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An evaluative study of the reading programs in selected elementary schools in North and South Dakota

Mary Annette Lampl

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AN EVALUATIVE STUDY OF THE READING PROGRAMS

IN SELECTED ELEMENTARY SCHOOLS

IN NORTH AND SOUTH DAKOTA

by

Sister Mary Annette Lampl, O.S.B.

A DISSERTATION

SUBMITTED IN PARTIAL FULFILLMENT OF THE

REQUIREMENTS FOR THE DEGREE OF

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CHAPTER I

THE PROBLEM

Introduction

Teaching children to read is the most important single responsibility of the schools because all further education depends upon it, and a nation of illiterates can neither govern itself nor maintain itself as a civilized society.[1]

With such a responsibility the teacher of reading must ask herself, "What is reading?". This is a question that may seem superfluous, yet occasionally it needs to be re-examined by teachers and others interested in reading programs to determine the nature of reading. According to Artley:

> ..the fundamental beliefs on which a reading program rests shape teaching methods in every detail. They determine priorities in content, guide the kinds of practice or drill situations set up for independent work, and influence the types of tests and reports used.[2]

Artley, in defining reading, presents five propositions or generalizations about the act of reading. These five propositions help to clarify desirable goals for a

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[1] Paul Woodring, "Can Johnny Read?," *Saturday Review*, XLV, Part I (January 20, 1962), p. 39.

[2] A. Sterl Artley, *What is Reading?*, A Report of a Speech made at an Educational Conference, Chicago, December, 1964. Published as a Service to Administrators in Elementary Schools (Chicago: Scott, Foresman and Co., 1965), p. 3.

reading program. They also influence decisions about kinds of materials and procedures needed to achieve these goals.

The five propositions presented by Artley concerning the reading act are: (1) Reading is the act of reconstructing from the printed page the writer's ideas, feelings, moods, and sensory impressions. (2) How one reads is conditioned by the purposes for which one reads. (3) Critical reading is an essential dimension of the reading process. (4) Learning to read is a developmental process in which one level of mastery leads to the next. (5) The end and purpose of reading is the personal development of the reader.[3]

Considering the fact that reading is not just knowing words, the home and family also have an important role in fostering reading in the family circle. Through family interests, improvements result which tend to influence reading development and personal growth in children.[4]

The public expects its schools to make the teaching of reading one of its central objectives. The extent to which schools have succeeded in achieving this objective, was reported by Gray from a careful analysis of the reading ability of today's adults. He reports that:

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[3]Ibid., pp. 3-8.

[4]Bonaro W. Overstreet, "The Role of the Home," Development In and Through Reading, Sixtieth Yearbook of the National Society for the Study of Education, Part I, (Chicago: University of Chicago Press, 1961), pp. 77-91.

...somewhat less than half of our adult population still read below the ninth-grade level. Of this number, approximately a third are functionally illiterate, that is unable to read at the fifth-grade level.[5]

The teacher's role in developing future readers cannot be underestimated. It is the challenge of the teacher to present reading situations and materials to pupils which will interest and motivate them to be the citizens of the future ready to face and understand the problems in a rapidly changing world, to participate intelligently in the duties of citizenship, and to lead rich, well-rounded personal lives.

Statement of the Problem and Its Significance

The purpose of this study was to evaluate the reading programs in the selected elementary schools in North and South Dakota. Considered were three important factors of a reading program: the organizational plan, the materials, and the preparation of teachers.

The specific objective of this study was to answer the following questions about reading programs: (1) What is the teacher background in preparation for the teaching of reading? (2) What is the type of reading program in the school? (3) What is the organizational plan within each

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[5]William S. Gray, "How Well Do Adults Read?," Adult Reading, Fifty-fifth Yearbook of the National Society for the Study of Education, Part II (Chicago: University of Chicago Press, 1956), pp. 51-52.

classroom? (4) What is the time allotment for the teaching of reading? (5) What materials are being used for reading instruction? (6) What is the greatest need of teachers in teaching reading? (7) What type of in-service aid is provided for teachers? (8) What are the attitudes of the teachers in regard to the teaching of reading?

Scope of the Study

This study included 10 principals and 67 teachers, both lay and religious, in the 10 selected elementary schools in North and South Dakota. The 10 elementary schools included in this study are all staffed by the Sisters of St. Benedict, Mother of God Priory, Pierre, South Dakota. The elementary schools were selected in order to evaluate the reading programs which are in an initial stage and an evaluation was considered valuable.

Limitations of the Study

The survey was limited by the small number of schools which were included in this study. The questionnaire technique was used in obtaining the needed information. Responses from the questionnaires considered as fact may be a limiting factor.

Summary

It is known from research that reading programs in the school contribute in forming values, ideals, and the

philosophy of life of children. Considering the importance of reading programs, this study was conducted to evaluate the programs in selected elementary schools in North and South Dakota. The evaluation was based on the important factors of the reading programs which included the organizational plan, the materials used, and the attitudes of teachers toward reading instruction.

CHAPTER II

REVIEW OF RELATED LITERATURE

Educational surveys have shown the progress in school bears a direct relationship to the child's ability to read.[1] Literature on teaching reading consists primarily of studies examining pupil achievement. The writer reviewed literature related directly to research which would be valuable as a basis for evaluating reading programs.

Approaches in Reading Instruction

Pupils in schools today are being taught to read by various methods of instruction. The basal reader approach, the individualized approach, the linguistic approach, and the use of combined approaches in reading instruction are some of the methods which have acclaimed the interest of those charged with the responsibility of reading instruction. Whatever approach is employed in instruction guidance is essential in order to provide for the individual reading needs of the pupils.

Meeting individual differences, according to Gans,[2] is a teaching problem present in every grade from kinder-

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[1]Justin A. Driscoll, "Reading, a Universal Tool for Learning," Catholic School Journal, LXIV (October, 1964), p. 29.

[2]Roma Gans, Common Sense in Teaching Reading, (Indianapolis: The Bobbs-Merrill Company, Inc., 1963), p. 109.

garten through college. Powell, considering our changing times, indicates that reading instruction, because of its primacy to academic success and its recent spotlight of attention, faces the challenge of tomorrow. Many variations of any particular approach or method used in teaching reading are possible. It is extremely rare for a "pure" method to be continued in operation in a classroom for any period of time.[3]

Basal Reader.--The term "basal reading program" is meaningful to nearly all elementary school teachers. According to Spache the basal reading series "...undoubtedly forms the core of the American reading programs."[4] This kind of program features a series of basic readers, the sequential development of skills and vocabulary, and the organization of reading groups that use several levels of material in each classroom. It is generally characterized by:

1. Materials consisting of short stories in anthology-type books. The books are designed as appropriate for a particular grade level.

2. Classroom organization consisting of several ability groups which are met by the teacher on a rotation basis.

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[3]William R. Powell, "Changing Times in Reading Instruction," Education, LXXXVI (April, 1966) p. 451.

[4]George D. Spache, Reading in the Elementary School, (Boston: Allyn and Bacon, Inc.; 1964) p. 58.

3. Each textbook selection is developed with the group in sequential order following the steps of the directed reading activity.[5]

The basal readers have been critized for a failure in providing adequate foundation for the reading tasks of the content fields. Spache is of the opinion that this criticism is based upon the fact that:

> Training in the reading of such materials as maps, charts, diagrams, and arithmetic problems is lacking in most basal series. Library skills - the proper use of reference materials, encyclopedias, almanacs and the like - are hardly touched upon. Such organizing skills as summarizing, notetaking, and outlining are taught at so simple a level that they fail to function in the pupil's post-elementary school life. The whole art of studing textbooks of various types and kinds with their varying demands for different rates of reading and degrees and types of comprehension is almost ignored. Similarily, because of the lack of training in samples of science, social sciences, natural history, and mathematical materials the pupil is not helped to differentiate the kinds of thinking demanded, the varying purposes inherent in these materials, and to make the constant readjustments needed.[6]

The training needed by students for future academic success in the content fields is of major importance to teachers.

According to Talbert and Merritt, an estimated 99 per cent of elementary teachers make some use of basal reading programs. Negative observations noted in view of

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[5]Lorraine E.R. Harvilla, "An Investigation of Instructional Reading Practices of Cooperating Teachers in Selected Grades of the Fourteen State College Campus Schools in Pennsylvania," (unpublished Doctoral Dissertation, The Pennsylvania State University, 1965).

[6]Spache, op. cit., p. 77.

this situation were that: (1) The programs too strictly limit the reading done by students, (2) They fail to stimulate real learning because reading materials are not self-selected, and (3) They are paced by the progress of average and/or slow readers.[7]

Individualized.--Individualized reading is concerned not only with the child's reading achievement but "...also in his interest in reading, his attitude toward reading, and his personal self-esteem and satisfaction in being able to read."[8]

The motivating principles of individualized reading are summarized in the words: self-seeking, self-selection, and self-pacing. Children are encouraged to select reading materials which will satisfy their interests, purposes, and progress in reading at his own rate.[9]

At the Northwestern State College's Elementary School in Louisiana extensive experimentation was done with an individualized reading program. Summarizing the project, Fowler stated that the program initiated was one of reading and sharing many books of different interests and of diff-

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[7]Dorothy G. Talbert and C. B. Merritt, "The Relative Effectiveness of Two Approaches to the Teaching of Reading in Grade V," The Reading Teacher, XIX (December, 1965), p. 183-186.

[8]Nila B. Smith, Reading Instruction for Today's Children (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1963), p. 134.

[9]Harvilla, op. cit., pp. 8-12.

erent reading levels. After sharing what had been read, the pupils interests became greater and therefore more reading was motivated. As the pupils shared in a variety of ways, their weaknesses in skills of reading became evident. This called for further help and instruction from the teacher. With this guidance the pupils selected books of their own interests and at their reading levels.

Fowler referred to the program as RISI - Reading, Interest, Sharing and Instruction. The program was flexible to permit all types of experiences in reading, writing, speaking, listening, and allow plenty of time for the teacher to give instruction to small groups and individual pupils.

After three years, achievement tests and teacher observation have shown that a majority of the pupils progress more than 1.5 grade levels in reading each year. The poor readers seemed to have made the greatest progress in reading skills, as well as showing improvement in personality. Progress was determined from results obtained on achievement tests and from teacher judgment. No specific personality test was administered. Fowler, commenting on the program, stated the method is not a cure-all, but the pupils have made more progress in the RISI program than in the basal program of former years.[10]

The claimed advantages for individualized reading as reported by Talbert and Merritt are that:

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[10]L. F. Fowler, "The RISI Individualized Reading Program," The Reading Teacher, XIV (November, 1960), pp. 101-102.

> ...learning and increased interest are promoted
> since each student selects his own reading material;
> each individual establishes his own rate of progress,
> and less restriction is placed on the content of
> material to be read.[11]

Some practices which could profitably be incorporated into a total reading program could include individual conferences for the purpose of fostering teacher - pupil relationships as an aid in spotting pupil difficulties in reading instruction. Including a variety of materials at different levels would be beneficial in meeting individual differences as well as for fostering greater interest in reading.

Better trained teachers are needed in all classes of reading instruction. Individual instruction, however, demands that teachers be more qualified in diagnosing pupil needs, in preparing and evaluating a great variety of materials, and in organizing required in record-keeping and detailed planning. Teachers must know the reading skills and how to teach them as there is no guide book for an individualized program.[12]

Linguistic.--The linguistic approach to reading instruction is an approach currently proposed by a group of language scientists known popularly as linguists. The science of linguistics has been developing rapidly in recent years. Linguistics is a complex science that has to do with the origin, nature, modification, and structure of

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[11]Talbert and Merritt, loc. cit., pp. 183.

[12]Spache, op. cit., pp. 92-111.

language. It is especially concerned with patterns of speech, vocal habits and systems and sound symbols.[13]

The linguistic approach to reading as offered by Bloomfield and Barnhart, advocates of the method, concentrates upon establishing patterns of letters and sounds regardless of meaning. Their opinion is that after the letter patterns are mastered they are converted into sounds and from sounds meaningful words will automatically evolve.[14]

Linguists have contributions for the teachers of reading and the language arts. Their analysis of the basic sounds of our language is certainly an aid in unlocking words for the reader. Those concerned with the structure of the language may be able to show that reading materials emphasizing understanding of word order, word function, word groups, and other structural elements are superior for teaching reading.[15] Reading, however, cannot be taught without the recognition of whole words in a sight vocabulary or without the use of letter sounds. These skills are necessary in reading instruction.[16,17]

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[13]Nila B. Smith, Reading Instruction for Today's Children, p. 89.

[14]Leonard Bloomfield and Clarence L. Barnhart, Let's Read: A Linguistic Approach (Detroit: Wayne State University Press, 1961), pp. 3-17.

[15]Spache, op. cit., p. 128.

[16]Jeanette Veatch, "'Linguistic' Instruction in the Teaching of Reading: Kill or Cure?," Elementary English, XXXIX (March, 1962), pp. 231-233.

Combined.--The reader will notice that this is not a new approach to reading instruction but an attempt to maximize the strengths of other methods and to avoid their weaknesses. In some literature it is referred to as an eclectic approach. It utilizes both group and individual instruction and both common and diversified materials. Not only do authorities in the field of reading stress the need for an eclectic approach to reading instruction, but research, as well, points to the same idea.[18]

A combined program approach would seem beneficial especially in the intermediate and upper grades in which reading in the content fields demands a variety of reading skills. It can, however, also be profitably used in the primary grades.

To provide a source of guidelines for schools and teachers wishing to use individualized reading as part of a combined reading program, Blakely and McKay began an investigation during the school year of 1962-1963. The investigation was carried out by means of a questionnaire sent to fifty elementary school systems in Iowa. Participants were teachers of grades four, five and/or six who were using individualized reading procedures along with a basal reader program. Responses of 111 middle-grade teachers indicated

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[17]Bjorn Karlsen, "Children's Reading and the Linguistic Structure of Languages," The Reading Teacher, XVIII (December, 1964), p. 187.

[18]A. Sterl Artley, "An Eclectic Approach to Reading," Elementary English, XXXVIII (May, 1961), pp. 320-327.

that individualized reading procedures may enrich and strengthen an eclectic reading program. Such procedures also complement the basal reader series.[19]

In a controlled study, Sartain compared individual and group procedures. Evaluations of progress of the groups were made by means of standardized tests, and appraisals of strengths and weaknesses of the individualized program were secured through teacher judgments.

Sartain's findings indicated that the individualized method did not produce better reading gains than has the strong basal program. Further findings showed that capable students made approximately the same gains under both methods, and that one of the strong features of the individualized program was the individual conferences with the pupils. The conferences developed a strong personal relationship between the teacher and child. Sartain recommended the incorporation of this feature into the basal program.[20]

In the San Diego area a research team investigated approaches to reading instruction. Three approaches were selected for detailed study; the basic reading approach, the individualized approach, and the language-experience approach.

