuable activity-types: 1) oral language use in group planning, 2) give and take of ideas, 3) sharpening sensory acuity, visual and auditory perception, 4) expanding concepts and vocabulary, 5) reinforcing left-to-right progression, 6) learning words as wholes to develop sight vocabulry, 7) reading sentences as a unit, 8) getting meaning from the printed word.

Heilman contends that the language-expereince approach is a vulnerable process when used as a single method. Difficulties in controlling vocabulary, the high

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[36]Russell G. Stauffer, The Language-Expereince Approach to the Teaching of Reading (New York: Harper and Row, 1970), pp. 15-16, 21.

burden on the teacher's time, the necessity for a highly trained teacher, and the difficulties in truly adapting a program to all individuals were all cited as drawbacks. Heilman extolled the merits of the program but suggested that it best be used in a supplementary fashion.[37]

Programmed Reading Instruction

Komoski defines programmed instructional materials as a graded sequence of informationally-laden questions in which the answers are within the realm of pupil knowledge. Three aspects of the program are: 1) provision of assistance, then withdrawal of it, 2) provision for response to many relevant questions on a given subject, 3) provision for response-reinforcement. Komoski emphasized that programmed instruction was not synonymous with teaching machines although these machines are sometimes incorporated into the program.

Programmed instruction is built on the premise that reading is a personal activity. Such an approach concentrates almost wholly on the individual. Successful programming assumes knowledge only when it is previously taught or is known to be within the experience of the child. There is a need for matching the right program to the particular need. Immediate success with a minimum of errors must be

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[37]Heilman, op. cit., 204-205.

built into any program. There is a need for building teaching techniques into these self-instructional materials.

Komoski questions programs as now set up. What is the role of the teacher? Will these programs assure retention of concepts. There is a need for further study.[38]

Durkin agrees with Komoski's description of programmed reading instruction. These materials have emphasis on self-direction, self-pacing, and self-correction. She characterizes materials available as having linguistic and phonic emphasis. There is an avoidance of stories, especially in the early stages of the programs. She states that programmed reading materials have ". . . great potential, . . . in the promise they offer to free a classroom teacher to spend much of her time with small groups and individuals . . . ."[39]

Huus reviews the types of programs available. They are categorized as linear or branching progressions. Linear progressions are largely concerned with lower-level skills such as phonetic analysis, structural analysis, comprehension skills, contextual clues, and vocabulary. Branching program skills are reference work, following directions,

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[38]P. Kenneth Komoski, "Teaching Machines and Programmed Reading Instruction," Controversial Issues in Reading and Promising Solutions, ed. and comp. by Helen M. Robinson, Proceedings of the Annual Conference on Reading, Vol. 23 (Chicago: University of Chicago Press, December, 1961), pp. 109-111.

[39]Durkin, op. cit., pp. 138, 140.

interpretative skills, and vocabulary. Huus suggests that the teacher examine materials with the following questions in mind. Is the optimum gradation of steps for slow or fast learners? Is there a balance between right and wrong answers? Is there transfer of learning and long-term retention? Are there ways to integrate the learning with other subjects?[40]

Putnam states that programmed instruction is based on the psychology of immediate reward or reinforcement. This is the " . . . spark to motivate the next trail." She lists positive and negative aspects of such programs. Assets are: 1) provision of materials at the correct instruction level, 2) immediate reinforcement or correction, 3) correction occurs without the teacher's negative reaction, 4) pupil may progress at own rate, 5) reduction of confusion by introducing one new item at a time, 6) prevention of failure through small-step mastery, 7) presentation of the material in "bite-sized" chunks, enabling students to see their chance of success before beginning the work, 8) appear to be particularly good for people who get "lost in the language maze" of regular books, 9) appear to be more effective with older children--upper elementary,

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[40]Helen Huus, "Innovations in Reading Instruction: At Later Levels," Innovation and Change in Reading Instruction, Yearbook of the National Society for the Study of Education, Part II (Chicago: University of Chicago Press, 1968), pp. 155-156.

junior high, senior high, and college students, 10) provide for more efficient use of teacher time, 11) slow learners appear to be more content than bright children, 12) an easy, effective way for absentees to "catch up", 13) an excellent source of "extra practice" for slow learners, 14) an effective stimulant in creating involvement and participation.

There are limitations in the actual practice of the program: 1) Materials seem to be most effective for the extreme deviates. 2) The program is most effective in short daily periods. 3) It is least effective with young, primary age children who need "give and take" of human association and discussion. 4) There is little or no attempt to analyze the reason for errors or to reteach in a new way. 5) The nature of the design is fragmentary. 6) Many pages are involved in an ordinary program for minimal amount of content. 7) There are negative responses to writing answers, when thinking the answer seems just as effective to the student. 8) Materials are no better than the content of the particular program. 9) Consumable materials add to the cost of the program--prohibitive for an entire class.

Putnam outlines some areas for further exploration. Because of the individual nature of the materials, do personality traits of introversion and extroversion affect the child's learning? Do the personalities of the learners,

especially in the degree of compulsiveness or anxiety, affect the effectiveness of the materials? Does immediate reinforcement of learning counteract the need for intra-group relationships? There is a need for further research on specific factors of the program.[41]

Heilman looks on programmed reading materials as a supplementary source. Because of its largely mechanical aspects, it is best used for practice to relieve the teacher from repetitive drill.[42]

Cronbach stresses the variance in quality of individual programs. He states that a well-designed program has a " . . . thoroughly orderly arrangement or questions and explanations." He agrees with Heilman on its use for drill. Cronbach describes programmed reading as being no better or worse than other programs in presenting information. He suggests that it is likely that well-motivated students will profit from a well-designed program. His main criticism centered on the program's lack of transfer of learning and its lack of creative thought and reasoning processes.[43]

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[41]Lillian Putnam, "Programmed Instruction: Let's Be Realistic," Forging Ahead in Reading, ed. by J. A. Figurel, Proceedings of the Twelfth Annual Conference of the International Reading Association, Vol. 22, Part I (Newark: International Reading Association, 1968), pp. 399-401.

[42]Heilman, op. cit., pp. 189-190.

[43]Lee J. Cronbach, "What Research Says About Programmed Reading," NEA Journal, Vol. 51, No. 9 (December, 1962), 45-47.

Westby-Gibson reiterated the previously mentioned authors on the subject of programmed reading's organization. She termed it of value for purposes of individualized instruction in its accomodation of special learning differences, differences in learning rates, and individual study.[44]

Eclectic or Combined Programs

Robinson emphasizes that reading programs often make teachers dependent on materials. He suggests that the teacher must use materials in an eclectic manner as their use appears feasible. He notes that a teacher-oriented program in which the teacher is free to choose from a variety of sources best fulfills the aim of developing independent readers who are concerned with ideas. Robinson offers criteria for setting up programs which free the teacher from "materials-oriented reading instruction". He suggests that a reading committee be organized. Its function would be to analyze present programs, define a "good" program, consult with teachers, aid teachers in designing a reading program, and evaluate materials. Robinson suggests that such a committee would be of help in seeing that the concepts taught are valid. It would assure

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[44]Dorothy Westby-Gibson, Grouping Students for Improved Instruction (Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1966), p. 43.

teacher independence and would provide developmental planning. Such an organization would answer the criticism that calls an eclectic approach no approach at all.[45]

In Strang, McCullough, and Traxler's book a need for an integrated approach is noted. The authors reject the "either-or" attitude in choice of reading programs. They urge that teachers check the modalities of the learners and keep in mind that there is " . . . no single best approach for all children". The suggestion is made that individualized reading be built into a systematic basal program with supplementary materials that include phonetic and linguistic instruction and multilevel programs.[46]

Spache contends that no program can fit all situations. He offers a plan that involves the eclectic approach. Beginning reading instruction should involve the language experience approach. This period of instruction could best be used for judging individual readiness. He bases this contention on aspects of that program that relate reading and language with the spoken word. Such a program makes no assumptions, as basal programs do, because reading progress is equated with the child's verbal skills.