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[19]W. Paul Blakely and Beverly McKay, "Individualized Reading as Part of an Eclectic Reading Program," Elementary English, XLIII (March, 1966), pp. 214-219.

[20]Harry Sartain, "The Roseville Experiment With Individualized Reading," The Reading Teacher, XIII (April, 1960), pp. 277-281.

The study was extended over a period of three years.

The approaches were used as experiments in many classrooms. Prior to teaching, each teacher took part in a program of in-service education in preparation for the use of a particular approach in reading instruction. The basic reading and individualized approaches had been previously used by most of the teachers. However, the language-experience approach had been used formerly only in supplementary activities.

Results of standardized reading tests indicated that children taught by the language-experience approach made as much progress in skills as did those who had received direct teaching of skills.

Results were analyzed and questions were formulated for a further study of reading instruction. Teachers became aware of the value in using the language-experience approach in reading instruction as well as in supplementary activities.

Van Allen reported that observations and test results confirmed the hypothesis that there are numerous effective ways of teaching reading.[21]

The Tucson District Schools carried out an experiment in 18 classes of fifth grade children to determine whether a combination of self-selection with a basal reading program was more effective than a basal reading program alone. This was based upon the amount of reading done by pupils, the

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[21]R. Van Allen, "More Ways Than One," Childhood Education, XXXVIII (November, 1961), pp. 108-111.

improvement of pupil's attitudes toward reading, and in gains in performance.

Gains in reading achievement and attitude toward reading made by the two groups were not significantly different. No change in attitude was shown from September to May. Significant gains in reading achievement were reported for both groups of children.[22]

Organizational Plan

Individual differences are considered when classes are divided for reading instruction as well as for other kinds of instruction. Tinker considers that the principal aim in grouping for reading instruction should be "....to produce a situation which facilitates the adjustment of instruction to individual differences."[23]

A reading program viewing the variety of interests and abilities of students must consider variety in grouping necessary for effective reading instruction. Harris believes that:

> it is reasonable to expect that no one way of organizing the class will serve all these purposes equally well. Today a well rounded reading program includes different kinds of class organization, each used for which it is best suited.[24]

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[22]Talbert and Merritt, op. cit., p. 183.

[23]Miles A. Tinker, Teaching Elementary Reading (New York: Appleton-Century-Crofts, Inc., 1952), p. 201.

[24]Albert J. Harris, How to Increase Reading Ability (4th ed. rev.; New York: Longmans, Green and Company, 1956), p. 110.

Homogeneous, Heterogeneous and Individualized
Grouping.--The grouping patterns used in organizing the
class for instruction were referred to by Rothrock as
approaches to reading instruction. He reported a controlled
experiment in which a homogeneous, a heterogeneous, and an
individualized approach to the teaching of reading were
compared. The heterogeneous approach used was the traditional
method of teaching a varied group of children with the
possibility of using small intra-class groups. The homo-
geneous approach was the plan in which the children crossed
grade levels and moved to the room that approximated their
reading level. The individualized approach followed as
closely as possible the interpretation of this method as
described in current literature.[25]

The fourth and fifth grades of the McPherson Public
Schools, McPherson, Kansas were selected for the experiments.
A total of 186 cases was compared, with four classes in each
of the three approaches used. The experimental period was
eight months. The factors which were considered comparable in
the experiment were the socio-economic background of the pupils,
the size of the classes, the materials available, and the
experience and training of the teachers. The Iowa Every-
Pupil Tests of Basic Skills, Test A-Reading Comprehension and
Test B-Work-Study Skills, Forms L and M, were used to measure
the reading achievement of the children When the results of

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[25]Dayton G. Rothrock, "Heterogeneous, Homogeneous, or
Individualized Approach to Reading," Elementary English,
XXXVIII (April, 1961), pp. 233-235.

the tests had been analyzed it was found that the homo-
geneous approach resulted in a gain in reading achievement
significant at the .01 level of confidence. It was reported
that it was obvious throughout the study that whenever good
teaching was done with appropriate materials and children
were stimulated, great improvement in reading achievement
could result under each of the three approaches. Some con-
clusions reached by Rothrock were that: (1) Schools or
teachers within a school do not need to use the same organ-
izational pattern to achieve good gains during a year,
(2) A well-qualified teacher may still be by far the most
important factor in any grouping plan, (3) Gains made on
teacher-made or standardized achievement tests are only one
factor to be considered in the organizational pattern for
the teaching of reading and other subjects.[26]

Kierstead, in reporting a study from Laurens, New
York, stated that it was found that homogeneous grouping
for reading instruction was almost an impossibility. It was
decided by administrators and teachers of this school to
schedule reading classes at the same time throughout the
school. Pupils of like reading ability were grouped for
reading instruction. Grade levels were not considered.
Each pupil reported to the room in which his particular
reading level was being taught. The basal readers were to

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[26]Ibid.

serve as foundations for each group. The pupils were tested after one year but results were disappointing. Some pupils had regressed to lower reading levels.[27]

An experimental study was performed by Seman in the parochial schools in the diocese of Pittsburgh to determine if there was any significant difference in reading achievement of children in first grade in schools employing homogeneous grouping and of children in schools employing heterogeneous grouping. The experimental group and control group each consisted of 38 pupils. The experiment extended over a period of nine months. In instructions the methods used were those proposed by the manuals which accompanied the reading textbooks. Seman reported that:

> Considering the group as a whole, the first-grade pupils who were grouped homogeneously made greater progress in word knowledge, word discrimination, and reading comprehension than did pupils who were grouped heterogeneously, as measured by the Metropolitan Primary I Battery.

It was concluded that homogeneous grouping appeared to be more favorable to maximum progress in reading growth.[28]

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[27]Reginald Kierstead, "Homogeneous Grouping Too Rigid," Education, LXXXVIII (March, 1966), pp. 421-423.

[28]Sister Mary Judith Seman, V.S.C., "Comparative Study of the Effectiveness of Homogeneous and Heterogeneous Grouping on Progress in Reading at First Grade Level," (unpublished Master's thesis, The Cardinal Stritch College, 1965).

Joplin Plan.--"The plan, in essence, is for children in an elementary school who are at the same level in reading to go to one teacher who will teach all of them at the appropriate level."[29] Two studies, reported by Cushenbery, which involved grouped reading took place in Joplin, Missouri and in Omaha, Nebraska. The Joplin plan involved the grouping of fourth, fifth, and sixth-grade pupils. They were grouped on the basis of general reading ability as determined by standardized tests and teacher judgment. The three groups in the Joplin plan manifested reading achievement considerably above national norms and in excess of mental-age expectancy. Teachers interviewed by the principals were in favor of the plan, since it narrowed the ability range of the pupils in their rooms.

Parents believed that their children had been properly placed in the reading classes. All but one of the 43 teachers noted that the chief advantage of the plan was that the children were placed at the level where they could succeed.

The Joplin pupils were reported to have done a considerable amount of reading. A limitation noted in the plan was that the kind of differentiated instruction in the reading classes tended to vary. A few teachers assumed that their groups were "homogeneous" and that further differentiation was not urgent. Teachers in schools that

[29]Smith, Reading Instruction for Today's Children, p. 125.

had small enrollments complained that they had to instruct two reading levels during a reading period.[30]

Cushenbery reported a program of co-operative teaching in reading and other subjects known as "cluster grouping". This plan has been carried out by the Underwood Hills School in Omaha, Nebraska since October, 1961. Under this plan as many as 50 children were placed in a two-room space with a movable wall in the center of the area. Two teachers divided teaching assignments. One teacher handled the group activities while the other teacher dealt with the individual and the small-group activities of the total group.

Different types of reading materials were used. A continuous process of evaluation was carried out.

Advantages of this plan suggested by its advocates were that, (1) the strengths of various teachers were employed, (2) wholesome pupil-teacher relationships were developed, (3) the ideas of many were an asset in guidance, (4) grouping was very flexible and various methods of instruction were used, and (5) parents favored it because of the success experienced by their children.

Some of the limitations of the plan were that; (1) the plan worked best when there was a low teacher-pupil ratio, and (2) there was always a chance that personality

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[30]Donald C. Cushenbery, "Two Methods of Grouping For Reading Instruction," The Elementary School Journal, LXVI (February, 1966), pp. 267-268.

clashes might develop between two teachers.[31]

In the Sonoma County Schools in California, Corson and Thompson experimented with the Joplin plan during the 1960-61 school year, with pupils in grades four, five and six. Grouping was based on reading achievement so that for each of the five reading groups there was approximately a range of one year. Although there was grouping within the classroom, it was flexible. Pupils moved from one reading class to another, depending on their needs and levels.

The reading program in the control group was the traditional basal type, and the pupils in each classroom were divided into three reading groups.

In evaluating the programs both the experimental and the control groups showed gains of more than one year in total reading, reading vocabulary, and reading comprehension. No significant differences were reported between the two groups in reading gains.

The results did not appear to support either the Joplin or traditional plan in the self-contained classroom. However, Corson and Thompson reported that an important factor to be considered was the positive attitude manifested toward the Joplin plan.[32]

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[31]Ibid., pp. 269-271.

[32]Roy M. Corson and Jack M. Thompson, "The Joplin Plan and Traditional Reading Groups," Elementary School Journal, LXV (October, 1964), pp. 39-42.

Since basic textbooks in reading are used in most schools, grouping children by reading levels is a generally accepted practice. Betts says that grouping, based on reading ability to be effective will embrace several important concepts; "...independent reading level, teaching, or instructional level, listening, or hearing comprehension level, interest level, and directed reading-study activities."[33]

Flexible Grouping.--Although grouping brings greater homogeneity, in some respects, there still remains a variety of needs within groups and these must be adjusted. Instructional methods and materials to be profitable to the child must be flexible.

As children progress at varying rates in reading proficiency, it is advisable to maintain tentative grouping which is flexible.[34] Grouping may also be decided by skills, interests, or social needs.[35,36]

The number of groups organized in a classroom

[33]Emmett A. Betts, "Through Effective Class Organization," Reading for Effective Living, ed. J. Allen Figurel (International Reading Association Conference Proceedings, New York: Scholastic Magazines, 1958) III, 31.

[34]Tinker, op. cit., p. 203.

[35]Donald D. Durrell, "Balancing the Reading Program," Reading and Inquiry, ed. J. Allen Figurel (International Reading Association Conference Proceedings, New York: Scholastic Magazines, 1965), X, 134.

[36]Guy L. Bond and Miles A. Tinker, Reading Difficulties: Their Diagnosis and Correction (New York: Appleton-Century-Crofts, Inc., 1957), p. 57.

depends upon the needs of the pupils. At levels beyond
the first grade it is advisable to begin the year with
three groups and others are added as the teacher becomes
more acquainted with the pupils and their needs. It is
usually the primary grades that are divided into three
groups for reading instruction, and the intermediate and
upper grades that are divided into two groups. Entire
class participation in a reading activity with the teacher
has effective results. Such total-group situations develop
social relations besides motivating reading.[37]

Materials

Even though children are closely grouped on the
basis of reading achievement, Durrell is of the opinion
that different instructional emphases must be provided for
individuals. He considers that children who may be weak
in word analysis, poor in phrase reading, or those who
have difficulty in study skills, do not need a balanced
program; but they need intensive specialized instruction
to overcome their weaknesses. Educators in the field are
in agreement with Durrell regarding the basal reader as a
tool for uniform instruction which requires many sorts of
supplementary materials to provide for individual
differences.

Durrell further stated that an efficient skills

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[37]Smith, _Reading Instruction for Today's Children_,
p. 114.

program cannot be provided until self-directing and self-
correcting materials, which provide highly motivated
instruction in specific subskills adjusted to different
levels and learning rate, are available for use in reading
instruction.[38]

Basal Readers.--Basal Readers or a basic series
in reading provides four main principles which are related
to child growth and development. Russell says:

> A basic series provides continuity of growth in
> reading habits, skills, and attitudes through a
> carefully graded series of reading materials. It
> provides a wide variety of reading activities
> which are fundamental bases for the many reading
> situations in the modern school program. A basic
> series provides a complete organization of reading
> experiences. A basic series provides a content of
> important ideas essential to school and other
> activities.[39]

Basal readers do not only provide a set of books
but rather an organized method of teaching reading, pre-
planned down to tiny details, in which the materials have
been written to conform with the method and the details of
method are planned for use with these specific materials.
Basal-reading series are perhaps the best source of care-
fully graded materials.[40,41]

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[38]Durrell, op. cit., pp. 131-133.

[39]David H. Russell, "The Basic Reading Program in
the Modern School," Bulletin of Ginn and Company Contributions
in Reading, I (1962), p.2.

[40]Albert J. Harris, Effective Teaching of Reading
(New York: David McKay Company, Inc., 1962), p. 49.

[41]Margaret G. McKim, and Helen Caskey, Guiding Growth
in Reading (New York: Macmillan Co., 1963), p. 156.

Authorities[42,43,44,45,46,47] in the field of reading consider the basic reader still one of the most desirable of reading materials in American schools. It is desirable because of the fact that it provides the teacher with a sequential organization, a gradual introduction, and a careful repetition of words and because it both minimizes the possibility of instructional gaps or over-emphases and recognizes children's maturing reading proficiencies.

Carrillo stated that basal readers are probably the best means used in instructing both the pupils and the teacher in reading. He added that no single type of material or particular method has the complete answer to the teaching of reading. He further stated that the best programs are

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[42]Donald D. Durrell, Improving Reading Instruction (New York: World Book Company, 1956), p. 22.

[43]Spache, op. cit., pp. 58, 87.

[44]William S. Gray, "The Role of Group and Individualized Teaching in a Sound Reading Program," The Reading Teacher, XI, (December, 1957), pp. 99-104.

[45]Nila B. Smith, "An Evaluation of Reading in American Schools," Challenge and Experiment in Reading, ed. J. Allen Figurel (International Reading Association Conference Proceedings, New York: Scholastic Magazines, 1962), VII, pp. 179-190.

[46]Guy L. Bond and Eva Bond Wagner, Teaching the Child to Read (New York: The Macmillan Company, 1966), p. 100.

[47]Arthur W. Heilman, Principles and Practices of Teaching Reading, (Ohio: Charles E. Merrill Books, Inc., 1961), p. 100.

characterized by: (1) a wealth of varied materials,
(2) combination methods, varying with pupil levels, needs,
and problems, (3) experienced and well-trained teachers,
teaching skills as well as content, and (4) all school
participation in the reading program.[48]

Harris reported a questionnaire study regarding
essential materials used for reading instruction that was
carried out by Barton. He used a carefully selected sample
of several hundred elementary school teachers in representa-
tive school systems in the United States. Barton indicated
that the majority of the teachers considered the systematic
use of basal readers as essential.

The basal readers were ranked as "absolutely
essential" or "very important" by 95 per cent of the
primary grade teachers and by 88 per cent of the teachers
in grades four to six. Other materials, ranked in order
of importance, included: The classroom library of varied
books, high-interest material for retarded readers, a
second basic series, a separate school library, graded
workbooks, readers from other basic series, and reading
machines.[49]

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[48]Laurence W. Carrillo, "Methods of Teaching
Reading in the Junior High School," Challenge and
Experiment in Reading, ed. J. Allen Figurel (International
Reading Association Conference Proceedings, New York:
Scholastic Magazines, 1962), VII, 47-49.

[49]Albert J. Harris, "Progressive Education and
Reading Instruction," The Reading Teacher, XVIII (November,
1964), pp. 128-138.

Teacher Manuals and Guides.-- Teachers' manuals
and guides are .valuable aids in guiding teachers in the
knowledge of the skills to be taught together with the
most effective techniques for developing them.[50,51]
This would especially include useful suggestions for
instruction, offering a guide to interpretation, and pro-
viding suggestions for supplementary activities related
to the reading selections.[52]

Teacher's guides may be misused in various ways.
The failure to use the guide may add to time needed for
lesson preparation or the lesson may be taught without
preparation. Using the guide slavishly does not allow
for the creativity of the teacher. Likewise, the daily
disregard of certain sections of the guide may weaken
skills or interests.[53]

Workbooks.--Workbooks usually accompany basic
textbooks and are planned to develop specific skills and
abilities form level to level in a sequential and system-
atic pattern of growth. Workbooks can be used as a
diagnostic tool to determine which pupils will need

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[50]William K. Durr, "Types of Activities in a Well
Balanced Program," Reading and Inquiry, ed. J. Allen Figurel
(International Reading Association Conference Proceedings,
New York: Scholastic Magazines, 1965), X, 130-131.

[51]Heilman, op. cit., p. 103.

[52]Mildred C. Letton, "In Grades Seven and Eight,"
Materials For Reading, ed. Helen M. Robinson (Proceedings
of the Annual Conference on Reading, Chicago: University of
Chicago Press, 1957), No. 86, 81-85.

[53]Ibid.

further help on specific skills. The purpose for the
workbook should be that of a learning device.[54,55]

A misuse of workbooks according to Smith is using

> ...workbooks indiscriminately with all children;
> failing to check workbook activities; failing to
> develop workbook pages with children who are not
> able to work independently with them without
> preceeding explanations.[56]

Library Materials.--The resources of a school or a
community library help children become acquainted with a
variety of materials and skills. Reading habits and tests
can be guided and developed as McKim and Caskey stated:

> Nothing helps to develop reading tastes more
> effectively than the quality of the books avail-
> able for recreational reading. Library shelves
> need to be stocked with care. This is no easy
> task when the great numbers of new and old books
> published for children are considered. However,
> the problem of what to select is eased by the
> many current guides to children's books which
> are helpful to both teachers and parents.[57]

Because of the extensive scope of interests and
abilities in a classroom it is recommended by Smith that:

> ...the best assurance of nuturing reading interests
> is to make available to children a wide enough
> variety of reading materials so that each pupil
> can find something that will pique his curiosity
> and challenge his interest, and that is suitable
> for his level of reading achievement.[58]

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[54]Martha Thompson, "The purpose of Workbooks and
Teachers' Guides," Materials for Reading, ed. Helen M.
Robinson (Supplementary Educational Monographs, No. 86,
Chicago: University of Chicago Press, 1957), pp. 71-74.

[55]Heilman, op. cit., p. 102.

[56]Smith, Reading Instruction for Today's Children,
p. 100.

[57]McKim and Caskey, op. cit., p. 207.

Multimedia.--The overhead projector, television, videotapes, recorders, tape recordings, and tachistoscopes are among new media which are available for classroom instruction, which can help to bring variety to the classes of reading instruction. These new media are being used to meet many demands which are being made upon the teachers in today's schools.[59]

Preparation of Teachers of Reading

"Today's child needs the most competent and visionary teaching possible in order to become the functional, critical reader that our world demands at this time in its history."[60] The meaning that reading has to the teacher will be passed on to the child. Teaching a highly technical subject such as reading is not something that comes naturally.[61]

Research studies and opinions of authorities in the field of reading, according to Zaesche, indicated that the teacher is the most potent influence in the success of a reading program. A particular set of materials does not take the place of a competent teacher.

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[58] Smith, Reading Instruction for Today's Children, p. 413.

[59] H. M. Nason, "Multimedia in Reading Instruction," The Reading Teacher, XVIII, (May, 1965), pp. 654-659.

[60] Gans, op. cit., p. 111.

[61] John F. Travers, "Reading Teachers Are Made -- Not Born," Education, LXXXIII (September, 1962), pp. 15-19.

Zaesche supported the fact that the success of a
school's reading program is dependent upon adequately
trained teachers. Remedial reading cases can be reduced
and more students brought up to their level of ability if
teachers are well trained in providing a reading program
which is sequential and developmental in nature.[62]

Pre-Service Preparation.--One reason why reading
may be less well taught than it should be may be due to
the fact that the preparation of many elementary teachers
in reading has been deficient.

Austin and her colleagues at Harvard University in
1959-1960 conducted a survey of 530 institutions which
prepared teachers of reading. They conducted personal
interviews with faculty members and administrative
personnel of 74 colleges throughout the United States.
Questionnaires were sent to the 530 colleges. Responses to
the questionnaires were returned from 371 of the colleges,
or 70 per cent of the colleges engaged in teacher training.

The Harvard-Carnegie Reading Study had two major
purposes: to learn how the colleges and universities in
the United States are now preparing tommorrow's teachers
of reading and to suggest recommendations for improving
that preparation.

Findings from the study indicated that:

1. Ninety-seven per cent of the colleges in the
study required a separate or an integrated course in basic

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[62]Arnold Zaesche, "Teacher Education in Reading,"
Education, LXXVIII (February, 1958), pp. 360-362.

reading instruction for graduation.

2.   Seven states required a course in reading instruction to meet requirements for certification.   Four states required that one course in the teaching of language arts be acquired.

3.   The content of the majority of college courses in reading instruction is geared to the theory and practice of the teaching of reading at the primary grade level. Three colleges offered separate courses in primary and intermediate grade reading; with the intermediate grade reading programs given only minimal attention.

4.   The preparation of the student designed to effect the transfer of professional training to classroom activity was seriously neglected in the programs; but beyond the personal control of the college instructor because of the critical need of time for the training.

5.   Issues considered relevant to the total program for training prospective elementary school teachers were; causes of reading disability, college sponsored programs designed to upgrade instruction in the local schools, anticipated changes in reading instruction, and research in the field of reading.

6.   All the colleges in the survey required student teaching.   A large majority of the colleges demanded an observation program.

After summarizing the findings of the Harvard-Carnegie Study, 22 recommendations were made which were

concerned with the content of basic reading courses, but which also included those areas of administration and instruction which form as integral part of the teacher preparatory program.[63]

What comprises an effective methods course in reading? Durkin pointed out that it is one from which instructors in college should expect to produce "adequate" instruction, not "experts" out of college students. She is also of the opinion that professional education begins with pre-service experience; this must be extended and deepened. Durkin provided suggestions to include in an effective methods course in which the experience is extended and deepened.

She suggested: (1) that the student tutor a child in reading (not one severely retarded) two or three hours a week, and present a written report which would include a summary, self-criticism and prognosis, (2) that provision be made for better films, i.e. illustrate handling one problem several ways, using different organizational patterns, (3) that the teaching experience of the instructor serve as an aid, (4) that there should be an improvement of textbooks for pre-service courses, and (5) that a closer co-operation should exist between the college and elementary school.[64]

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[63]Mary C. Austin et. al., The Torch Lighters: Tommorrow's Teachers of Reading (Cambridge: Harvard University Press, 1961), pp. 1-121.

What topics should be given prime importance in
the pre-service education of the reading teacher? The
history of the teaching of reading should not be the focal
point of interest, according to Aaron. Student teachers
can discover the history of reading in their own research
study. They need to be given practical aids which answer
questions such as those proposed by Aaron. In essence they
would be; How does the teacher use her time?, What
materials are available?, How is the basal reader used?.

Aaron provided 12 guidelines for those whose
responsibility it is to educate student teachers of reading.
He advocated that, (1) good teaching of reading be provided
in the classroom where student teaching is done, (2) students
ought to observe more than one teacher, (3) in-service
experience with cooperating teachers should be built,
(4) student teachers need to get secure enough to deviate
from the pattern of their critic teacher, (5) the student
teacher should have a thorough course in reading before
doing student teaching, (6) student teachers should have
experience in developmental reading before doing remedial
work, (7) student teachers should have experience under
supervision of teaching good, average, and poor readers at
one level, (8) student teachers should prepare thoroughly
before teaching a reading lesson, (9) student teachers

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[64]Dolores Durkin, "What Is an Effective Methods
Course in Reading?," Vistas in Reading, ed. J. Allen Figurel
(International Reading Association Conference Proceedings,
New York: Scholastic Magazines, 1966), XI, Part I, 291-293.

should be encouraged to deviate from basal reader's guidebook when appropriate, (10) where basal readers are used, student teachers should know that other series exist, (11) the reading instruction carried out with a methods course should be closely supervised, and (12) the college supervising teachers must know how to teach reading.[65]

Karlin pointed out ways in which the preparation of teachers of reading can be upgraded because of the fact that for various reasons, there are institutions that do not require their undergraduates to take even one course which is devoted solely to the teaching of reading.

In his suggestions, Karlin listed the use of the closed-circuit television as an essential part of reading courses. Closed-circuit television would enable the teacher to focus attention on selected features and details and permit all observers to have a common experience for discussion.

A further suggestion by Karlin was the use of films for teacher-training purposes. He maintained that no amount of pre-service training can meet all the needs of the classroom and assemble all the knowledge that teachers should possess. This has prompted school administrators to organize in-service training programs.[66]

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[65]Ira E. Aaron, "Safeguards in Student Teaching of Reading," Vistas in Reading, ed. J. Allen Figurel (International Reading Association Conference Proceedings, New York: Scholastic Magazines, 1966), XI, PartI, 294-297.

[66]Robert Karlin, "Problems in Training Teachers of Reading," Education, LXXXI (February, 1961), pp. 363-366.

A survey conducted in the 59 Commonwealth Institutions of Pennsylvania, as reported by Boehm, revealed that 73 per cent required three credits or less in the teaching of reading for graduation in elementary education. Only 26 per cent of the institutions required more than three hours. Almost 50 per cent of the colleges preparing elementary teachers required only one course in the teaching of reading, while 20 per cent did not even offer a course in the teaching of reading.[67]

Courses in reading have not always been a requirement for the certification of elementary school teachers. However, Betts stated in an article that state departments today are increasingly concerned with the content of courses as well as with their number. Betts asserted that concrete action is being taken to spell out what a teacher needs to know.

Listed by Betts as essential for teachers are the following:

1. identifying and providing for individual differences
2. understanding the development of interests and the essentials of motivation
3. teaching phonic skills in their perceptual settings
4. inventorying and developing concepts and thinking abilities.[68]

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[67] Charles H. Boehm, "A State Superintendent Comments on Some Problems in a State Reading Program," The Reading Teacher, XIV (May, 1961), pp. 319-322.

[68] Emmett Albert Betts, "Who Shall Teach Reading," The Reading Teacher, XV, (May, 1962), pp. 409-414.

<u>In-Service Preparation</u>.--In-service education, if it is to effect a change in people, needs to have the same personalized significance for teachers as we expect classroom learning to have for children.[69] Most in-service training programs are attempts to improve the quality of classroom instruction.[70]

Austin listed the following recommendations for in-service training which should be considered seriously by school systems:

1. that in-service programs be designed to increase the knowledge and to make the performance of teachers more effective within the school, and toward these goals that in-service programs be continuous, year to year efforts;
2. that released time be provided for teachers to attend meetings;
3. that participants play a more active role in the planning of the program content;
4. that the size of the groups be limited to permit active participation of those in attendance; and
5. that use be made of TV, audio-visual aids, and case studies for the purpose of developing theoretical concepts in realistic situations.[71]

Gray provided further principles which can prove to be of great value in the in-service training of teachers.

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[69]Margaret V. Sucsy, "In-Service Education as a Continuing Need," <u>Improvement of Reading Through Classroom Practice</u>, ed. J. Allen Figurel (International Reading Association Conference Proceedings, New York: Scholastic Magazines, 1964), IX, 210-211.

[70]Ned A. Flanders, "Teacher Behavior and In-Service Programs," <u>Educational Leadership</u>, XXI (October, 1963), pp. 25-29.

[71]Mary C. Austin, "In-Service Reading Programs," <u>The Reading Teacher</u>, XIX (March, 1966), pp. 408-409.

His principles are as follows:

1. The training should begin with a teacher's first assignment and continue throughout her period of service to insure steady growth and maximum efficiency in teaching activities.
2. Training should be planned and carried out cooperatively by the staff under competent leadership and within the framework of democratic procedure.
3. The in-service help should begin at the present levels of a teacher's preparation and needs and should broaden understanding and promote growth toward higher levels of competence in teaching reading.
4. The program should be sufficiently broad in scope to meet the varying needs of all members of the staff, including those who are just beginning to teach as well as the most capable and experienced.
5. Such a program should utilize every resource and procedure of established worth in efforts to achieve clearly recognized goals.[72]

In-service programs in reading often focus attention on the improvement of word analysis instruction. Aaron has provided some guides for the teacher to keep in mind when working with children in word analysis instruction in reading. These guides may easily also apply to other areas of reading. Aaron listed these guides as:

1. Recognizing words is only a means to the ends of understanding, interpretation, and application.
2. The child needs to select intelligently the appropriate techniques for unlocking the particular unknown word he is attacking.
3. The teacher needs some sequence for teaching word attack skills.
4. Repetitive practice is necessary for mastery of word attack techniques.
5. On-the-spot help when the child encounters an unknown word is one of the best opportunities to teach word analysis skills.

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[72] William S. Gray, "The Role of Teacher Education," Development in and Through Reading, Sixtieth Yearbook of the National Society for the Study of Education, Part I (Chicago: University of Chicago Press, 1961), p. 155.

6. The teacher must know word analysis skills
if he is to teach them effectively to children.[73]

In-service programs aimed toward helping teachers to build needed backgrounds must avoid using an approach that results in superficial knowledge and barely functioning skills.

In planning in-service programs the important factors to be considered are the needs of the teachers, their degree of interest in the project, and the local administrative policies.