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[45] H. Alan Robinson, "Teacher Oriented Reading Instruction," _Controversial Issues in Reading and Promising Solutions_, ed. and comp. by Helen M. Robinson, proceedings of the Annual Conference on Reading, Vol. 23 (Chicago: University of Chicago Press, December, 1961), pp. 121-123.

[46] Strang, _op. cit._, pp. 238, 257.

Spache goes on to organize instruction for the gifted, average, and slow learners. For the gifted he suggests the use of language experience and individualized reading with grouping for skills. Average learners should use the modified basal approach with experience charts and individualized reading used in a supplementary fashion. Slow learners should have extended readiness activities centered around language experience. Spache recommends overlearning of limited vocabulary through teacher planning. Basal reading should follow this. Slow learners need the controlled vocabulary, simple concepts, high frequency repetition, and reinforcement of many basal programs. Parallel reading keyed to the basals should be provided to aid the comprehension process.

In making his recommendations, Spache suggests modifications for specific reading approaches. The main objection to language experience is its lack of vocabulary control and repetition. To counteract this, Spache suggests emphasis on service words (prepositions, adverbs, conjunctions) and pre-teaching of basal vocabulary. To overcome the regimented progression of basal programs, Spache suggests selectivity and variety in use of skill books and worksheets. No individual story's vocabulary is that important. Reading in breadth can overcome the need for overly

concentrated use of basal programs. Spache suggests the rapid completion of basals followed by individualized reading and supplementary skill work.[47]

Aukerman writes:

> Which is the best method of teaching beginning reading? is a question many would like to have answered. To say that there is no one-best method might possibly be true, yet it would be begging the question. The answer lies within neither the materials nor the methods, but in the commitment which a practioner is willing to make . . . .
> . . . .
> For an administrator or a committee to select one method to the exclusion of the good elements of others would be ignoring the individual differences of the teachers who would use the methods.[48]

Principles Involved in School Organization

Although methods of instruction are often independently chosen, it is important to review the school's organizational structure. Indeed, program and structure become intertwined, and it is best to consider both in making evaluations or plans for changing.

Sartain says that school organizational changes should be:

> . . . planned with consideration for total value systems, for the type and structure of the content to be studied, for the principles of child growth, for

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[47]Spache, op. cit., pp. 234, 236, 240-243, 258-269.

[48]Aukerman, op. cit., p. 487.

> the psychology of teaching and of learning, and for the intricacies of daily classroom instruction.[49]

He offers criteria for evaluating organizational patterns.

> Factors related to curriculum content and structure.--The organizational patterns of schools and classrooms should contribute to the effectiveness of curricular planning and experiences. In view of the purposes of modern education, the recommended curriculum plan:
> 1. Places special value upon the uniqueness of each learner.
> 2. Provides both balance of content and opportunity for correlations among the various areas of study.
> 3. Structures the expected outcomes in continuous developmental growth sequences that include provision for spaced review.
> 4. Expands or contracts its offerings in depth and breadth to fit the varying capabilities and purposes of learners at different times.
> 5. Provides a variety of types of learning experiences to capitalize upon learners' different interests and modes of learning.
>
> Factors related to the personal success of the learner.--In order to enhance the child's opportunities to become an increasingly adequate person, the modern school:
> 1. Develops a warm, supportive teacher-pupil relationship.
> 2. Helps various pupils, in accordance with different capabilities, to set somewhat different academic goals that provide challenge and stimulation.
> 3. Provides experiences which will help the learner see himself as a worthy, adequately capable person.
> 4. Provides experiences which encourage the child to interact with others in ways that strengthen his social understanding and habits as well as his academic competencies.
> 5. Facilitates the placement of responsibility for learning on the pupil, making him an intellectually active participant rather than a passive observer.

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[49]Harry W. Sartain, "Organizational Patterns of Schools and Classrooms for Reading Instruction," Innovation and Change in Reading Instruction, Yearbook of the National Society for the Study of Education, Part II (Chicago: University of Chicago Press, 1968), p. 197.

6. Develops habits of constructive self-direction through increasing opportunities for purposeful independent work.
7. Offers a consistent work load rather than one which fluctuates greatly from day to day and week to week.

Factors related to teacher effectiveness.--A desirable pattern of school and classroom organization:

1. Makes the teacher fully aware of the extent and types of individual differences among children.
2. Provides for frequent evaluation of each pupil's general progress in terms of individual capacity rather than of class standards.
3. Enables teachers to do individual diagnostic appraisals and corrective teaching for most children who encounter temporary difficulties.
4. Makes fairly comprehensive pupil records readily available for adding notes about significant behaviors and for use in examining and analyzing problems and progress.
5. Provides enough flexibility of scheduling to permit teachers to readily change or extend daily time blocks and to alter curriculum plans in order to capitalize upon various types of learning opportunities.
6. Utilizes the special capabilities of teachers as fully as possible.
7. Makes efficient use of teacher time, providing the maximum amount of learning possible for the amount of instructional time and effort expended.
8. Is reasonably economical with respect to teacher-pupil ratio and utilization of school facilities.

Recommendations for planning organizational innovations.--In order to avoid repeating earlier errors, school administrators are urged to consider the following recommendations:

1. Involve all staff members in planning for change to obtain the benefit of their combined experience and knowledge and to give them an opportunity to learn about plans being developed.
2. Consider all the goals of the school and how their fulfillment will be affected by different styles of organization.
3. Evaluate proposed organization plans by the application of an adequate number of criteria, . . . instead of considering them in relation to only one or two obvious values. Then avoid the adoption of organizational schemes which have fundamental weaknesses that make them only insufficient half-measures.
4. Recognize that it may be desirable to have more than one organizational plan in operation in any school or classroom. Owing to their earlier experiences,

some children need to learn to read in a situation that is more formally structured than that required for others. Likewise, different teachers may succeed best in somewhat different organizational patterns. For these reasons the traits of teachers and pupils should be considered in assigning children to homerooms.

5. Recognize that no very effective plan will make teaching easier. Excellence in all fields of endeavor, including teaching, requires concentrated effort.
6. Make changes gradually, adapting curriculum plans as needed and educating parents, teachers, and pupils for such changes. Otherwise there may be a change in organizational name only, with no improvement in educational practice.
7. Provide adequate psychological and reading-consultant services to aid the teacher in diagnosing pupil difficulties and sometimes in offering remediation. No organizational plan gives the classroom teacher enough time to analyze the most serious reading problems.
8. As teachers engage in innovative procedures to successfully individualize reading instruction, provide them with generous psychological (if not financial) rewards in the form of encouragement, recognition, and favorable publicity.
9. Regardless of organizational plan, keep the class size small enough to make excellent teaching of reading possible. Some studies of achievement in relation to class size have been misleading, because the common failure of mediocre teachers to improve their teaching when class size decreases neutralizes the improved achievement attained by good teachers. An industrious teacher can regularly provide the best of differential work and sensitive personal counseling for no more than twenty-five or thirty children.
10. Withhold final judgment on the value of the innovative organizational procedure until there has been time for the novelty effect to wear off and for a thorough evaluation of the results to be made. When assessing results, look for ways in which pupil success is related to specific combinations of teaching behavior and features of school and classroom organization.[50]

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[50] *Ibid.*, pp. 199-200, 235-236.

In conclusion, Sartain places the importance of teacher efforts and capabilities before school organizational patterns and teaching methods. He suggests that the teacher is the widest variable. The good ones are effective in anything. The teacher must provide for the individual, not the administration, although good school organization is a help. Research doesn't favor organizational patterns because the pupil is dependent on " . . . teacher performance, curriculum structure, and other factors that may differ in schools having the same form of organization." He suggests caution lest we succumb to a " . . . willingness to settle for a simplified, ready-made, new-looking assembly-line approach . . . "[51]

Westby-Gibson reiterated much of Sartain's criteria in relation to organizational planning. She stressed social aspects: foster feelings of self-worth, acceptance, and achievement; avoid accentuating racial and social bias; adapt content, method, and media to the individual; provide special opportunities for the disadvantaged; bring appropriate people together (those who complement); make an effort to match teacher and pupil; promote a "variety of excellence".[52]

Strang offers criteria for program evaluation. She stresses the importance of success of the individual

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[51] Ibid., pp. 232-234.

[52] Westby-Gibson, op. cit., 12-20.

in any program. She suggests the following criteria: The program rests on sound, comprehensive concepts of reading. It extends throughout the school years to provide sequential development. It involves cooperative staff planning. It places responsibility for reading competency on teachers of <u>all</u> subjects. It provides special provision for students of different ability levels. It provides continuous diagnosis. It provides material of appropriate interest and difficulty. Teaching methods are based on sound development principles. Teaching methods develop curiosity and intellectual inquiry. Reading, psychological, and social services combine to meet problems. Strang emphasized that the student should be viewed as "the organizing principle" in any program.[53]

Team Teaching

In this paper, investigations of reading methods and organizational patterns are being made to determine their use under an IGE organizational plan. The IGE program was previously described. Because of this program's organization in units with classes and several teachers working as a group it is important to investigate teaming methods in their varying forms.

Westby-Gibson defines the team as a hierarchy with differentiated functions and specialization. The leader

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[53] Strang, *op. cit.*, pp. 103-104.

is the "master teacher" who coordinates programs, supervises, and administrates his team while remaining a teacher. Other "senior teachers" are subject specialists, teaching, specializing in their subject, working on curriculum development in their field. Regular teachers cooperate in planning, implementing, and evaluating. A supportive staff of student teachers or interns and aides completes the team staff. Within such a hierarchy the members use different grouping patterns to divide responsibility for the teaching of children assigned to homerooms in their team.

She cites staffing advantages. Team teaching facilitates effective use of the teachers' special abilities, interests, and aptitudes. It offers a more highly individualized program. It offers opportunity for teacher growth. It gives new teachers close supervision and experienced teachers find a new career pattern. Use of aides frees teachers.

Problems in working together do arise. Teachers are exposed to opinions of their peers. Often there are differences in teacher philosophy. Scheduling becomes very important.

Westby-Gibson suggests back-to-back scheduling with two or more teachers cooperating in identical time periods. Planning is done in modules of ten, fifteen, or twenty

minute periods with daily changes to match specific activities. Such a plan provides potential for adaptation of time, grouping patterns, and instructional methods. Westby-Gibson relates such planning to open school organization.[54]

Sechler describes team teaching.

> Each teacher would be a member of a team and, as a team member, should consider himself as a stimulator of learning. Each team member would be responsible for providing a wide variety of learning opportunities and materials from which children could choose. Each teacher would strive to make learning personally meaningful to each child.[55]

She describes a particular open school which uses a four-teacher team with 120 pupils. The team plans for specific needs of each child. The needs of the pupil determine the type of activity and the size and makeup of the groups. Various ages are grouped (six-nine, seven-ten, eight-twelve) according to maturity, social adjustment, and academic achievement. Each child learns individual and group skills. The teacher's role is of primary importance. With all areas of the curriculum grouped and regrouped, the teacher must be familiar with all levels of instruction, changing roles constantly. The team takes responsibility for planning initial diagnosis, assigning

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[54]Westby-Gibson, op. cit., pp. 39-40, 42, 50.

[55]Sechler, op. cit., p. 355.

teachers and materials, and setting up learning centers.[56]

Sartain states that multiple teacher plans do utilize teacher strengths, but he cautions against using this to develop a departmentalized program. In such a program it is impossible to "know" all students or to give the diagnostic testing, observation, and individual help needed. Such a program relates to groups, not individuals. Record keeping becomes unwieldy and scheduling inflexible. He suggests that such problems outweigh the convenience of having curriculum specialists at the primary level.

Team teaching can provide for altering group size with large, small and individual grouping patterns. Frequent teacher changes make diagnosing difficult and teacher-pupil relations undeveloped. Sartain suggests that it is a good problem-solving vehicle for teachers in learning from each other and taking advantage of specialties. He recommends that children remain with one teacher for a large part of the day. This would help in developing a sense of belonging. He suggests that team and class sizes be kept small.[57]

Strang agrees with Westby-Gibson and Sartain in their analyses of advantages for teachers under team organization. She expanded this to include advantages for the

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[56]Ibid., p. 356.

[57]Sartain, op. cit., pp. 201-202, 222-223.

children. When the organization is skillfully developed it stimulates teachers to expand and refine techniques. It exposes the pupil to different teaching styles and teacher personalities. It reduces behavior problems. It facilitates thorough preparation thus providing superior instruction. It reduces the amount of time spent in large group management, leaving more opportunity for individualized instruction.[58]

Flexible grouping for a common need is a very useful tool among team members. Wilson warns against using intra-class grouping for creating homogeneity. This creates a lack of variation in instruction and the individual is ignored. Whatever the grouping, "method is independent of grouping".[59]

Team teaching can be used in varied settings. Trump writes of the flexibility of the open school. Space, time, and grouping change constantly. Teachers team in back-to-back time blocks working in small module periods. Master schedules are prepared and changed often. Children choose from the master schedule with the "o.k." of their advisors. Trump contends that equality of opportunity is confused with

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[58]Strang, op. cit..

[59]Richard C. Wilson, "Criteria for Effective Grouping," Forging Ahead in Reading, ed. by J. A. Figurel, Proceedings of the Twelfth Annual Conference of the International Reading Association, Vol. 12, Part I (Newark: International Reading Association, 1968), 276.

uniformity. Standard-size classes, teacher-pupil ratio goals, uniformity in class performance, and a standardized curriculum all come from this misconception. Where the individual is emphasized, uniformity is not important.[60]

Sartain writes of the continuous progress plan. It combines non-gradedness, multi-age heterogeneous grouping and team teaching. Team members work in back-to-back schedules with children moving back and forth between classes. Within a specific class, the children are divided into power groups for reading and other subjects. They progress through several planned sequences of basic learnings which have as their purpose "streams of educational outcomes". Teams meet for the purpose of informing homeroom teachers of pupil exchanges, general planning and scheduling, and instructional planning. Children move from team to team according to maturity, usually staying in each team two years. The purpose of the continuous progress plan is to focus attention on the individual in a structured but flexible manner. It needs highly competent teachers in order to function properly.[61]

Multiage, multigrade, ungraded, or other types of grouping--all could be adapted to the team approach.

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[60]Lloyd Trump, "Flexible Scheduling: Fad or Fundamental," Phi Delta Kappan, Vol. 44, No. 8 (May, 1963), 367-370.

[61]Sartain, op. cit., pp. 230-232.

Whatever the pattern, the purpose is to provide a more genuinely valuable experience for the individual.

Grouping for Individualized Instruction

"Individualized instruction is a match between what is being taught and what needs to be learned."[62] Lewis contends that the child misses little by absence in a traditional classroom. A good deal of "wheel spinning" takes place to get everyone ready. "You can cover fantastic amounts" with the individual. Lewis advocates intensive instruction for the individual. He suggests it takes less time.[63]

Inherent in individualized reading programs are some of the principles on which individualized instruction is based. Aukerman lists some of these principles. There is an " . . . optimum growth of self . . . " where " . . . learning is the function of the learner". "Teaching is merely the arranging of the optimum conditions for learning."[64]

Children must learn to function in an independent way. Teach independence. The teacher should " . . . take as much time at the beginning of the school year to teach independence and self-reliance as she does to teaching reading or arithmetic

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[62]Durkin, op. cit., p. 166.