To prove beneficial, in-service training must include various learning situations. Niles has proposed activities for in-service training beneficial both for principals and teachers. She recommended such projects as; workshops for principals, summer reading programs for the dual purpose of in-service training and helping children, the use of closed-circuit TV, showing films on teaching techniques, distributing bulletins, the assignment of classroom teachers as aides in reading clinics or remedial classes, asking for the services of publishers' consultants, doing curriculum work, doing research, doing professional reading, securring the support of the Board of Education for college training, and profitably using Federal Funds.[74]

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[73]Ira E. Aaron, "In-Service Help on Word Analysis Techniques," The Reading Teacher, XIX, (March, 1966), pp. 410-414.

[74]Olive S. Niles, "Systemwide In-Service Programs in Reading," The Reading Teacher, XIX, (March, 1966), p. 428.

Successful reading programs are dependent upon people. The teaching staff sensitive to reading problems must devise in-service programs to meet the needs as they arise. In-service reading programs are not providing the teachers of reading a panacea, through the use of a cure-all method, that will end all reading problems. Stauffer's[75] opinion was that in-service programs can help, but that they should not be used to screen the real issues.

Summary

After reviewing the literature pertinent to this study, it can be summarized as follows:

In general the literature reviewed did not support one method or approach of reading instruction.

Grouping for reading instruction must be flexible, taking into consideration individual differences. Likewise, different types and levels of reading materials must be provided for reading instruction.

Pre-service and in-service training programs for teachers are essential in attempting to improve the teachers' quality of classroom instruction in reading.

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[75]R. G. Stauffer, "Ay, There's the Rub," The Reading Teacher, XIX, (March, 1966), p. 405.

CHAPTER III

METHOD OF PROCEDURE

The purpose of this study was to evaluate the reading programs of selected elementary schools in North and South Dakota. In order to achieve the objectives of this study, basic steps were taken; (1) a survey of literature pertinent to the problem, (2) the construction of the questionnaires as instruments of investigation, and (3) the tabulation and evaluation of the findings.

Population

The survey included ten principals and 67 lay and religious teachers in the ten elementary schools in North and South Dakota staffed by the Sisters of St. Benedict, Mother of God Priory, Pierre, South Dakota.

Development of the Questionnaire

Two seperate questionnaires[1] were compiled; one for principals, the other for the teachers. Before the final form was adopted, experimental questionnaires were presented to several teachers on The Cardinal Stritch Campus for the purpose of addition or deletion of items. In its completed form the principal's questionnaire was divided into four main parts, dealing with the important

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[1]Appendix II

aspects of the reading program. These main parts included: (1) General Information, (2) Reading Program, (3) Organization and Time Allotment, and (4) Materials. This information was sought to get an over-all view of the school programs. The teacher's questionnaire in completed form was divided into eight parts. These parts were considered relative to the objectives of the study. The divisions were: (1) Teacher Background in Preparation for Teaching Reading, (2) Type of Reading Program, (3) Organizational Plan, (4) Time Allotment for Teaching Reading, (5) Materials, (6) Needs of Teachers in Reading, (7) In-Service Help for Teachers, and (8) Teachers' Attitudes Toward Reading Instruction.

Distribution and Collection of Data

In October, 1966, the questionnaires for the ten principals and 67 teachers were mailed. Each principal received the questionnaires for her school. Each school was provided with a self-addressed return envelope. The teachers were not asked to identify themselves on the questionnaires by using signatures; however, the questionnaires returned were labeled with a capital letter to identify the locality for tabulation purposes.

The writer enclosed an explanatory letter with each questionnaire regarding the purpose of the study. During the last week of November, a follow-up letter was sent to one of the schools which had not as yet responded.

There were 100 per cent returns on the principal's questionnaires. Of the 67 teachers, 63, or 94 per cent, responded with questionnaire returns.

Tabulation and Summary of the Data

For the purpose of tabulating and evaluating a code letter was assigned to each school. The teachers' responses from the questionnaires were put into three grade level categories. The teachers in the primary grades were included in grades one to three. The teachers currently teaching the intermediate grades were put into the grade four to six category. The upper grade teachers comprised the seventh and eighth grade division. However, since some of the schools have various grade combinations, two fourth grade teachers were included in the grade one to three category. This included a teacher with the combination of grades one and four and another teacher who had a third and fourth grade combination.

The data from the questionnaires were tallied and assembled into appropriate tables for evaluation and interpretation. The findings of the study were summarized and recommendations were formulated.

The number of schools, number of reading teachers; lay and religious, in each school, and the number of respondents to the questionnaires are recorded in Table I.

TABLE I

SCHOOLS TO WHICH
QUESTIONNAIRES
WERE SENT

Schools Receiving Questionnaires	Number of Reading Teachers		Number of Respondents		% age of Responses
	Lay	Reli-gious	Lay	Reli-gious	
School A	0	4	0	4	100
School B	2	6	1	6	88
School C	3	6	2	5	78
School D	4	6	4	6	100
School E	2	6	2	6	100
School F	2	5	2	5	100
School G	1	3	1	3	100
School H	2	6	2	6	100
School I	1	3	1	3	100
School J	1	4	1	3	80
Total	18	49	16	47	94

Summary

The purpose of this study was to evaluate the reading programs of the elementary schools conducted by one religious community. The reading programs are in an initial stage of development. The questionnaire method was employed to obtain the data. The data were analyzed and on the basis of the findings, evaluations, and recommendations were made.

CHAPTER IV

INTERPRETATION OF FINDINGS

The data derived from the responses to the
principal's and teacher's questionnaires will be ana-
lyzed and evaluated in this chapter. The following
topics were considered: (1) the teachers' background,
(2) the type of reading programs, (3) the organizational
plan of the reading programs, (4) the materials used for
reading instruction, (5) the pre-service preparation of
teachers, (6) the in-service preparation of teachers,
(7) the present needs of the teachers of reading, and
(8) the attitude of teachers toward reading instruction.

In this chapter the underlined paragraph headings
will indicate questions or statements which were used in
the questionnaires.

Teacher's Background

Years of teaching experience.--The previous
background of teaching experience of the teachers is
shown in Table 2. Twenty-three of the 63 teachers have
16 or more years' experience. A greater number of pri-
mary teachers than teachers of the intermediate or upper
grades have less than six years' experience.

TABLE 2

DISTRIBUTION OF TEACHERS' RESPONSES
BY GRADE LEVELS TAUGHT
AND EXPERIENCE

Grade Level Taught by Respondents*	Years of Teaching Experience				
	0-3	4-6	7-9	10-15	16 or more
Grades 1 - 3 N = 27	6	4	4	5	8
Grades 4 - 6 N = 23	2	2	4	7	8
Grades 7 - 8 N = 13	1	1	1	3	7
Totals	9	7	9	15	23

*Grades 1 - 3 includes one teacher teaching grades one and four and one teacher teaching grades three and four.

Grade presently taught.--In Table 3 are shown the distribution of grade combinations and the number of teachers at each level. There are eight combined classes in the primary grades, five in the intermediate grades, and four in the upper grades. In proportion to the number of classes, these combined classes are approximately one-third of the total primary, one-sixth of the intermediate, and one-third of the upper grade classes. The present writer's opinion is that combined classes are acceptable in the intermediate and upper grades but not in the primary grades because of the important basic skills to be developed in the primary grades. However, the existing

condition may give the teachers an opportunity to place children of different reading abilities on their respective levels in a combined classroom.

TABLE 3

DISTRIBUTION OF TEACHERS
BY GRADE LEVELS TAUGHT

Grade Levels*	Grade or Grade Combination	Number of Teachers
Grades 1 - 3 N = 27	First	7
	First-Second	2
	First and Fourth	1
	Second	7
	Second-Third	3
	Third	5
	Third and Fourth	2
Grades 4 - 6 N = 23	Fourth	7
	Fourth-Fifth	2
	Fifth	5
	Fifth-Sixth	3
	Sixth	6
Grades 7 - 8 N = 13	Seventh	6
	Seventh-Eighth	4
	Eighth	3

*One school has Grades 1 - 6 only.

Types of Reading Programs

Types of reading programs reported by principals and teachers.--The type of reading program in each school is shown in Table 4. The principals indicated that the schools use the basal reader approach - which implies the sequential presentation of reading skills throughout the

grades. The principals were given the option to make more than one response on the questionnaire. Responses indicated that some of the schools also use a combination of approaches in their reading program.

TABLE 4

PRINCIPALS' REPORT ON TYPE
OF SCHOOL READING PROGRAM

Type of Program	Schools									
	A	B	C	D	E	F	G	H	I	J
Basal Reader	x	x	x	x	x	x	x	x	x	x
Individualized	..	..	x	..	..	..	..	..	..	..
Multi-level materials	x	..	..	x	x	..	x	x	..	..
Reading in content areas	..	x	..	x	..	..	..	x	..	x
Trade books	..	..	x	x	..	..	..	..	..	..
Remedial	..	x	..	x	..	..	..	..	..	..

In Table 5 are shown the teachers' responses to the questions concerning the type of reading program in the school. Each teacher indicated the use of basal reader in reading instruction. A majority of the teachers in the intermediate grades also use multi-level materials for their instructions in reading. Six of the thirteen upper grade teachers indicated that reading in content areas was used in reading instruction.

TABLE 5

TEACHERS' REPORT ON TYPE OF
CLASSROOM READING PROGRAM

Type of Approach	Grade Levels		
	1 - 3 N = 27	4 - 6 N = 23	7 - 8 N = 13
Basal Reader	27	23	13
Individualized	2	0	2
Multi-level material	5	14	4
Reading in content areas	2	7	6
Trade books	4	2	4
Remedial	0	3	0

Organization of Reading Programs

How are children grouped for reading instruction?.--
Responses concerning school organizational plans reveal a
variety of types of grouping in the teaching of reading.
In Table 6, it is shown that five of the schools used
reading ability as a basis for organization, and four of
these five schools also used some additional measure.
Bases for organization for reading instruction in the
schools were reported as follows: (1) School A used
"reading ability", (2) School B included "heterogeneous
grouping" and grouping by "reading ability", (3) School C
used "heterogeneous grouping" and grouping "according to
achievement tests", (4) School D used "reading ability"

and "intelligence" measures in grouping, (5) School E
determined grouping "according to achievement tests",
(6) School F used "reading ability" and the "combined
results of intelligence and achievement tests", (7) School G
used "reading ability" and "according to achievement tests",
(8) School H used "combined results of intelligence and
achievement tests", and (9) Schools I and J used "heter-
ogeneous grouping".

TABLE 6

BASES OF SCHOOL ORGANIZATION
FOR READING INSTRUCTION

Bases for Grouping	Schools									
	A	B	C	D	E	F	G	H	I	J
Heterogeneous grouping	..	x	x	..	..	..	..	..	x	x
Reading Ability	x	x	..	x	..	x	x	..	..	..
Intelligence	..	..	..	x	..	..	..	..	..	..
Achievement tests	..	..	x	..	x	..	x	..	..	..
Combined results of I.Q. and Achievement tests	..	..	..	..	..	x	..	x	..	..

School-wide organizational reading plans.--In
Table 7, it is indicated that each teacher provides for
individual differences within the classroom. Seven of the
ten schools provide class groups which meet with a remedial
teacher. In half of the schools inter-class grouping is

used for reading. Students from School J attend public

school special education classes.

TABLE 7

SCHOOL GROUPING PLAN FOR
READING INSTRUCTION

Class groups	Schools									
	A	B	C	D	E	F	G	H	I	J
Inter-class grouping	x	x	x	..	..	x	..	x	..	..
Each teacher provides for individual differences	x	x	x	x	x	x	x	x	x	x
Remedial Teacher	..	x	x	x	x	x	..	..	x	x
Special Education at Public School	..	..	..	..	..	..	..	..	..	x

Plans used to meet individual differences in

reading instruction.--Various kinds of grouping for

reading instruction are required for an effective reading

program. In Table 8, it is shown that various types of

grouping were employed in the classrooms to provide for

individual and group differences. The teachers were

given the option of more than one choice in responding

to this question. The type of grouping reported most

frequently in all the grades was the combination of

grouping with whole class teaching. A large number of the

primary teachers indicated other bases of determining

groups, for example, the need of individual instruction both apart from and during class periods. The intermediate and upper grades also made use of this type of grouping but not as extensively. "Need for remedial instruction" was used by one primary teacher, by two intermediate grade teachers, and by one upper grade teacher as bases for grouping.

TABLE 8

BASES FOR MEETING INDIVIDUAL DIFFERENCES
BY TYPES OF GROUPING

Type of Group	Grade Levels		
	1 - 3 N = 27	4 - 6 N = 23	7 - 8 N = 13
Skill	7	3	3
Interest	2	0	1
Special Assignment	5	7	5
Individual instruction apart from class period	16	6	4
Individual instruction during class period	13	6	4
Combination of grouping and whole class teaching	19	10	10
Remedial instruction	1	2	1

It is shown in Table 9 that 13 of the primary grade teachers divided their classes into three groups for reading instruction to meet individual differences. Six primary teachers had two groups, five had only one

group, one had four groups, and in two classes the grouping varied. Nine of the intermediate grades had one group, six had two groups, and two classes had three groups while six varied in grouping. Seven of the upper grades varied in their groups; four had one group, one had two, and one had three groups. One reading group per grade was reported in classrooms with combined grades.

TABLE 9

BASES FOR MEETING INDIVIDUAL DIFFERENCES
BY NUMBER OF GROUPS

Number of Groups	Grade Levels		
	1 - 3 N = 27	4 - 6 N = 23	7 - 8 N = 13
One	5	9	4
Two	6	6	1
Three	13	2	1
Four	1	0	0
Variable	2	6	7

Responses from the principal's questionnaires indicated that remedial help was provided within school hours by all but one of the schools.

In what grades are I. Q. tests ordinarily given?.--In Table 10 are indicated the grades in which intelligence and achievement tests were administered in the various grades in the schools. It also shows whether

TABLE 10

GRADE LEVELS OF TEST ADMINISTRATION

Schools*	I.Q. Test Grade Levels							
	1	2	3	4	5	6	7	8
A	..	..	..	x	..	..	x	..
B	x	..	x	..	x	..	x	..
C	x	..	x	..	x	..	x	..
D	..	x	x	..	x	..	x	..
E	..	..	x	..	x	..	x	..
F	x	..	x	..	x	..	x	..
G	..	..	x	..	..	..	..	..
H	..	x	..	x	..	x	..	..
I	x	..	..	x	..	..	x	..
J	..	..	x	..	x	..	x	..
Total	4	2	7	3	6	1	8	0

*School H has grades 1 to 6 only.

TABLE 10 - Continued

Achievement Grade Level								First Grade Readiness	
1	2	3	4	5	6	7	8	Yes	No
..	..	x	x	x	x	x	x	..	x
x	x	x	x	x	x	x	x	x	..
..	x	x	x	x	x	x	x	..	x
x	x	x	x	x	x	x	x	..	x
x	x	x	x	x	x	x	x	x	..
..	..	x	x	x	x	x	x	..	x
x	x	x	x	x	x	x	x	x	..
..	..	x	x	x	x	..	..	x	..
x	x	x	x	x	x	x	x	x	..
..	..	x	x	x	x	x	x	x	..
5	6	10	10	10	10	9	9	6	4

or not schools administered readiness tests for pupils entering first grade. Six of the schools gave intelligence tests in grades three, five, and seven. An intelligence test was not given in any of the schools in the eighth grade. An intelligence test was administered in at least three of the grades in eight of the schools. School A administered the test only in the fourth and seventh grade, and School G gave the test only in grade three.

In what grades are achievement tests given?.--Standardized achievement tests were given in grades three through eight in nine of the schools. School H had only grades one to six enrolled. Five of the schools also gave achievement tests in grades one and two. School C administered the achievement tests in grade two but not in grade one.

Is a reading readiness test given to children entering first grade?.--Six of the schools administered readiness tests in first grade; four did not. Schools A, C, D, and F were the schools not administering the first grade readiness test.

Tests used to determine I. Q., achievement, and readiness.--The intelligence, achievement, and readiness tests given in the schools are shown in Table 11. The Iowa Tests of Basic Skills is the achievement test given in all the schools except School C, which administers the Metropolitan Achievement Test instead. The Lorge Thorndike Intelligence Test was used in Schools A, F, and H, and the

<u>Otis - Quick Scoring Test</u> was used in Schools B and G. The <u>Metropolitan Readiness Test</u> was administered in Schools D, H, and I.

There exists a discrepancy, due to responses received from the principals, between Table 10 showing the grades in which intelligence and first grade readiness test are given and Table 11 on which the names of the tests are shown. Only six of the ten schools indicated the name of the intelligence test given. Only three of the six schools that reported administering the readiness test in the first grade indicated the title of the test.

TABLE 11

TESTS ADMINISTERED IN THE SCHOOLS

Tests	Schools									
	A	B	C	D	E	F	G	H	I	J
California Achievement	..	..	..	x	..	..	..	..	..	..
Iowa Test of Basic Skills	x	x	..	x	x	x	x	x	x	x
Lorge Thorndike	x	..	..	..	..	x	..	x	..	..
Metropolitan Achievement	..	..	x	..	..	..	..	..	..	..
Metropolitan Readiness	..	..	..	x	..	..	..	x	x	..
Otis - Quick Scoring	..	x	..	..	..	..	x	..	..	..

Items included in classroom reading instruction.--
In Table 12 are shown the kinds of reading tests that are
reportedly used to evaluate the outcomes of reading
instruction. Twenty-five of the 27 primary grade teachers,
17 of the 23 intermediate grade teachers, and six of the
thirteen upper grade teachers used the unit tests from
the basal series. Eighteen of the primary grade teachers,
17 of the intermediate grade teachers, and eight of the
upper grade teachers used standardized reading tests.

Less than one-half of the teachers prepared their
own reading tests. Some of the teachers used teacher-made
tests in addition to unit tests from basal series and/or
standardized tests. Four upper grade teachers, nine inter-
mediate grade teachers, and eleven primary grade teachers
made use of teacher-made tests. Teachers of all the grades
used speed tests with more stress given to speed in the
seventh and eighth grades.

Is a definite time allotment for the teaching of
reading specified by the school administration or by the
teacher?.--The principals from all the schools responded
that the time allotment was specified by the teacher;
but in one school it was also specified by the school
administration.

Total time allotted to reading and word analysis
each day.--The time allotted to daily reading instruction
is presented in Table 13. The time allotted for reading
instruction in each of the grades varied. In the primary

TABLE 12

READING TESTS REPORTEDLY USED

Kinds of Tests	Grade Levels of Instruction		
	1 - 3 N = 27	4 - 6 N = 23	7 - 8 N = 13
Unit tests from basal series	25	17	6
Standardized reading tests	18	17	8
Teacher-made tests	11	9	4
Speed tests	7	9	7

TABLE 13

DAILY TIME ALLOTMENT FOR READING

Grade Level Taught by Respondents	Minutes for Daily Instruction						Time Allotment Considered Adequate		
	20-30	30-45	45-60	60-75	75-90	90-	Yes	No	No Re-sponse
Grades 1 - 3 N = 27	4	1	4	7	2	9	18	8	1
Grades 4 - 6 N = 23	2	10	7	2	0	0	14	7	2
Grades 7 - 8 N = 13	3	7	1	0	0	1	5	6	2

grades the majority of the teachers allowed 60 to 90
minutes or more for reading instruction. The majority of
the teachers having intermediate grades provided 30 to 60
minutes, daily, for reading instruction. Upper grade
teachers reported the shortest time allotments, ranging
from 20 to 45 minutes, daily, for reading instruction.

Is the time allotted to reading and word analysis
adequate?.--The teachers' responses are shown in Table 13.
The majority of the teachers in the primary and inter-
mediate grades considered the time adequate. Less than
half of the teachers in the upper grades considered the
time allotted for reading instruction adequate. Teachers
of combined grades also tended to consider the time
allotment inadequate.

Materials Used For Reading Instruction

Teaching materials used regularly, occasionally,
or never.--Teachers' responses are shown in Tables 14, 15,
and 16 indicating the materials used in teaching reading.

1. Basal reader series were used regularly by
all the teachers in the primary grades, by 22 of the 23
intermediate grade teachers, and by eight of the thirteen
upper grade teachers.

2. Workbooks which accompany the basal series
were used by all the primary grade teachers except one,
However, there was a decrease in the use of workbooks in
the intermediate and upper grades, Phonics workbooks

were used in the primary grades exclusively,

3. __Books for individualized instruction__ were not used __regularly__ by any class, although nearly half of the primary grade teachers used them occasionally,

4. __Multi-level materials__ were used __occasionally__, chiefly in the intermediate grades.

5. __Teacher-prepared worksheets__ were used __occasionally__ in all the grades. The majority of such materials were used in the primary grades.

6. __Commercial games__ were not used __regularly__ in any of the grades for reading instruction. Ten of the twenty-seven teachers in the primary grades, six of the 23 intermediate grade teachers, and two of the 13 upper grade teachers used commercial games __occasionally__ for reading instruction.

7. __Pictures__ were used __regularly__ in very few of the grades. They were used __occasionally__ by more teachers in the primary and intermediate grades than in the upper grades.

8. __Reading charts__ were __regularly__ used in one-third of the primary classrooms and were __occasionally__ used in another one-third. Two of the intermediate classes used charts __regularly__ and six classes used them __occasionally__. One class in the upper grades used charts __regularly__ and two classes used them __occasionally__.

9. __Phonograph records__ were used __regularly__ by two intermediate grade teachers. Twelve primary grade

teachers, six intermediate grade teachers, and seven upper grade teachers used records occasionally. Records were never used by five primary, six intermediate, and three upper grade teachers.

10. Filmstrips were used regularly for reading instruction by two upper grade teachers and by one intermediate grade teacher. Filmstrips were used occasionally by five upper grade teachers, ten intermediate grade teachers, and ten primary grade teachers. Three upper grade teachers, six intermediate grade teachers, and nine primary grade teachers never used filmstrips for reading instruction.

11. Magazines were used regularly by eight primary grade teachers, three intermediate grade teachers, and four upper grade teachers. Magazines were used occasionally by eight teachers in the primary grades, by 12 teachers in the intermediate grades, and five teachers in the upper grades. Four primary grade teachers, three intermediate grade teachers, and three upper grade teachers never used magazines for reading instruction.

12. Trade books were used occasionally in all the grades for reading instruction.

Teachers were asked to list other materials not listed on the questionnaire which they used regularly in reading instruction. The last three items on Table 14 are these other materials listed by some teachers.

1. The overhead projector was used regularly by

one teacher in the primary grades.

2. The tape recorder was used regularly by one of the primary, one of the intermediate, and by one of the upper grade teachers.

3. A reading accelerator was used regularly by one upper grade teacher for reading instruction.

Generally, the basal series and the accompanying workbook were used regularly in all the grades for reading instruction. However, some materials were never used for reading instruction by some of the teachers. A variety of materials could be used to enrich the reading program and to re-enforce reading skills. This could be done by using the materials in various ways during reading instruction.

Books for individual instruction, as well as multi-level materials, such as S.R.A. materials, could be profitably used to aid students who may be below or above their grade level in reading.

Teacher prepared worksheets could add variety and increase pupil interest to the reading lesson. These worksheets could be in forms of guide sheets for individual use or for the entire class during the class period.

Commercial games have a place in the reading program. These games could be used to avoid monotony in drills and retain greater pupil interest, especially in the primary and intermediate grades. Some teachers may have used commercial games for independent activities without

considering that they could be used occasionally in reading instruction to develop or re-enforce a skill.

Pictures could be used in promoting a variety of reading skills. In the primary grades, labeling pictures could help pupils increase vocabularies. Intermediate and upper grade pupils could use pictures to increase their ability in using descriptive words, to make inferences, and to draw conclusions.

Experience charts could profitably be used in developing new words in context, as well as providing meaningful drill exercises for class use or for small group instruction. Charts could be especially helpful in the primary grades.

Phonograph records could be used to develop listening skills, such as following directions. Records for the development of other reading skills could be obtained.

Filmstrips could add interest and variety to the reading lesson while skills are being learned. Manuals usually list filmstrips which would be appropriate for use with the reading lesson.

Magazines and newspapers could be used profitably occasionally during reading instruction in all the grades, but especially in the upper grades. News items could be used to develop critical reading skills, to detect propaganda techniques, to use skimming skills, and to develop the ability to detect facts from opinions.

TABLE 14

MATERIALS USED REGULARLY IN TEACHING READING

Materials	Grade Levels of Instruction		
	1 - 3 N = 27	4 - 6 N = 23	7 - 8 N = 13
Basal Series	27	22	8
Workbook of basal series	26	13	6
Phonics workbook	23	0	0
Books for individual instruction	1	2	1
Multi-level materials	2	5	2
Teacher prepared worksheets	6	3	2
Commercial games	0	0	0
Pictures	6	1	2
Reading charts	9	2	1
Records	0	2	0
Filmstrips	0	1	2
Magazines	8	3	4
Newspapers	2	1	5
Trade books	1	2	2
Overhead projector	1	0	0
Tape recorder	1	1	1
Reading accelerator	0	0	1

TABLE 15

MATERIALS USED OCCASIONALLY IN TEACHING READING

Materials	Grade Levels of Instruction		
	1 - 3 N = 27	4 - 6 N = 23	7 - 8 N = 13
Basal Series	0	1	0
Workbooks for basal series	0	2	2
Phonics workbooks	2	3	2
Books for individual instruction	10	4	4
Multi-level materials	9	10	2
Teacher prepared worksheets	17	9	6
Commercial games	10	6	2
Pictures	15	13	6
Reading charts	10	6	2
Records	12	6	7
Filmstrips	10	10	5
Magazines	8	12	5
Newspapers	3	13	2
Trade books	5	4	3

TABLE 16

MATERIALS NEVER USED IN TEACHING READING

Materials	Grade Levels of Instruction		
	1 - 3 N = 27	4 - 6 N = 23	7 - 8 N = 13
Basal Series	0	0	2
Workbook of basal series	1	0	2
Phonics workbooks	1	6	7
Books for individual instruction	6	5	4
Multi-level materials	5	2	5
Teacher prepared worksheets	0	2	2
Commercial games	7	5	8
Pictures	1	4	3
Reading charts	0	5	7
Records	5	6	3
Filmstrips	9	6	3
Magazines	4	3	3
Newspapers	10	4	3
Trade books	8	7	5

Trade books could profitably be used regularly
during reading instruction in all the grades to foster
interest and appreciation through wide reading. These
library books should be selected on the bases both of
interest and difficulty levels.

Library facilities available to the children.--
Principals were asked what library facilities for pupils
were available in the schools. It is shown in Table 17
that six of the schools had a central school library and
that public library facilities were available to the
children in seven schools. The only library services
available for Schools C and J were their central school
libraries. Four of the schools had classroom libraries,
two had bookmobile services available, one had the services
of the superintendent's library, and one school used
library loans, that is, obtained public library books
and kept them in the school.

Are materials adequate for the teaching of
reading?.--Both principals and teachers were asked this
question. Their responses are summarized in Table 18.
The majority of the teachers in the primary grades and
almost half of the teachers of the intermediate grades
considered the materials adequate. The majority of the
teachers in the upper grades and half of the principals
did not consider the materials adequate. The following
statements were made by teachers explaining the latter
opinion: more multi-level books were needed, supplementary

TABLE 17

LIBRARY FACILITIES AVAILABLE

Types of Library Facilities	Schools									
	A	B	C	D	E	F	G	H	I	J
Classroom Library	x	x	..	x	..	x	..	..	..	..
Public Library	x	..	..	x	x	x	x	x	x	..
School Library (Central)	..	..	x	..	x	..	x	x	x	x
Superintendent's Library	..	..	..	..	..	x	..	..	..	..
Bookmobile	..	x	..	x	..	..	..	..	..	..
Library Loans	x	..	..	..	..	..	..	..	..	..

TABLE 18

ADEQUACY OF MATERIALS AVAILABLE FOR READING INSTRUCTION

Classification of Respondents	Adequacy of Reading Materials		
	Yes	No	No Response
Primary Teachers N = 27	15	11	1
Intermediate Teachers N = 23	10	11	2
Upper Grade Teachers N = 13	4	8	1
Principals N = 10	5	5	0

readers were needed, reading and phonics charts were needed, more library books were needed, and funds available were low. Principals made the following statements in explaining their opinion concerning inadequacy of materials: more multi-level materials were needed and library facilities were too small.

Skills included in classroom instruction.-- In Table 19 are shown the responses of the teachers regarding the specific reading skills taught in their respective classrooms.

1. Recognizing sight words.--Twenty-six of the 27 primary grade teachers, 19 of the 23 intermediate grade teachers, and ten of the 13 upper grade teachers teach this skill.

2. Understanding word meanings.--All of the primary, intermediate, and upper grade teachers teach word meanings.

3. Recalling facts.--All of the primary, intermediate, and upper grade teachers teach this skill.

4. Evaluating author's ideas.--Ten of the 27 primary grade teachers, 18 of the 23 intermediate grade teachers, and all of the upper grade teachers teach this skill.

5. Interpreting author's ideas.--Fifteen of the 27 primary grade teachers, 19 of the 23 intermediate grade teachers, and all of the upper grade teachers teach this skill.

6. <u>Using context clues</u>.--Twenty-six of the 27 primary grade teachers, 21 of the 23 intermediate grade teachers, and 12 of the 13 upper grade teachers teach context clues.