[63]Edward R. Lewis, "An Alternate School: Philosophy and Practice," Elementary English, Vol. 50, No. 3 (March, 1973), 372-373.

[64]Aukerman, op. cit., p. 383.

or anything else."[65] Ground rules must be established. The children need to learn to help each other. Through cooperative planning, sharing, and problem solving the teacher might motivate the group for later independent work.[66]

What of grouping? Individualized instruction does not rule it out entirely. Instead, purposes and methods change to fulfill the primary aim of meeting individual needs.

Sartain writes

> . . . complexity of human differences makes it impossible to form a class that is homogeneous in more than one area of skill development and that homogeneity is only temporary.

Homogeneous groups are built on the fallacy that there is a single index of ability. There is no homogeneity in rate of progress. "Human variability is too complex to be extensively modified by any simple one-dimensional change in school organization." It does reduce the differences in teaching but the range continues. It is not better than heterogeneously grouped classes. Its socio-emotional effects are more harmful. Sartain suggests it at the elementary level as a possibility for enrichment and special

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[65] Hunt, op. cit., p. 291.

[66] Morgan, op. cit., p. 401.

education only.[67] Groups cannot be homogeneous because individuals are not homogeneous within themselves."[68]

> The values of grouping should not get lost because of limitations. Flexible grouping to meet a common, immediate need is widely recognized as a sound educational practice. Diagnostic teaching is the prerequisite. Obviously grouping especially for a specific need cannot be done until common needs are determined. Why group for any reason if the grouping is planned to teach what the membership already knows? . . .[69]

Wilson lists some values of small group instruction. Many children participate more easily in small groups. Often they need the stimulation of others to create interest in books or other materials. The exchange and sharing of ideas is handled with ease in small groups. Such groups create teacher-pupil rapport. There is a minimum of waste inherent in large group instruction.[70]

Grouping is acceptable in individualized instruction when it meets individual needs. Miller describes some less commonly used forms.

> Needs Groups--A needs group usually is in a reading approach that does not utilize reading ability groups on a regular basis. Therefore, needs groups most often are used in the individualized reading plan and in the language-experience approach. A needs group is a short-term group that is formed when the teacher decides that group of children in her classroom have a common word recognition or comprehension deficiency. When using individualized reading the teacher may notice the

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[67] Sartain, op. cit., pp. 203, 206-208.

[68] Westby-Gibson, op. cit., p. 11.

[69] Wilson, op. cit., p. 276.

[70] Ibid..

difficulty during the individual reading conference when a child is reading a portion of his story out loud or when she is asking him comprehension questions about it. When using the language-experience approach, the teacher may notice the difficulty when she is working individually with the child in helping him to read back his experience stories. . . .

. . . .

A needs group may consist of able, average, and slow readers, but all of its members have certain common skill needs. The needs group is disbanded when the skills that it was formed to learn have been thoroughly mastered.

Interest Groups--An interest group also is a short-term group that may consist of fast, average, and slow readers. An interest group can be employed in any reading approach but certainly should be used in the basal reader approach to avoid the rigidity that comes from the sole use of reading ability groups.

An interest group is formed when a number of children in a classroom decide there is a certain topic that they wish to know more about.

. . . .

An interest group usually makes an oral or written report of its findings. An oral report gives the rest of the class an opportunity to share the findings of the interest group. The group is discontinued when the children in it have discovered enough about the topic to satisfy their curiosity.

Research Groups--A research group is quite similar to an interest group in some ways. The research group is a short-term group composed of children with different reading abilities. It can profitably be used in any of the reading approaches and is especially valuable in the basal reader approach. It differs from an interest group mainly in that the teacher assigns a topic to be researched to a group of children instead of allowing them to choose their own interest to study.

A research group usually is formed when the children are studying a unit in social studies or science, and the teacher wishes a portion of the unit to be studied in depth. . . .

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All of the research groups that are studying different aspects of a unit usually report their findings to the rest of the class orally. They also may prepare written reports. A research group is discontinued when the unit being studied is concluded.

> Tutorial Groups--A tutorial group can be used in any reading method. Sometimes it is called the "buddy system" and is formed of a child-teacher and a child-pupil. Usually a good reader is the child-teacher, and a slower reader is the child-pupil. . . .
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> . . . .
>
> Sometimes a tutorial group consists of a good reader and a child who has been absent from school. In this case it sometimes is permissible for the child-teacher to teach some reading skills.
>
> A tutorial group should not be formed unless both children wish to be in it. Also, a tutorial group should never continue for a long time as both children tire easily of this kind of activity. A tutorial group is discontinued when the child-pupil has mastered the reading skills that the child-teacher presented or reviewed.[71]

Other authors offer their comments on special purpose grouping. Westby-Gibson suggests that grouping be used in all its various forms both for the teaching of subject matter and for problems in group dynamics. She adds sociometric choice and task at hand as other grouping types.[72]

Durkin suggests that the teacher might plan for different grouping patterns on different days. Differentiated assignments could be worked into independent work periods.[73]

Robertson reported on a study of tutorial groups. The questions researched were: 1) To determine effects

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[71]Willa H. Miller, "Some Less Commonly Used Forms of Grouping," Elementary English, Vol. 48, No. 8 (December, 1971), 989-990.

[72]Westby-Gibson, op. cit., pp. 27-28.

[73]Durkin, op. cit., p. 151.

tutoring has on attitudes of tutors toward reading, teachers and themselves. 2) Do tutors improve themselves through tutoring? 3) Do the children being tutored improve their learning through tutoring? After the tutoring the tutors had developed a more positive attitude and achieved higher scores on the Stanford Diagnostic Reading Test. The "pupils" improved. Robertson stressed the importance of training the tutor in how to "teach".[74]

Sartain stresses the independent study group, which is a feature of non-grading, individualized reading and individually prescribed instruction. Its effectiveness is dependent on motivation, appropriateness of the assignment, ability to be independent, and preparedness (teacher function). When a skill is first taught directed study should be used with varied materials, but as it develops independent grouping patterns should be established. Such a pattern is more successful with high achievers. The anxious and the deprived pupils benefit from structure.

Sartain describes different reading groups: power group, skills-refinement group, activity group. The basal instructional group is the reading power group. It is formed according to tests and informal inventories. Danger

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[74]Douglas J. Robertson, "Intergrade Tutoring: Children Learn from Children," The First R: Readings on Teaching Reading, ed. by Sam Leaton Sebesta and Carl J. Wallen (Chicago: Science Research Associates, Inc., 1972), pp. 278-280, 282.

lies in its rigidity. It is difficult to change pupils among power groups. Readiness for extra help in a special skill regardless of reading level is the criteria for forming skills-refinement groups. This group correlates with Miller's description of needs groups. Activity groups are formed by choice. Their purpose is to apply skills already taught. It can be an opportunity to try different reading approaches such as individualized reading, language experience or topical reading. No matter what the group there is a need for flexibility to permit interaction and efficient use of time and material.[75]

Hagerty describes "ad hoc" grouping. Each pupil learns independently because of differences in interest, ability and experience. Following are the steps in managing this grouping pattern. 1) State the skill or idea in behavioral objectives in language understood by the children. 2) Initiate evaluation by individuals. What does he need? 3) Group according to similarities of needs. 4) Diversify materials and activities for each group. 5) Individually evaluate in terms of group's progress. Using this pattern provides for dynamic change

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[75]Sartain, op. cit., pp. 210, 212, 216.

throughout the year. Group-paced learning replaces textbook pacing. Individual needs are the criteria for grouping.[76]

One instructional plan is Individually Prescribed Instruction (IPI), created by the Learning Research and Development Center at the University of Pittsburgh. It is an educational system built on specific objectives correlated with diagnostic and teaching materials. It started as a plan for programmed instruction for the self-contained classroom. It developed into a carefully sequenced and detailed program of objectives of use in planning all aspects of the instructional system. Diagnosis and prescription are the main responsibility of the teacher in this program. With an individualized prescription the student begins work independently with a minimum of teacher direction and instruction. The teacher is then free for instructional decision making, tutoring, and evaluation of student progress.