7. <u>Using structural analysis</u>.--Twenty-five of the 27 primary grade teachers, 18 of the 23 intermediate grade teachers, and 11 of the 13 upper grade teachers teach structural analysis.

8. <u>Drawing conclusions</u>.--Twenty-six of the 27 primary grade teachers, 21 of the 23 intermediate grade teachers, and 11 of the 13 upper grade teachers teach this skill.

9. <u>Using critical reading skills</u>.--Fifteen of the 27 primary grade teachers, 15 of the 23 intermediate grade teachers, and nine of the thirteen upper grade teachers teach these skills.

10. <u>Using library skills</u>.--Fourteen of the 27 primary grade teachers, 19 of the 23 intermediate grade teachers, and 12 of the 13 upper grade teachers teach these skills.

11. <u>Using encyclopedias, dictionaries, reference materials</u>.--Thirteen of the 27 primary grade teachers, 22 of the 23 intermediate grade teachers, and all of the upper grade teachers teach the skills needed in using encyclopedias, dictionaries, and reference materials.

12. <u>Using maps, charts, tables, and footnotes</u>.--Nine of the 27 primary grade teachers, 21 of the 23 inter-

mediate grade teachers, and 12 of the 13 upper grade teachers teach skills needed in using maps, charts, tables, and footnotes.

13. Using organizational skills.--Eleven of the 27 primary grade teachers, 15 of the 23 intermediate grade teachers, and 11 of the 13 upper grade teachers teach organizational skills.

14. Following written directions.--All of the primary and intermediate grade teachers and 12 of the 13 upper grade teachers teach this skill.

15. Finding main ideas.--Twenty-five of the 27 primary grade teachers, 21 of the 23 intermediate grade teachers, and 12 of the upper grade teachers teach this skill.

16. Finding literal meanings.--Nineteen of the 27 primary grade teachers, 17 of the 23 intermediate grade teachers, and eight of the thirteen upper grade teachers teach this skill.

17. Skimming for main ideas.--Fifteen of the 27 primary grade teachers, 21 of the 23 intermediate grade teachers, and nine of the 13 upper grade teachers teach this skill.

18. Skimming for details.--Fourteen of the 27 primary grade teachers, 19 of the 23 intermediate grade teachers, and nine of the 13 upper grade teachers teach this skill.

19. <u>Using classroom papers</u>.--Twenty-two of the 27 primary grade teachers, 18 of the 23 intermediate grade teachers, and 12 of the 13 upper grade teachers use classroom papers for reading instruction.

20. <u>Using daily newspapers</u>.--Two of the 27 primary grade teachers, two of the 23 intermediate grade teachers, and five of the 13 upper grade teachers use daily newspapers for reading instruction.

TABLE 19

READING SKILLS REPORTEDLY TAUGHT

Skills	Grade Levels of Instruction		
	1 - 3 N = 27	4 - 6 N = 23	7 - 8 N = 13
Recognition of sight words	26	19	10
Development of word meanings	27	23	13
Recall of facts	27	23	13
Evaluation of author's ideas	10	18	13
Interpretation of author's ideas	15	19	13
Use of context clues	26	21	12
Use of structural analysis	25	18	11
Drawing conclusions	26	21	11
Critical reading skills	15	15	9
Library skills	14	19	12

TABLE 19 - Continued

Skills	Grade Levels of Instruction		
	1 - 3 N = 27	4 - 6 N = 23	7 - 8 N = 13
Use of encyclopedias, dictionaries, reference materials	13	22	13
Use of maps, charts, tables, and footnotes	9	21	12
Organization of materials	11	15	11
Following written directions	27	23	12
Finding main ideas	25	21	12
Finding literal meanings	19	17	8
Skimming for main ideas	15	21	9
Skimming for details	14	19	9
Use of classroom papers	22	18	12
Use of daily papers	2	2	5

Pre-Service Preparation of Teachers

Courses in reading.--In Table 20 are shown the reading courses which the teachers had had.

It was found that 16 of the 27 primary grade teachers or 59 per cent had had a basic course in reading. Ten of the 23 intermediate grade teachers or 43 per cent, and four of the 13 upper grade teachers or 31 per cent had

TABLE 20

READING COURSES COMPLETED BY TEACHERS

Reading Courses	Grade Levels Taught By Respondents		
	1 - 3 N = 27	4 - 6 N = 23	7 - 8 N = 13
Teaching Language Arts in Elementary School	4	1	2
Reading and Language Arts	3	1	0
Developmental Reading	1	3	0
Introductory Reading Methods	3	4	0
Reading Techniques	2	4	0
Remedial Reading	5	2	1
Intermediate and Upper Grade Reading Methods	0	1	1
Reading Practicum	0	1	1
Teaching Elementary Reading	2	0	0
Newer Methods in Teaching Reading	0	1	0
Rural Methods in Reading	1	0	0
Clinical Practice in Remedial Reading	1	0	0
Reading Problems at Elementary Level	0	1	1
Improvement of Reading Instruction	0	0	1

taken a basic reading course.

The number of teachers who had taken no basic reading course included 11 of the primary, 13 of the 23 intermediate, and nine of the 13 upper grade teachers. The number of teachers without a course in reading in each school was next tabulated. This was done to determine whether any of the schools was at a disadvantage through its teachers' lack of pre-service reading courses.

School A: One of the four teachers had had a reading course, this was the intermediate grade teacher. The primary and upper grade teachers had not taken a reading course.

School B: Two of the seven teachers had had a reading course. Two primary, one intermediate, and two upper grade teachers had not taken a reading course.

School C: Four of the seven teachers had had a reading course. Two intermediate grade teachers and the upper grade teacher had not taken a reading course. One of the three primary grade teachers had had two courses in reading.

School D: Five of the ten teachers had taken a reading course. One primary, two intermediate, and the two upper grade teachers had taken no courses in reading. One primary grade teacher had taken two courses in reading, and one intermediate grade teacher had taken three courses.

School E: Six of the eight teachers had had a reading course. One of the primary and one of the inter-

mediate grade teachers had not had a reading course. One of the intermediate grade teachers had taken three courses in reading.

School F: Two of the seven teachers had had a reading course. Two of the primary grade teachers, one intermediate, and two upper grade teachers had had no reading course. One of the intermediate grade teachers had taken two courses in reading.

School G: One of the four teachers had had a reading course. One primary, the intermediate, and the upper grade teacher had had no course in reading.

School H: Four of the eight teachers had had a reading course. The four intermediate grade teachers had taken no course in reading. One of the primary grade teachers had taken two courses in reading.

School I: Two of the four teachers had had a reading course. One primary and the intermediate grade teacher had taken no reading course. One of the primary grade teachers had taken three courses in reading.

School J: Three of the four teachers had had a reading course. The one who had not was a primary grade teacher. The intermediate grade teacher had taken two courses in reading and the upper grade teacher had taken three.

Teachers were asked to list courses in reading on the questionnaire. Some teachers listed other courses not specifically concerned with reading instruction. The writer

tabulated these courses separately in Table 21. The
tabulation of these courses is partial, since many teachers
followed the directions given and listed only courses in
reading.

TABLE 21

OTHER COURSES LISTED IN RESPONSE TO
QUESTION CONCERNING READING COURSES

General Courses	Grade Levels Taught By Respondents		
	1 - 3 N = 27	4 - 6 N = 23	7 - 8 N = 13
Children's Literature	1	3	1
Library Science	1	0	0
Student Teaching	2	2	1
Methods in Primary Grades	5	1	0
Principles of Teaching	1	4	1
Elementary Curriculum	0	2	1
Seminar	1	0	0

Have the courses taken in college been an
adequate preparation for teaching reading?.--It is shown
in Table 22 that nore teachers answered "no" or "undecided"
than "yes" to this question. Seven teachers who had one
course in reading did not feel adequately prepared. This
may be due to the fact that as some instruction is received
the importance of more preparation becomes a felt need.
This points to a need for courses in reading even for

teachers with one or two such courses.

TABLE 22

RELATIONSHIP BETWEEN NUMBER OF COURSES
IN READING AND FELT ADEQUACY
IN TEACHING READING

Respondents' Feeling of Adequacy	Number of Courses in Reading			
	0	1	2	3
Yes	2	4	2	3
No	23	7	2	1
Undecided	11	7	1	0

Greatest contributing factors in teacher pre-
paration for teaching reading.--In Table 23 are shown
the various factors which were considered by the teachers
as the greatest contributions in preparation for teaching
reading. Sharing experiences with teachers of the same
grade and informal contacts with teachers on reading
instruction was indicated as a major factor by a majority
of all the teachers.

Reading professional journals was also considered
by a majority of the teachers as an important contributing
factor in preparing teachers of reading.

Reading workshops aided a majority of the teachers
in the primary and intermediate grades. Only three upper
grade teachers listed workshops as a contributing factor
in preparation for teaching reading.

Other contributing factors in reading preparation
which were considered by about one-third or fewer of the
teachers were; demonstration lessons followed by dis-
cussion, attendance at county teachers' institutes, con-
ferences on reading instruction, general teacher meetings,
and graduate reading courses. Very few teachers indicated
supervisor or consultant conferences, intervisitation,
experience and initiative, use of the reading manual, one's
own urge to try things out, and the student teaching
experience as contributing factors in preparation for
teaching reading.

In-Service Preparation of Teachers

**Forms of in-service help provided for teachers
during the school year.**--In Table 24 are shown the principals'
responses concerning the types on in-service aids provided
for the teachers in each of the schools. The teachers in
nine of the ten schools were given in-service help by
attendance at county teachers' institutes. The institutes
were not provided for the teachers in School C. The
majority of principals listed informal contacts with
teachers on reading instruction as opportunities which
were provided. Principals at Schools C, H, and I pro-
vided opportunity for teachers to attend reading workshops
during the school year. Group meetings on grade levels was
a provision indicated by School C. No principal reported
any of the following types of in-service help, listed on the

TABLE 23

TEACHERS' EVALUATION OF MOST EFFECTIVE FACTORS
IN PREPARATION FOR TEACHING READING

Contributing Factors*	Grade Levels Taught By Respondents		
	1 - 3 N = 27	4 - 6 N = 23	7 - 8 N = 13
Sharing experiences with teachers of the same grade	23	17	7
Informal contacts with teachers on reading instruction	18	16	6
Reading professional journals	12	12	7
Reading workshops	13	10	3
Demonstration lessons followed by discussions	9	9	4
Attendance at county teachers' institutes	8	7	1
Conferences on reading instruction	4	6	3
General teacher meetings	4	6	1
Graduate reading courses	3	3	3
Supervisor or cunsultant conferences	2	2	0
Intervisitation	1	0	0

*More than one response given by each teacher.

questionnaire: attendance at reading conferences,
enrollment in graduate reading courses, consultants'
help during school hours, demonstration lessons followed
by discussion, intervisitation.

TABLE 24

PRINCIPALS' REPORT OF TYPES OF
IN-SERVICE AIDS PROVIDED

Types of In-Service Aids	Schools									
	A	B	C	D	E	F	G	H	I	J
Reading professional journals	x	x	x	x	x	x	x	x	x	x
Attendance at county teachers' institutes	x	x	..	x	x	x	x	x	x	x
Informal contacts with teachers on reading instruction	x	x	..	x	x	..	x	..	x	x
Attendance at reading work-shop during school year	..	..	x	..	..	..	..	x	x	..
Group meetings on grade level	..	..	x	..	..	..	..	..	..	..

The teachers' responses concerning types of in-service aids provided are shown in Table 25. The majority of the teachers indicated that reading professional journals, attendance at county teachers' institutes, and informal contacts with teachers on reading instruction were aids provided for them. Twelve teachers indicated that reading workshops during the school year were provided. Nine teachers indicated that reading conferences were an in-service aid provided. Eight teachers indicated that

TABLE 25

TEACHERS' REPORT OF TYPES OF
IN-SERVICE AIDS PROVIDED

Types of In-Service Aids	Grade Levels of Instruction		
	1 - 3 N = 27	4 - 6 N = 23	7 - 8 N = 13
Reading professional journals	18	15	11
Attendance at county teachers' institutes	20	13	10
Informal contacts with teachers on reading instruction	16	9	6
Attendance at reading workshop during school year	7	5	2
Attendance at reading conferences	4	4	1
Group meetings on grade level	4	2	2
Enrollment in graduate reading courses	1	0	1
Consultants help during school hours	1	0	1
Demonstration lessons followed by discussion	2	0	0
Intervisitation	0	0	0
SDEA meetings	0	1	1
Movies	1	0	0
No response	2	7	1

group meetings on grade levels were provided. Fewer
than eight teachers indicated provisions such as:
enrollment in graduate reading courses, consultant's
help during school hours, demonstration lessons followed
by discussion, S.D.E.A. meetings, and movies. Inter-
visitation was not mentioned by any of the teachers. Ten
teachers did not respond to this question on the question-
naire.

Professional books on reading included in teacher's
libraries.--Few professional books related to the field
of reading are available in the schools participating in
this study. Only three principals indicated one book
available, and there were no books available in the other
seven schools. This shows a great need for professional
books in all the schools.

Professional journals available to teachers of
reading.--In Table 26 are shown the professional journals
available in all the schools. The Catholic School Journal
was provided in all the schools. The Catholic Educator
and The Grade Teacher were available in half of the schools.
A lack of literature for the reading teacher was apparent
as only two schools subscribed to journals especially
concerned with reading instruction.

Teachers' Present Needs

Teachers' greatest needs for the improvement of
reading instruction.--Principals' responses concerning the

TABLE 26

PROFESSIONAL JOURNALS AVAILABLE FOR TEACHERS

Publications	Schools									
	A	B	C	D	E	F	G	H	I	J
Catholic School Journal	x	x	x	x	x	x	x	x	x	x
Catholic Educator	..	..	x	x	x	x	..	..	..	x
The Grade Teacher	..	..	x	x	x	..	x	..	..	x
The Instructor	..	..	x	..	x	x	..	x	..	..
Catholic Educational Review	x	x	x	..	x	..	..	..	..	..
The Reading Teacher	..	..	..	..	x	..	..	x	..	..
Elementary English	..	..	..	..	x	..	..	..	..	..
Education Digest	..	..	..	..	..	..	..	..	x	..

greatest needs of teachers for the improvement of reading instruction are shown in Table 27. Eight of the ten principals indicated that in-service help for teachers was the greatest need. The principals from Schools E and G did not respond to this question. Better pre-service preparation of teachers was indicated by half of the principals as a requirement. Four principals indicated that reading materials in schools were needed while one also listed more generous

time allotment as a needed requirement of reading
improvement.