Charting of progress for each individual is important in evaluation for planning further prescriptions, in organizing small and large group instruction or tutoring,

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[76]James E. Hagerty, "Individualizing Instruction through 'Ad Hoc' Grouping," The First R: Readings on Teaching Reading, ed. by Sam Leaton Sebesta and Carl J. Wallen (Chicago: Science Reserach Associates, Inc., 1972), pp. 166-167.

and in strengthening the curriculum and instructional procedures. Teacher aides are essential in processing the vast amount of student and administrative data.

Scanlon, in his article describing IPI, emphasizes the need for training administrators and teachers in order for effective implementation. Because it is an entire organization and educational system it requires a different setup from the traditional school. Retraining to fit new roles is most important.[77]

In her analysis of IPI, Duda concentrated on the program's processes for social and emotional growth as linked to learning. She cited theory terming the learner as an "open system" in which interpersonal relationships were a dynamic factor. " . . . growth is a highly personal process for clarifying the relationship between the individual and the society for maximizing the effectiveness of his choices of goals and means." Also cited was the theory that learning is an individual process. Therefore, the group process, supplemented by teacher interaction, with each individual responsible for his own decision making and evaluation, leads to learning. Under this system the teacher role changes. As prescription writer, the teacher becomes counselor. In this role authority is absent. In

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[77]Robert G. Scanlon, "Individually Prescribed Instruction: A System of Individualized Instruction," Educational Technology, Vol. 10, No. 12 (December, 1970), 44-46.

traditional roles the teacher is the authority figure as instructor and arbitrator. Duda contends that the two roles are incompatible. Therefore, technology takes on the instructional function. "The teacher can assume a guidance function relative to the use of technology as a resource." Authority is not part of this role. Duda contends that the wholeness in the IPI school lies within the system for managing learning through this process. Under prescription direction, the student will manage his own learning, formulating his goals and choosing among the available resources for learning. "The extent to which these alternatives are growth-producing choices for the range of student input variables will depend upon the development of an adequate supporting technology."[78]

This supporting technology is a tremendous task to set up. Sartain writes of the non-graded courses planned in carefully developed sequences of numbered lessons. Whether commercial programs are used or not, detailed educational objectives and curriculum guides must be set up by the school. If carefully created, such a system becomes an invaluable source. This system is the basis on which prescriptions are made and is eessential to any individually prescribed program.

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[78] Mary Jane Duda, "Critical Analysis of Individually Prescribed Instruction," Educational Technology, Vol. 10, No. 12 (December, 1970), 47-51.

Sartain describes the role of the child. With his own individual plan, the child works at his own rate, asking for help as needed. Occasionally he participates in group work similar to "ad hoc" or special needs groups. There is use of the readiness concept through use of achievement and diagnostic tests. Provision is made for incidental learning with occasional seminars. There is emphasis on personal involvement with a lack of competition and pressure. A feeling of continuous success and progress is the goal for all students.

IPI fills the need for valuing the uniqueness of the individual in a supportive environment. It builds teacher-pupil relationships while setting individual academic goals, individual appraisal, and corrective instruction. Sartain suggests that the difficulties involved in setting up the learning systems that are needed for IPI are one of its greatest drawbacks. There is the danger that a learning system built on technology will become mechanical in an overly programmed way. In individual systems there is limited interaction. The teacher must allow for these difficulties in planning prescriptions.[79]

The multi-station approach is related in type to IPI. It also bases itself on the uniqueness of the individual

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[79]Sartain, op. cit., pp. 209, 225-227.

and attempts to meet this need through prescriptive teaching. Adjustments to the individual's reading level, rate of progress, and personal organization patterns are readily made through offering varied approaches on multi-levels in "stations". The learner is involved in his own learning through self-direction, options, and feedback. There is teacher-pupil sharing of the responsibility with the assumption made that no reading method is best for all students. As in IPI, the teacher is counselor and program administrator, rather than teacher-authority figure in the more traditional sense. Diagnosis with carefully kept data is very important.

With the emphasis on varied approaches, comes an equal emphasis on flexible design of the school schedules. Modular schedules are used for teaming and intergrouping. A variety of grouping patterns are encouraged with student-to-student groups as well as student-teacher groups. Naylor summarizes the essentials. Teacher supervision is important even while encouraging self-direction. On-going evaluation of individual prescriptions is a daily task. Teacher-pupil conferences for evaluative and planning sessions are most valuable.

Naylor suggests that the multi-station approach incorporates the strengths of known approaches. It

strengthens discipline and self reliance and builds positive attitudes. Naylor suggests caution in implementing such a program, starting on a gradual basis.[80]

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[80]Marilyn J. Naylor, "Reading Instruction through the Multi-station Approach," Reading Teacher, Vol. 24, No. 8 (May, 1971), 758-759.

CHAPTER III

SUMMARY AND CONCLUSIONS

Summary

In summarizing the authors' views on the open concept theory, it is noted that open education arose from a need to remove "systems" and return to a less mechanical, more individualized approach. Harris, Morgan, and McKenzie agreed in this opinion. Artificial structure works as a blockade to learning. Free exploration is needed.

These same authors disagree somewhat in the approach to take. Harris opted for complete freedom and open experience, contending that almost all educational systems in use detract from real learning. Morgan contended that there is a need for compromise with present programs, creating a balance between formal and informal education. She suggested cooperative action between teachers, administration, pupils, and the community to develop changing strategies. In all this, Morgan stressed flexibility and group planning. McKenzie, while advocating free exploration for the child, contended that

structure is needed and must be supplied by the teacher. The teacher, in her role as a facilitator and guide, must be constantly aware of the learning involved in activities. It is her duty to provide the direction.

Authors had their suggestions for transforming traditional approaches to the open concept. Bu[illegible]lle recommended an intensive training program and agreed with Morgan that this program should involve team planning. Bretz advocates gradual change, starting with a strength and carefully outlining procedures. Drummond, in his interview with Sir Alec Clegg wrote that not all teachers should or could be incorporated into such a plan. Individual personalities and philosophies enter into this, and must be considered before making the decision for change.

IGE has been suggested as an alternative between the traditional school and the open concept. Klausmeier stated that it is program which offers an organizational pattern for building-level administration offering models for programming instruction for the individual in all aspects of education. It is a reorganization into units of several homerooms encompassing varied age levels rather than graded classrooms. Teachers team within the unit to provide education based on individual need. Throughout flexible use of varied practices and materials is advocated.

In summarizing authors' views on basal reading programs, it is noted that control and structure were the two descriptive words most often mentioned. Clymer, Frazier, Sheldon, Heilman, Strang, and Durkin all wrote of the value of sequential structure as found in basal programs. The teacher's manual was seen as a valuable aid. Its sequencing of skills and abilities was of real use especially to the inexperienced teacher.

These same authors cautioned against indiscriminative use of the program. Clymer recommended selectivity. Although contending that basal reading's organization for instruction is its major contribution, he stated that it is not a total program in itself. Other materials must be incorporated into the program. There should be an integration of reading into other areas of the school program. Personal and topical reading should be included. Strang and Sheldon also recommended that this program be combined with other methods. Sheldon suggested that basal reading was a springboard to other reading experiences.

The authors are united in their criticism of the middle-class values in story content of older copyrights, but disagree about other aspects. Clymer suggested that controlled concepts, content, and vocabulary are desirable. While Sheldon saw a general lack in basal programs in their presentation of vocabulary, word analysis skills,

comprehension, and story content. Heilman liked the sequenced review and controlled vocabulary as well as its flexibility and artwork. Like Sheldon, he criticized story content and the lack of letter-sound teaching. Busch also criticized story content, contending that the stories do not motivate the child to read. He suggested that the teacher must seek relevancy and teach reading for a purpose. Durkin differentiated between types of basal readers. Early copyrights have poorer story content. Newer series have better stories with a tendency to emphasize certain aspects of reading. She also pointed out that different series vary in grading their texts. Books must be judged by their content and not by the level written on the cover.

Individualized reading, according to Johnson's definition incorporated one-to-one instruction with the pupil as self-selector and the teacher as guide. Flexible grouping patterns for short term needs were also characteristic of the program. Skill development was non-sequential in order.

Other authors agreed with Johnson's definition but offered suggestions for augmenting the program. Materials were of concern. McKenzie favored wide use of materials for developing linguistic concepts, not as a specific skills program, but as individually needed. Strang wrote of the book environment. Besides trade books, she also

recommended the use of basals on various levels of difficulty and books designed especially for retarded readers. Bush and Huebner wrote of the teacher's role in selecting a wide variety of appropriate materials for reading and skill-building. Frazier wrote of a "new richness" which variety brings to the reading program.

Grouping procedures were of primary concern. Hunt and Strang wrote specifically of the one-to-one conference. It has tremendous value in setting individual goals, evaluation and motivation. Techniques in its management must be developed by the teacher. Frazier wrote of the danger in over-emphasizing self-selection and individual work. He recommended that group interests and purposes not be ignored as a motivating force. Hunt, too, was concerned with grouping procedures. He wrote of various types for specific purposes. A flexible atmosphere must be developed through pupil-teacher planning to allow for grouping and regrouping in a variety of ways. Like Frazier, he recommended "sharing" as an important method in developing group solidarity and motivating future learning. Strang also wrote of the environment where self-management of learning is taught. She suggested that individualized reading programs were the solution to grouping problems. Flexible subgroups with some individualized work were a compromise made with the traditional approach to more fully meet the needs of heterogeneously grouped classes.

She suggests that it alternate with basal programs. Heilman notes that individualized reading is not systematic and is not one method of instruction. In this he sees its greatest problem and strength. The total reliance on teacher innovation often causes facets of reading to be ignored. Spache sees this program as an overall development of skills based on child development. Through such programs permanent reading interests are developed and rigidity is avoided.

General upkeep of the program was of concern. Strang noted the importance of record keeping by both teacher and pupil. Skill development and results of conferences must be noted. Bush and Huebner, in their list of teacher duties also mentioned this. In addition they listed as part of the teacher role: noting reading and interest levels, preparing centers, preparing equipment, conducting individual conferences, creating various grouping situations and sharing periods, gathering of reading materials, maintenance of a skill-building program. Frazier agreed with the duties as listed by Bush and Huebner but suggested that set procedures be eliminated. He suggested that details be eliminated to broaden the program to include such things as study or learning skills. He questioned if record keeping and sharing <u>everything</u> was that important in light of its time-consuming nature. He advocated independence for the staff to develop real open learning situations.

Aukerman terms the language experience reading program a "total" approach as it combines all areas of language development. It is an individualized approach related to the child in terms of his language development, self-concepts, and individual needs. Because of this intense relationship to the individual less repetition is needed. Indeed this approach is opposed to the basal reliance on repeated exposure. It is not an orderly progression.

Van Allen and Stauffer agree with Aukerman's definition of language experience as a "total" approach. Van Allen suggests that the reciprocal reinforcement of areas of language leave the child free to understand and enjoy the language. He suggests that it is a flexible, positive approach which lends itself to a variety of grouping procedures. Morgan notes that the lack of structure lends itself to informal instruction. With no model provided individuals may easily be fitted into appropriate activities.

Aukerman noted that language experience's lack of structure does act as a deterrent in its use. Teachers feel a lack of security. He noted a need for outside word analysis skills activities, but warned that this outside structure must not supplant meaning.

Heilman suggests that as a single method, language experience approaches are very vulnerable. The lack of vocabulary control, the high burden placed on teacher

time and training, and the difficulties involved in truly adapting programs to the individual all point to its use in a supplementary fashion. Used in this way, the program is of real use in developing skills related to the reading process.

Programmed reading, as defined by Komoski, is a graded sequence of informationally laden questions in which the answers are within the realm of pupil knowledge. The program is for use by individuals and assumes knowledge only when previously taught.

Durkin notes that the program allows for pupil self-direction and pacing with corrections made by the program, not the teacher. She sees possibilities in its potential to free teachers to work with small groups and individuals. In general, there seems to be an avoidance of stories especially at the lower levels of instruction. This seems to suggest supplementary use.

Heilman, Cronbach, and Westby-Gibson agree with Durkin's recommendation that programmed reading be used as a supplement. Heilman suggests that the mechanical nature of the program suggests limited use. It is of use in relieving the teacher from drill. Cronbach agrees with its use for drill purposes. He criticizes the lack of transfer of learning and creative thought in the program. Westby-Gibson noted that the program accomodated special learning difficulties, individual rates, and individual

study. Together with Cronbach, Komoski, and Putnam, Huus mentioned the importance of choosing the correct program for specific needs.

In reviewing principles behind eclectic approaches to reading instruction, Robinson criticized the teacher dependency that specific programs create. He recommended that teachers use materials eclectically. Teacher-oriented programs fulfill the aim of developing independent readers. Teachers should be freed from "materials-oriented reading instruction". He recommended that a reading committee be established to analyze, define, consult, aid and evaluate. Such a committee would serve as a uniting force, giving direction while assuring that teachers are free to choose from a variety of sources.

Strang, Spache, and Aukerman rejected the "either-or" system that a single program offers. No program fits all situations. Strang suggested that modalities should suggest appropriate materials. She suggested that the teacher build individualized reading into the basal approach with supplementary materials in phonetics, linguistics, and multi-level programs. Spache suggested that different ability levels use different approaches. He mentioned language experiences, individualized reading, and basals. He listed the drawbacks of these programs and suggested means of modifying them. As a general approach, he suggested rapid completion of basals followed by individualized reading and supplementary skills work.

The principles involved in school organizational changes were outlined in an article by Sartain. He suggested that organizational changes involve total value systems--type and structure of content, principles of child growth, psychology of teaching and learning, daily classroom instruction. Factors involved in change were curriculum content and structure, personal success of learner and teacher effectiveness. Sartain made recommendations for planning organizational innovations.

Sartain placed the teacher as the most important factor in considering change. The teacher is the widest variable for it is she who must provide for the individual. The teacher, followed by the curriculum, are a more effective influence than the type of organization.

Westby-Gibson reiterated much of Sartain's criteria while stressing social aspects in relation to the individual. Strang considers the student to be "the organizing principle" when considering change. She stressed the importance of the individual, cooperative planning, reading as a responsibility of all teachers, and plans that extend throughout school years.

Team teaching is the grouping of students and teachers into an educational unit. Using different grouping patterns, it is the responsibility of team teachers as a group to assume the teaching for children assigned to homerooms in the team. Westby-Gibson described team hierarchy in which functions of individual members are differentiated

and specialized. She also mentioned the supportive staff of student teachers and aides.

Westby-Gibson listed staffing advantages involved with team teaching. There is a more effective use of teacher strengths with more opportunity for individualization. There is more opportunity for teacher growth, both for the experienced and inexperienced teacher. The use of aides in such programs is also a freeing element. Problems with scheduling and teacher differences were listed as drawbacks of the program. Back-to-back modular scheduling with daily changes was the suggested solution to scheduling problems.

Sechler agreed with Westby-Gibson's description of team functions. She suggested multi-age grouping as a basis for team make-up. Maturity, social adjustment, and academic achievement would be the criteria for judgment. As areas of the curriculum would constantly be grouped and regrouped, Sechler noted that it is important that teachers be familiar with all levels of instruction involved.