TABLE 27

PRINCIPALS' EVALUATION OF TEACHER'S GREATEST
REQUIREMENTS FOR READING IMPROVEMENT

Requirements for Reading Improvement	Schools									
	A	B	C	D	E	F	G	H	I	J
In-service help for teachers	x	x	x	x	..	x	..	x	x	x
Better preparation of teachers	..	x	x	..	..	x	..	x	..	x
Materials	x	..	..	..	..	x	..	..	x	x
Time allotment	x	..	..	..	..	..	..	..	..	..
No response	..	..	..	..	x	..	x	..	..	..
Organization	..	..	..	..	..	..	..	..	..	..

In Table 28 is shown the comparison between what
the teachers indicated as the present requirements for
improvement of reading and their years of experience. The
majority of the teachers having either 10 to 15 years or 16
or more years of experience indicated that materials for
reading instruction and in-service programs for teachers
were requirements for improvement. The majority of the
teachers having 10 to 15 years of experience also indicated
that better pre-service preparation was a requirement. The
majority of the teachers having seven to nine years of

experience indicated that in-service programs for teachers, better pre-service preparation, and organization in the classrooms were requirements for improved reading instruction. In-service programs for teachers was listed as a requirement by all the teachers having four to six years of experience. A majority also listed as important, better pre-service preparation and materials used. In-service programs for teachers was indicated as a present requirement by a majority of the teachers having zero to three years of experience. These teachers also indicated that materials for reading instruction were needed. Other factors which were considered as requirements for the improvement of reading instruction were; adequate time allotment, one grade per teacher, remedial reading teacher, greater amount of time for class preparation, and teacher aides.

Need for an in-service program.--Teacher responses to this question are given in Table 29. The majority of the teachers in all the grades felt there was a need for an in-service program. Twelve teachers did not respond to the question.

Attendance at reading conferences or workshops.--In Table 30 are indicated the numbers of reading workshops or conferences attended by the teachers of the various grade levels. A distinction has been made between workshops and conferences. Conferences here refers to lectures attended on reading. Workshops includes lectures attended on reading, as well as demonstrations and direct participation

TABLE 28

COMPARISONS OF TEACHERS' EVALUATIONS OF GREATEST
REQUIREMENTS FOR IMPROVEMENT IN TEACHING
READING AND TEACHING EXPERIENCE

| Requirements for Reading Improvement | Years of Teaching Experience | | | | | Total |
	0-3 N=9	4-6 N=7	7-9 N=9	10-15 N=15	16 or more N=23	
In-service programs	6	7	7	10	13	43
Materials	5	3	2	6	15	31
Better pre-service preparation	1	4	7	7	5	24
Organization	3	0	5	5	7	20
Time allotment	1	2	4	4	9	20
One grade per teacher	0	0	0	1	0	1
Remedial reading teacher	0	0	0	1	0	1
More time for preparation of classes	0	0	1	0	0	1
Teacher aids	1	0	0	0	0	1
No response	0	0	0	1	3	4

TABLE 29

TEACHERS' NEED FOR IN-SERVICE PROGRAM

Grade Level Taught by Respondents	Teacher's Need for In-Service Program		
	Yes	No	No Response
Grades 1 - 3 N = 27	19	3	5
Grades 4 - 6 N = 23	17	2	4
Grades 7 - 8 N = 13	9	1	3

TABLE 30

TEACHERS' ATTENDANCE AT READING
CONFERENCES AND WORKSHOPS

Grade Level Taught by Respondents	Reading Workshops				Reading Conferences			
	0	1	2	3	0	1	2	3
Grades 1 - 3 N = 27	12	8	7	0	24	3	0	0
Grades 4 - 6 N = 23	12	7	3	1	16	16	0	1
Grades 7 - 8 N = 13	9	3	1	0	9	4	0	0

in activities by the teachers attending. The majority of
teachers in all the grades had not attended reading work-
shops or conferences. However, a larger number had attended
workshops than had attended reading conferences. Teachers
in the intermediate grades had attended workshops and
conferences most frequently. Teachers of the upper grades
had attended only one reading conference or workshop apiece,
on the average.

Need for in-service programs, workshops and reading
conferences attended, and adequate background from college
courses to teach reading.--In Table 31 are compared:
(1) responses of the teachers regarding their need for
in-service programs, (2) the number of reading workshops
and reading conferences attended, and (3) the response to
the question concerning feeling of personal adequacy in
teaching reading. It is shown in Table 31 that among the
teachers who felt a need for in-service programs almost an
equal number had and had not attended workshops, while a
majority of them had not attended reading conferences, and
a majority did not feel adequately prepared. The teachers
who did not feel a need for in-service programs felt
adequately prepared or were undecided. Twenty-two teachers
desired an in-service program; 28 felt inadequately prepared.

Preferences for in-service aids.--Teachers'
preferences of in-service aids are shown in Table 32.
Choices ranged from first to eighth choice. Reading work-
shops ranked as first, second, or third choice of preference

TABLE 31

RELATION OF RESPONSES CONCERNING IN-SERVICE OPPORTUNITIES
TO RESPONSES CONCERNING FELT ADEQUACY

Need for In-Service Program	Workshops Attended		Reading Conferences Attended		Felt Adequately Prepared		
	Yes	No	Yes	No	Yes	No	Undecided
Yes	22	23	8	37	7	28	10
No	3	2	2	3	2	0	3
No response	4	9	3	10	2	5	6

by a majority of the teachers. Demonstration lessons
followed by discussions were also preferred as first, second,
or third choice by a large number of the teachers. Sharing
experiences with teachers of the same grade rated next
highest by some of the teachers as a first, third, and
fourth choice. Other in-service aids less often preferred
were; supervisor or consultant aid, graduate reading
courses, general teacher meetings, intervisitation, and
conferences on reading instruction.

Teachers' Attitudes Toward Reading Instruction

Attitudes toward teaching the daily reading
lesson.--In Table 33 are shown the responses of the teachers'
reactions to this question. The majority of the teachers
teaching the primary and intermediate grades indicated that

TABLE 32

TEACHERS' PREFERENCE FOR IN-SERVICE AIDS IF AVAILABLE

In-Service Aids	Order of Preference							
	1st	2nd	3rd	4th	5th	6th	7th	8th
Reading Workshops	23	12	12	4	2	0	0	3
Demonstration lessons followed by discussions	14	17	11	3	2	1	1	1
Sharing experiences with teachers of the same grades	7	3	11	11	2	2	4	0
Supervisor or consultant aid	6	3	2	4	4	7	6	3
Graduate reading courses	6	5	6	3	4	1	3	3
General teacher meetings	3	3	3	1	4	2	3	6
Intervisitation	0	6	6	2	4	7	0	4
Conferences on reading instruction	0	9	6	8	4	3	3	0

they enjoy teaching the reading skills, while only five of

the thirteen upper grade teachers expressed such an attitude.

Another attitude expressed by a majority of the teachers at

all grade levels was that of challenge in preparation for

reading classes. A small number of primary and intermediate

grade teachers felt that the exclusive use of the manual was

sufficient. Other attitudes expressed by teachers regarding

TABLE 33

TEACHERS' ATTITUDES TOWARD DAILY READING INSTRUCTION

Attitude	Grade Levels of Teacher Respondents		
	1 - 3 N = 27	4 - 6 N = 23	7 - 8 N = 13
Feel that the use of other aids as well as manual are important	24	20	10
Enjoy teaching the reading skills	23	15	5
Find the preparation for reading a challenge	14	17	8
Feel that the exclusive use of the manual is sufficient	3	2	0
Feel relief when the reading period is over	0	1	0
Feel that grouping will be the way to meet individual differences	0	0	1
Feel that it is hard to know what to use profitably	0	0	1
Feel that daily reading should not be omitted	1	0	0

the daily reading lesson were: they feel relieved when
the reading period is over, they feel difficulty in knowing
what to use profitably, they feel frustrated when materials
cannot be obtained, they feel impatient with poorer
students, and they feel that daily reading should not be
omitted.

Summary

Information obtained through an analysis of the
questionnaire data may be summarized as follows:

1. The majority of the teachers who answered the
questionnaire had 16 or more years of teaching experience.
The largest number of teachers with the least experience
was in the primary grades. In proportion to the number of
classes, the combined classes were approximately one-third
of the total primary, one-sixth of the intermediate, and
one-third of the upper grade classes.

2. While all the schools indicated the use of the
basal reader as the principle tool in reading instruction,
a combination of materials was also indicated.

3. Five of the schools used reading ability as the
bases for organization, and four of these schools also used
some additional measure. The remaining five schools used
the following plans as the bases for grouping; grouping
heterogeneously, grouping based on intelligence or
achievement tests, and grouping based upon the combined
results of intelligence and achievement tests.

4. Within each classroom various types of grouping
were used. Likewise, the number of groups within the grade
levels varied. The majority of the primary grades were
divided into three groups for instruction, the intermediate
grades were divided into two groups, and the upper grades
were taught either as a whole class or in two groups.
Some teachers had combined grades which limited the number

of groups within one grade.

5. Nine of the schools administered intelligence tests in grades three, five, and seven. One school administered an intelligence test only in one grade during the duration of the eight years. The test was not given in any of the schools in the eighth grade.

6. Standardized achievement tests were given in grades one through eight in five of the schools. One school administered the achievement tests in grades two to eight. Four schools administered achievement tests in grades three to eight. One school enrolled only grades one to six. Achievement tests were given in grades three to six in this school.

7. First grade readiness tests were given in six of the ten schools.

8. The time allotted for reading instruction varied in the different grades. The majority of the primary grade teachers allowed 60 to 90 minutes or more, daily, for reading instruction. The teachers who had grade combinations indicated that there was a lack of adequate time for reading instruction. The majority of the teachers in the intermediate grades indicated that 30 to 60 minutes were provided for reading instruction. Upper grade teachers reported the shortest time allotments, which ranged from 20 to 45 minutes, daily, for reading instruction.

9. According to the opinion of the majority of the

primary and intermediate grade teachers, the time allotted for reading instruction was adequate. Less than half of the upper grade teachers considered the time allotted for reading instruction adequate.

10. A variety of materials was used for teaching reading, but the basal reader was used in all the primary and intermediate grades. The upper grades did not all use a basal reader.

11. Workbooks which accompany the basal series were used by the primary grades, but the intermediate and upper grades showed a decline in their use.

12. Other aids used occasionally in the various classes for reading instruction were the following: books for individual instruction, multi-level materials, teacher prepared worksheets, pictures, reading charts, records, filmstrips, magazines, newspapers, and trade books.

13. Every school had access to library facilities, whether a central school library, a classroom library, bookmobile services, or the use of the public library.

14. The majority of the teachers in the primary and intermediate grades considered the materials available as adequate for reading instruction. The majority of the teachers in the upper grades did not consider the materials available adequate for reading instruction.

15. Reading skills considered important in reading instruction by the majority of the teachers in all the grades included; the recognition of sight words, the

development of word meanings, the recalling of facts, the evaluation of the author's ideas, the interpretation of the author's ideas, the use of context clues, the use of structural analysis, the ability to draw conclusions, the critical reading skills, the library skills, the skill to follow written directions, the skills needed to find literal meanings, the skill to skim for main ideas and for details.

16. Responses indicated that only a few of the teachers have had one or more course in reading in their college preparation. Sixteen primary, ten intermediate, and four upper grade teachers had a basic course in reading. Three primary and two intermediate grade teachers had two courses in reading. One primary, two intermediate, and one upper grade teachers had three courses in reading. Eleven primary, thirteen intermediate, and nine upper grade teachers had no basic course in reading.

17. A majority of the teachers indicated that the sharing of experiences with teachers of the same grade and informal contacts with teachers on reading instruction contributed most in their preparation for teaching reading.

18. The majority of the principals and teachers indicated that the reading of professional journals, attendance at county teachers' institutes, and informal contacts with teachers on reading instruction were the chief in-service aids provided for teachers.

19. There was a dearth of professional books and

journals related to the field of reading available in the schools.

20. In-service programs for the teachers of reading were indicated as a present need by a majority of the teachers. Twenty-two teachers desired an in-service program; twenty-eight felt inadequately prepared.

21. Teachers expressed different attitudes toward teaching the daily reading lesson. Most of the teachers indicated that they enjoy teaching the reading skills or that they find the preparation for reading a challenge.

CHAPTER V

SUMMARY AND CONCLUSIONS

Summary of Study

The purpose of this study was to evaluate the
reading program in the elementary schools in North and
South Dakota conducted by the Sisters of St. Benedict,
Pierre, South Dakota. The reading program in the schools
is in a formative stage. The writer will be associated
as co-ordinator of the reading program, and therefore
needs to survey its present status.

The specific objective of the study was to secure
information related to: (1) the teacher background in
preparation for the teaching of reading; (2) the type of
reading program in the schools; (3) the organizational plan
within each classroom; (4) the time allotment for the
teaching of reading; (5) the materials being used for
reading instruction; (6) the greatest need of teachers in
teaching reading; (7) the types of in-service aid provided
for teachers; and (8) the attitudes in regard to the
teaching of reading.

The study was conducted among ten principals and
67 teachers, both lay and religious, in ten elementary
schools in North and South Dakota.

Two questionnaires were utilized to provide data
for an evaluation of the reading programs in these schools.

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The principal's questionnaire included the following four sections: (1) general information, (2) the reading program, (3) organization and time allotment, and (4) materials. The teacher's questionnaire consisted of eight sections incorporating the objectives of this study.

Conclusion and Implications

Considering the findings of this study, the following implications can be drawn:

1. The expressed need by teachers warrants the initiation of an in-service program.

2. Judging from the course background of the teachers, nine could help in conducting in-service programs in reading.

3. The fact that the majority of the teachers considered "sharing experiences with teachers of the same grade" as the greatest contribution in their preparation for teaching reading implies that small group discussions could prove of further value to the teachers.

4. A dearth of professional books and journals related to the field of reading available in the schools implies a lack of professional references which teachers could use for self-help. It also implies a need to supply a bibliography of references on reading to the principals.

5. The fact that most of the teachers said they enjoy teaching reading skills and find it challenging to

prepare the reading lessons, offers hope for a helpful attitude toward the improvement of the existing program.

6. Although the basal reader is used consistently in the primary and intermediate grades, it does not seem to satisfy the expectations of the upper grade teachers, only eight of whom continue its use on this level.

7. The decline in the use of basal reader workbooks in the intermediate and upper grades may be due to one or several of the following factors: the lack of time; the lack of funds; the teacher's evaluation of the suitability of the workbooks in developing the skills; or the availability of workbooks for the text used.

8. A general tone of dissatisfaction with the current reading program expressed by the upper grade teachers regarding the inadequacy of the materials indicates the need for a more thorough evaluation of the special problems on this level.

9. The lack of adequate materials expressed by the majority of upper grade teachers, in spite of access to library facilities in every case, questions the kinds of materials which are lacking; in the library and in the classroom.