Although stating that team teaching is an excellent problem solving vehicle for teachers, Sartain listed drawbacks inherent in the program. The flexible grouping and frequent changes makes diagnosis and teacher-pupil relationships difficult to develop. He suggested that the children remain with their homeroom teacher a greater part

of the school day to develop a sense of belonging. Sartain also cautions against team teaching evolving into a departmentalized system. In such a program teachers cannot "know" their students. They cannot give diagnostic or individual help. Such a program does not relate to individuals. It lends itself to wieldy record-keeping and inflexible schedules.

Sartain described a type of team teaching, continuous progress. In this program, non-gradedness, multi-age heterogeneous grouping, and team teaching are combined in back-to-back schedules. There are planned sequences of learning with educational outcomes. Its purpose is to give structure and flexibility to individualized learning.

Strang agreed with Sartain and Westby-Gibson about advantages for teachers under this program. She went on to list advantages for children. Expanded and refined teacher techniques are in evidence. There is exposure to different teaching styles and personalities. There is a reduction of behavior problems. Thorough teacher preparation seems to have been facilitated. There is a reduction of large group management problems, allowing more time for individualizing.

Trump repeated Westby-Gibson's description of modular scheduling and described its effectiveness in an open-school. With master schedules, the pupils can take part in choosing their own course of schedule under this system. Trump emphasized that the individual is important, not uniformity.

Wilson warned against team grouping according to homogeneity. With this structure there is a lack of variation and the individual is ignored.

Grouping for individualized instruction is of concern to many educators. Aukerman, Hunt, and Morgan stated that learning is the function of the learner. Sarvain wrote that there is no single index of ability or rate of learning. We may reduce differences in teaching, but we will not reduce the range of abilities. Indeed, to attempt to group homogeneously would cause harmful socio-emotional effects. It is suggested at the elementary level only for enrichment and special education. Lewis contended that to attempt large group instruction was a waste of time. Intensive instruction for the individual takes less time.

Various authors wrote of variant grouping patterns based on individual needs. Miller defined four types of groups: needs, interest, research, tutorial. These kinds of groups are formed for specific purposes for short-term needs. The makeup of the group is different for each purpose. Wilson wrote of the value of specific needs groups. Such structure offers opportunity for practice, development of rapport between teacher and pupils, opportunity for free exchange, and stimulation of ideas, all with a minimum waste of time. Westby-Gibson wrote of the value of small group work in general teaching and in solving problems

in group dynamics. Durkin suggested that the teacher consciously plan various patterns for different days, working in different types of assignments. Robertson wrote of the value of tutorial groups, stating there are advantages for the child-tutor and child-student. He emphasized the need for short-term sessions in which the tutor has special training. Hagerty described the ad hoc group. It is a method for approaching units after objectives are stated. Grouping is done according to need with no text book pacing. Varied materials are used.

Sartain wrote that the success of independent study groups based on non-grading and individual need was dependent on appropriateness of assignment, the ability of the individual to be independent, and the preparedness of the student and teacher. Independent grouping was more successful with high achievers. Sartain also wrote of reading groups and the need for flexibility in their makeup.

Scanlon, Duda, and Sartain wrote about IPI (Individually Prescribed Instruction). Scanlon described IPI as a system of objectives correlated with diagnosis and teaching materials. It is a sequenced program of objectives of use in all instructional systems. The teacher takes on the role of diagnostician and prescriptor. The pupil is an independent worker, functioning with a minimum of teacher

instruction and direction. Record keeping inherent in planning and evaluation is made by aides. It is a departure from the traditional school and requires that teachers and administration alike be trained in its use.

Duda wrote that the individual is an "open system" in need of social learning as an individual. Under IPI organization the individual manages his own learning from teacher-made prescriptions. The teacher becomes a counselor, not an authority figure. Technology becomes the instructor.

Detailed educational objectives and curriculum guides are needed as a basis for prescriptions in an IPI organization. Sartain described some aspects of the program. The child-planner works at his own rate with help when needed. He participates in ad hoc or special needs groups. He is continually tested for readiness. There is provision for involvement and incidental learning with continuous success and no competition. IPI values the individual and builds teacher-pupil relationships and individual goals. The greatest difficulties involved with the program concern the setting up of learning systems. Such planning is extremely complicated and time consuming. Use of these systems can become mechanical and overly programmed with limited interaction. Success in its use relies on teacher judgment.

Multi-station approaches are related to the concept of IPI. Varied approaches and levels in "stations" are offered. Naylor wrote that multi-stations incorporate the strengths of known approaches. It provides teacher support with a self-directing, on-going evaluation program with prescriptions and conferences as the basis of the program. It offers modification of teaching and grouping patterns with an emphasis on self-reliance and positive attitudes.

Conclusions

Adoption of an open concept plan appears to make many options available. Where the "lock-step" approach is dropped and prescribed materials broadened to a variety, previous methods are open to question and change. When the decision to drop traditional methods is made, some structure must take its place [illegible]E, or [illegible] program similar in type, does seem to offer that structure.

Provision for organizational, curriculum, and instructional planning on a school-wide basis is offered in mind of flexibility to meet the individual's changing needs. Such an organization offers opportunity for group interaction among teachers and students. It offers opportunity for wide variety in grouping and staffing patterns as well as in specific teaching methods and programs.

Such variety forces decision making on the staff on an almost daily basis. Whereas before many such decisions were made by administration, now the staff, in group planning sessions, makes many decisions relative to curriculum, grouping and staffing. Such freedom and ultimate responsibility placed on the staff requires a guidance or inservice program. The staff needs instruction in teaching and planning methods. There is a tremendous need for communication throughout the school with the administration taking a leadership role in correlating staff decisions and future planning. There is a need to study traditionally used programs in regard to their future use in a more flexible, changing situation.

In reviewing the various reading instruction programs, it is apparent that all of them have merit in terms of their application to a particular situation for a particular need. The choice of one program over another then needs to be made specifically with certain requirements in mind.

In an IGE school, student mobility, physically and instructionally, is important. Therefore, scheduling and curriculum must open up to this need to offer free access among classes, and ungraded material sensitive to need, not level. Such a school bases its program on the individual. Thus instructional planning and grouping must be made with that in mind.

Various reviewers have analyzed the reading approaches in terms of validity and organization of instruction, story content, structure of lessons, teacher responsibilities and roles, adaptive and flexible qualities, provision for reteaching and drill, and provision for individual differences. Of all these areas, basal reading is best distinguished for its validity and organization. Experts did not seriously question the make-up of basal skill concepts. In fact, the teacher's manual with its description of concepts taught, is the most praised aspect of the basal program. Most schools have such program materials, it is most likely that these manuals with their very basic information can be of tremendous help as a resource whether the actual program is in use or not.

Although acknowledging that basal programs do differ in emphasis, story content, and relative educational value, they do basically follow the same criteria and can be discussed in a collective manner. However, note is taken of variances of particular programs.

Thorough presentation of all aspects of reading, sequentiality of skill presentation, and controlled vocabulary are representative of traditional basal programs. In recent years this has been augmented by programs which offer emphases in certain aspects of reading. More recent

copyrights now offer variety in literature and sociological concepts, answering previous criticism pertaining to dull and irrelevant content. Materials are now available on levels in an attempt to by-pass the graded lock-step approach. Children may progress at their own rate, passing from level to level.

Experts varied in their judgments of the value of such aspects as sequential presentation or controlled vocabulary. Not all children need structure; they can provide their own. Recommendations were made that teacher choice and judgments be made in regard to the exclusive use of basal texts. Frequent use of other sources with wide reading of trade books will help to broaden a reading program. Children in need of a more unstructured program might best be taught in programs other than basal texts.

In summarizing basal reading programs' value to an open-concept, IGE type situation, this writer sees its value as a technical resource. The use of the manual would assure that basic skills were taught. Care needs to be taken that the basal text not organize the program. Instead, programs should be organized around need.

Difficulties arise when one is committed to a specific basal program. Lessons are related in long sequences. Breaking up this progression is difficult, but teacher judgment must be used in considering the needs

of individuals. No program need be followed verbatim. Awareness that not all content is valid to the situation at hand is most essential. Efforts should be made to provide alternative activities to fulfill the same objective. Much use of supplementary resources is needed to bring relevancy and support individuality.

In an IGE situation, variety can be provided through group planning. Use of multi-texts, chosen on their variety of emphases is a valid choice.

Individualized reading's emphasis on organization structured by need is compatible with the philosophy of the open concept school. The nonsequentiality of the program is criticized by various experts. Such a program rests on the individual teacher--her preparation, motivation, basic knowledge, and organizing skills. Because of this, such programs can vary tremendously from classroom to classroom in terms of quality and type.

This lack of quality control would be lessened in using individualized reading in an IGE-type school. The use of team planning would assure that various staff members united in planning and over-seeing the program. Such an organization's function would be to provide a well-balanced program through use of separate skills and enrichment programs. Provision for integrating reading with all areas of language arts as well as other fields could be accomplished.

Flexibility in grouping patterns is characteristic of individualized reading and is compatible with the IGE-open concept philosophy. Variety of materials would support this flexibility. Provision for aide help would help solve the problem of record keeping and general preparation of materials.

Language experience approaches seem closely related to individualized reading in terms of individualized instruction, control of curriculum, and what is taught. As in individualized reading, this program is dependent on individual teacher judgment.

The emphasis placed on the child's own language as a vehicle in learning to read is its main difference from individualized instruction. Use of this method, or augmentation of it, would be of particular use with children just learning to read. It would answer the criticism of individualized instruction involving uncontrolled vocabulary too soon in the child's experience.

These two approaches--individualized reading and language experience--seem related in type. A combination of the two seems feasible and practical. Such a combination would be possible to undertake in IGE-type situations.

Programmed instruction does not appear to be a "total" approach. Its reliance on mechanical means in

solely individual situations removes the child from involving social experiences with his learning. Its reliance on the short-answer type question precludes any creative thought processes. In addition, a variety in quality programs is not yet available.

This approach seems to have supplementary value. Its use for drill or teaching of skills in short time-sequences is valid. It is another means for providing variety of experience--another vehicle to satisfy individual needs.

Eclectic approaches to reading instruction free teachers from over-dependency on particular programs. In practice, "choosing the best" can lead to haphazard choice. It offers no structure.

Authorities have suggested that those using the eclectic approach limit themselves to specific programs. Various authors such as Spache and Strang have pointed out certain aspects of programs most appropriate for certain situations.

The eclectic approach does correlate with the philosophy of IGE. It opens up a variety of experiences required to fulfill the needs of individuals. The structure of IGE schools in teams can help to serve as an organizing force. Like Robinson's suggestion of a reading committee, a team approach could assure order out of unlimited possibilities.

In considering organizational procedures writers placed prime consideration on individual needs of the pupils and teachers who will carry out programs for these individuals. The total value system of the specific school should be considered in such procedures. All facets of the system should be compatible with the organization used.

Team teaching and individualized instruction were the organizational methods considered in this paper. They are compatible with each other and with IGE. The two methods incorporate flexibility in terms of curriculum, grouping procedures, scheduling, and what is taught. Individual needs are the prime concern of individualized instruction and can be effectively considered in the team teaching approach. As staff members will cooperatively do the planning for augmenting and implementing all teaching procedures, the teacher is an active participant in methodical changes.

Authorities listed many positive results of teaming in regard to teacher benefits. Growth in her profession is enhanced through this procedure, while giving more assurance that quality teaching prevails.

Under team conditions, grouping can range beyond grade level boundaries, an aspect compatible with IGE

philosophy. Team teaching should not be confused or indeed become departmentalized teaching or homogeneous grouping. That is not its purpose. It should be a continuous evolvement of educational processes with changing systems of grouping and teaching methods.

Grouping procedures under team approaches, especially for younger children, raised some questions. Young children need one teacher with whom to identify. The homeroom should be the important basis on which other changes take place. Continuous change should be weighed against the value of a stable routine in which children can "know" and be "known" by their teachers. Sartain suggests that team teaching does not relate to individuals. This is a serious consideration in planning. Strang wrote of the advantages to children in regard to variety and quality of experiences. It is up to the team to assure that this variety and quality is relative to the individual.

Scheduling becomes a point of contention when several classes team together. Although this can never match the freedom of one-teacher-one-class organization, modular scheduling does offer flexibility to the team approach.

Individualized instruction can take many forms. It can, but does not always assume, that all instruction is one-to-one. What individualized instruction does imply

is that the individual will be considered in all activities undertaken.

Types of flexible grouping patterns have been described which fulfill this criteria. Individual needs are considered in a social setting. The single-index criteria is removed while the basic fact of grouping versus one-to-one instruction frees the staff to offer more appropriate opportunities and experiences.

Specific individualized programs described were IPI and the multi-station approach. IPI is dependent on a detailed system of learning objectives. Prescriptions followed by teacher-pupil conferences assure real fulfillment of individually considered needs. The child proceeds through the systems in pursuance of his specific goals. Criticism is made that this pursuance is overly mechanical, lacking in social experience. However, if properly managed, this objection may be offset in planning.

Multi-station approaches are criticized in the same light. They resemble eclectic reading approaches, but in a "systems"-type manner.

The value of "systems"-type education is still in question. The writer suggests that an emphasis on variant small group procedures might more readily fulfill individual needs. A "systems" approach with its tendency towards mechanical emphasis seems to have merit as an alternate procedure, not as a total approach.

Recommendations

In order to form a reading program in an IGE situation, curriculum planning on the part of teachers involved msut be done. Objectives in line with school philosophy must be written. Basal reading manuals are help in the writing of such objectives. Plans should not involve graded experiences but be listed in sequential order with awareness that mastery may be attained in a random manner.

Care should be taken that reading not be defined as merely a sequence of skills. Emphasis on reading for meaning, enjoyment, and understanding must prevail.

After identifying objectives, materials for meeting these goals can be gathered. Eclectic procedures are feasible in an IGE situation. Decisions as to the appropriate approach for the individual would have to be made. Basal approaches, chosen on the basis of their emphasis can be used with individualized reading or language experience approaches. At early levels language experience would be the more appropriate alternative to individualized reading.

Care should be taken that the program or programs chosen fit the individual. Objectives of the school must be the guiding force in structuring activities. With the use of the eclectic approach comes the responsibility to

provide a "total" program. Separate skills programs would be warranted to achieve this.

It is the function of the unit-teachers in an IGE school to provide the structure. Teaming procedures will function in planning, implementing, and evaluating. This team approach will facilitate a well-balanced program for children assigned to their team. Homerooms of several grade levels would make it up. Emphasis will be placed on the integration of language arts in all its forms. Programs will be used to the extent that they fulfill a need. No program will be followed verbatim, but will be augmented in terms of unit or team goals.

At this time, IPI with its system of objectives is not recommended. Programmed reading with some commercial individualized approaches could be of use in a station-type approach. Such materials would be of a supplementary nature, augmenting basic reading in the basal, individualized, and language experience approaches.

Maturity, social adjustment, modalities, and general achievement would enter into decision making regarding choice of programs for the individual. Attempts should be made for the child to remain with one teacher for most of his reading instruction. If alternate programs are to be combined, regrouping among classes could result. For this reason, one program should dominate for a specific

child with supplementary procedures being involved to a lesser extent, thus keeping regrouping down to a small percentage of the school day.

Time must be spent in teaching the children how to function in a unit environment. If freedom for exploration is to be part of the program, children must know how to use this freedom. Real efforts on the part of the staff must be made to help children take a role in managing their own learning.

Modular scheduling is recommended as a convenient vehicle to planning. Changes in programs and insertions of special activities can more easily be adapted into a program built on flexible change.

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