10. The fact that both standardized and teacher-prepared tests were administered to evaluate reading achievement indicates a definite concern for pupil progress.

11. The fact that nine out of the ten schools consistently administered intelligence tests in grades

three, five, and seven, was not indicative of a concern for individual differences in instructional grouping; since I.Q. results were not used as a basis for grouping in all of the nine schools.

Recommendations

For the improvement of reading instruction in the schools included in this study it is recommended that:

1. Teachers take reading courses.

2. Teachers be given greater access to professional books and periodicals on reading in all the schools.

3. An in-service program be initiated to help teachers develop an understanding of basic reading skills, together with the techniques and procedures employed in teaching these skills.

4. Teachers' individual preferences and interests be seriously considered in the planning of in-service programs.

5. Small discussion groups be formed at meetings, as at faculty meetings, to share ideas about reading with teachers of the same grade levels.

6. A departmentalized system be developed in teaching the language arts in the upper grades by a qualified instructor, to meet more adequately the specialized reading demands of this level.

7. Materials used for reading instruction in the

upper grades be re-evaluated to meet more adequately the needs of upper grade students.

8. Greater use be made of library books to meet the individual needs within classes, and expand the range of interest-reading for pupils in all grades.

9. Schools with combined grades consider the possible services of teacher-aids as a means of relieving the present teacher load.

10. More inter-class grouping according to instructional levels be initiated to meet the handling of individual differences on the intermediate and upper grade levels.

11. Some schools reconsider the time allotted to reading instruction, especially in the upper grades.

Suggestions for Further Research

Suggestions for further research based on this evaluative study are the following:

1. A thorough study of the adequacy and utilization of the elementary school libraries in these schools to determine the quality of these facilities and the effective use to which they are being put.

2. A follow-up survey of the status of reading instruction in the schools after the inauguration of an in-service program to determine the effectiveness of the in-service aid.

3. A study of the influence of available
materials of instruction on classroom practices in
teaching reading to determine why reading skills are
taught at all grade levels.

4. A more concentrated study and evaluation
of the reading program on the upper grade level to
determine what materials would prove to meet more
adequately the special needs of upper grade pupils.

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APPENDIX I

PRINCIPAL'S QUESTIONNAIRE

TEACHER'S QUESTIONNAIRE

COVERING LETTER

Principal's Questionnaire

I. General Information

1. Please circle the correct numbers to indicate the number of teachers on your staff.

   Religious   Lay

   3 4 5 6 7 8 9   0 1 2 3 4 5 6

2. Please indicate the number who teach reading

   Religious   Lay

   3 4 5 6 7 8 9   0 1 2 3 4 5 6

3. In the form of in-service help for teachers, please check (x) any which are provided for teachers during the school year.

   _____group meetings on grade levels
   _____consultants help during school hours
   _____intervisitation
   _____demonstration lessons in reading instruction followed by discussion
   _____enrollment in graduate reading courses
   _____attendance at reading workshops during the school year
   _____informal contacts with teachers on reading instruction
   _____attendance at reading conferences
   _____reading of professional journals
   _____attendance at county teachers' institutes
   _____other (Please describe)_____

II. Reading Program
Please check (x) the ones that apply

1. What is the reading program in your school?
   _____basal reader program
   _____individualized reading program
   _____multi-level materials such as SRA used for reading instruction
   _____reading in content fields used to teach reading skills
   _____trade books or other non-text materials form the reading program

2. Kindly circle the number or numbers
   a. In what grades are I.Q. tests ordinarily given?

      1 2 3 4 5 6 7 8

   b. In what grades are achievement tests given?

      1 2 3 4 5 6 7 8

   c. Is a reading readiness test given to children entering first grade?

      _____yes   _____no

3. Which tests are used in your school to determine readiness, I.Q., and achievement?

_____ Metropolitan Readiness Test
_____ Monroe Reading Readiness Test
_____ California Test of Mental Maturity
_____ California Achievement Test
_____ Stanford Achievement Test
_____ Iowa Tests of Basic Skills
_____ Other _____ _

III. Organization and Time Allotment

1. In teaching reading, is each classroom teacher free to follow her own method and organizational plan?

_____ yes   _____ no

2. Does your school have a definite organizational (grouping) plan in reading for meeting individual differences?

_____ yes   _____ no

3. What is the school-wide organizational plan of reading followed in your school? (More than one may be checked)

_____ Inter-class grouping for reading (pupils grouped according to instructional levels)
_____ Each teacher provides for individual defferences within the room
_____ Groups with Remedial Teacher
_____ Other _____

4. If there are any remedial classes available for the children, are they:

_____ within school hours
_____ before school hours
_____ after regular school hours - weekdays
_____ Saturdays

5. How are children grouped for reading instructions?

_____ heterogeneous grouping
_____ by reading ability
_____ by intelligence
_____ according to achievement tests
_____ combined results of I.Q. and Achievement Tests considered
_____ other _____

6. Is a definite time allotment for the teaching of reading specified by:

_____ the school administration
_____ the teacher

7. In your opinion is the time alloted to reading (and word analysis) adequate at each grade level?

_____yes   _____no-If no, explain

_____

IV. Materials

1. Are the materials available in your school adequate for the teaching of reading?

_____yes   _____no-If no, explain

_____
_____

2. What library facilities are available to the children in your school? (Check (X) any which apply)

_____classroom library   _____school library (central)
_____public library   _____other _____
_____

3. Please check (x) if any of the following professional reading books are included in your teacher's library.

_____Adams, F., Gray, L. and Reese, D., Teaching Children to Read
_____Betts, EA., Foundations of Reading Instruction
_____Bond, G., and Tinker, M., Reading Difficulties, Their Diagnosis and Correction
_____Durrell, Donald D., Improvement of Reading Instruction
_____Gray, W.S., On Their Own in Reading
_____Smith, Henry P., and Dechant, E.V., Psychology in Teaching Reading
_____Smith, Nila B., Reading Instruction of Today's Children
_____Spache, George D., Reading in the Elementary School
_____Others _____
_____

4. Please check (x) pulbications which are made available to the teachers of reading in your school.

_____The Reading Teacher
_____Elementary English
_____The Instructor
_____The Grade Teacher
_____Catholic School Journal
_____Catholic Educational Review
_____Others _____
_____

5. Which of the following do you consider to be the greatest needs of teachers at the present time for the improvement of reading instruction in your school? (More than one may be checked)

_____organization   _____better preparation of teachers
_____materials   _____in-service help for teachers
_____time allotment   _____other _____
                                     _____

Kindly return this questionnaire by November 20, 1966 to

Sister M. Annette Lampl, O.S.B.

The Cardinal Stritch College

6801 N. Yates Road

Milwaukee, Wisconsin 53217

Box 326

Teacher's Questionnaire

I. Teacher Background in Preparation for Teaching Reading

Please encircle the answers.
1. Are you a   lay teacher   or   religious

2. Present grade which you are teaching: (if teaching double
   grades, circle both)

        1 2 3 4 5 6 7 8

3. Years of teaching experience.

        0-3   4-6   7-9   10-15   16 or more

4. Courses in reading you have had.   Institution

   _____   _____

   _____   _____

   _____   _____

II. Type of Reading Program

Please check (x) the items that apply:
1. What is the reading program in your school?

   _____ basal reader program
   _____ individualized reading program
   _____ multi-level materials such as SRA used for reading
         instruction
   _____ reading in subject areas used to teach reading skills
   _____ trade books or other non-text materials form the
         reading program
   _____ other (please describe)_____

2. Please check (x) the items which you include in your
   classroom reading instructions:

   _____ teaching sight words
   _____ teaching word meanings
   _____ teaching to recall facts
   _____ teaching to evaluate author's ideas
   _____ teaching reading to interpret author's ideas
   _____ teaching the use of context clues
   _____ teaching structural analysis
   _____ teaching to draw conclusions
   _____ teaching critical reading skills
   _____ teaching the use of library skills
   _____ teaching the use of encyclopedias, dictionaries and
         reference materials
   _____ teaching the use of maps, charts, tables and footnotes
   _____ teaching to note organization of materials
   _____ teaching how to follow written directions

_____asking questions for main ideas
_____asking questions for literal meanings
_____skimming for main ideas
_____skimming for details
_____using classroom newspapers, publications such as
     Mine magazine, The Catholic Messenger
_____using daily newspapers
_____unit tests to accompany basal reader
_____standardized reading tests
_____teacher-made tests of reading skills
_____speed tests in reading

III. Organizational Plan

1. Please check (x) which plan is used in your grade to meet
   individual differences in reading instruction within your
   classroom. More than one plan may be checked.

Type of Groups	Number of Groups
_____skill groups	_____one group
_____interest groups	_____two groups
_____special assignments	_____three groups
_____individual instruction apart from class period	_____number of groups decided by circumstances
_____individual instruction during class period	_____other (please explain)
_____combination of grouping and whole class teaching	_____
_____other (please explain)	_____
_____	_____

IV. Time Allotment for Teaching Reading

1. Please indicate the total time allotted to reading (and
   word analysis) each day. (Kindly encircle the number
   indicating the time in minutes.)

   20-30   30-45   45-60   60-75   75-90   90 or more

2. In your opinion is the time allotted to reading (and
   word analysis) adequate at your grade level?

   _____yes   _____no If no, explain_____

   _____

V. Materials

Kindly check (x) the items which apply; whether used regularly occasionally or never.

1. Which of the following do you use in teaching reading?

Regularly Occasionally Never

_____ _____ _____ Basal Series

_____ _____ _____ Workbook of basal series

_____ _____ _____ Phonics workbooks

_____ _____ _____ Books for individual instruction

_____ _____ _____ Multi-level materials

_____ _____ _____ Teacher-prepared worksheets

_____ _____ _____ Commercial games

_____ _____ _____ Pictures

_____ _____ _____ Reading charts

_____ _____ _____ Records

_____ _____ _____ Filmstrips

_____ _____ _____ Magazines

_____ _____ _____ Newspapers

_____ _____ _____ Trade books

_____ _____ _____ Other (Please explain) _____

_____

2. Are the materials available in your school adequate for the teaching of reading?

_____yes   _____no If no, explain_____

VI. Needs of Teachers in Reading

1. Which of the following do you consider to be the greatest needs of teachers at the present time for the improvement of reading instruction in your school? (More than one may be checked.)
_____organization (grouping)
_____time allotment
_____in-service preparation for teachers

_____materials
_____better pre-service preparation for teachers
_____other (please explain_____

2. Do you feel there is a need for an in-service program?

_____yes   _____no

3. If these sources of in-service aids were available, which
   would you prefer? Please signify your response in order
   of preference; first choice 1, second choice 2, etc.

   _____intervisitation
   _____supervisor or consultant conferences
   _____sharing experiences with teachers of the same grade
   _____demonstration lessons followed by discussions
   _____general teacher meetings
   _____graduate reading courses
   _____reading workshops
   _____conferences on reading instruction
   _____other (please explain)
   _____
   _____

VII. In-service Help for Teachers

   1. Please check any of the following types of in-service
      help for teachers provided for you.

      _____group meetings on grade levels
      _____intervisitation
      _____demonstration lessons in reading followed by
           discussion
      _____enrollment in graduate reading courses
      _____reading of professional journals
      _____consultants help during school hours
      _____attendance at reading conferences
      _____attendance at reading workshops during the school
           year
      _____informal contacts with teachers on reading
           instruction
      _____attendance at county teachers' institutes
      _____other (please describe)_____
      _____

   2. Please indicate if you have attended workshops or
      conferences on reading instruction.

Workshops attended   Where   What year

_____   _____   _____

_____   _____   _____

Conferences on reading attended

_____   _____   _____

_____   _____   _____

VIII. Teacher's Attitudes Toward Reading Instruction

1. What is your attitude toward teaching the daily reading lesson? (Please check (x) the ones that apply.)

_____ enjoy teaching the reading skills
_____ feel that the exclusive use of the manual is sufficient
_____ feel that the use of other aids as well as the manual are important
_____ find the preparation for reading a challenge
_____ relieved when the reading period is over ·
_____ other (please explain) _____

2. Do you feel that you have an adequate background from the courses taken in college to teach the reading skills properly?

_____ yes   _____ no   _____ undecided

3. Which of the following have contributed most to prepare you to teach reading?

_____ intervisitation
_____ supervisor or consultant conferences
_____ sharing experiences with teachers of the same grade
_____ demonstration lessons followed by discussions
_____ general teacher meetings
_____ graduate reading courses
_____ reading workshops
_____ conferences on reading instruction
_____ reading of professional journals
_____ informal contacts with teachers on reading instruction
_____ attendance at county teachers' institutes
_____ other (please explain)_____

Kindly return this questionnaire by November 20, 1966 to:

Sister M. Annette Lampl, O.S.B.

The Cardinal Stritch College

6801 N. Yates Road

Milwaukee, Wisconsin 53217

Box 326

The Cardinal Stritch College
6801 N. Yates Road
Milwaukee, Wisconsin
October 22, 1966

Dear Sisters and Lay Teachers,

With assistance given at the Cardinal Stritch College, Milwaukee, Wisconsin, I have chosen the following topic for my Master's dissertation: An Evaluation of the Reading Programs in Selected Schools in North and South Dakota. This study is being done in partial fulfillment of the requirements for the Master of Arts degree in Education as Reading Specialist. This project has the approval of Mother Rosalie. I hope you will share with us some information of your school and teaching experience.

A study such as this will discover the strengths and weaknesses of the reading programs. The results of the survey will be sent to teachers upon request.

A questionnaire has been enclosed for each principal and teacher. Responses from the questionnaires remain anonymous. I am also asking the principal to answer the teacher questionnaire. A stamped, self-addressed envelope has been enclosed for your convenience.

Without your help this study is impossible, I am most appreciative of your assistance.

Kindly return the questionnaires by November 20, 1966.

Thank you and God bless you!

Sincerely in Christ,

Sister M. Annette, O.S.B.
Sister M. Annette, O.S.B.

APPENDIX II

SCHOOLS INCLUDED IN THE STUDY

SCHOOLS INCLUDED IN THIS STUDY

St. Bernard's School
Fort Yates, North Dakota 58538

Sacred Heart School
Glen Ullin, North Dakota 58631

St. Mary's School
Richardton, North Dakota 58652

St. Mary's School
114 N. Arch Street
Aberdeen, South Dakota 57401

St. Anthony's School
Hoven, South Dakota 57450

Holy Cross School
Ipswich, South Dakota 57451

Holy Rosary School
Kranzburg, South Dakota 57245

St. Joseph's School
210 E. Summit
Pierre, South Dakota 57501

St. Liborius School
Orient (Polo), South Dakota 57467

Christ the King School
Webster, South Dakota 57274