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Normative survey of the role of secondary reading center teachers in Milwaukee Public Schools

Laura Carlen Ross

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A NORMATIVE SURVEY
OF
THE ROLE OF SECONDARY READING CENTER TEACHERS
IN MILWAUKEE PUBLIC SCHOOLS

by

Laura Carlen Ross

A RESEARCH PAPER
SUBMITTED IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE DEGREE OF
MASTER OF ARTS IN EDUCATION (READING SPECIALIST)
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This research paper has been
approved for the Graduate Committee
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CHAPTER I

THE PROBLEM

THE INTRODUCTION

Until comparatively recent years, the teaching of reading was considered the responsibility of primary teachers. That it is impossible to complete such instruction in the first three grades became evident as investigations were made into (1) the nature of the reading process and the developmental skills involved, (2) the skills lacking in students in the middle grades and junior and senior high schools and (3) the course of child development.¹

While the first American writing on the subject of remedial reading appeared in 1916,² it was not until 1936 that the first treatise on remedial reading in the secondary schools was published.³ Both developmental and remedial reading for high school age students got off to a slow start in the United States.

Concern for improvement of reading finally extended beyond the primary grades into reading

¹Henry A. Bamman, "Changing Concepts of Reading in Secondary Schools," Changing Concepts in Reading Instruction, International Reading Association Conference Proceedings, VI, (1961), p. 41.

²Willis W. Uhl, "The Use of the Results of Reading Tests as a Basis for Planning Remedial Work," Elementary School Journal, XVII, (1916), pp. 266-275.

³James M. McCallister, Remedial and Corrective Instruction in Reading (New York: Appleton-Century Co., 1936).

in high school and adult years. One of the most distinctive marks of progress during the last three decades has been the extension of systematic guidance into high school and college. Each period of development requires⁴ challenging higher levels of competence in reading.

Despite the extension of both developmental and remedial reading in Milwaukee Public Junior and Senior High Schools, standardized achievement tests administered yearly throughout the system indicate that the average Milwaukee high school student tests significantly below the fiftieth percentile compared to national norms. While results as expressed in exact percentile figures are not made available for publication, this lowered reading score takes on an added significance when compared to the verbal and nonverbal intelligence quotient scores of the same students, which place the mean intelligence quotient above the fiftieth percentile.

Even without the added verification of standardized test scores, secondary teachers are aware of the fact that many students are incapable of handling the assigned textbooks because of inadequate reading skills and/or language development skills.

Determination of the multiple causation factors leading to this verbal deficiency is not within the scope of this paper. Rather, an examination of the role of the

⁴Ruth Strang, Constance McCullough, Arthur Traxler, Improvement of Reading (New York: McGraw Hill Co., 1961), p. 440.

secondary teacher of reading in the Milwaukee Public Schools in meeting the evolving needs of the present and future is the purpose of this study.

At about the beginning of World War II, educators noticed that many secondary students were unable to read their textbooks sufficiently well. This unfortunate situation was partially the result of the growing tendency of students to stay in school until they were sixteen or more and of the growing practice of promoting slow learning students into high school, largely on the basis of chronological age. Nowadays practically every student continues into high school, for these reasons: there are laws establishing a minimum age for leaving school; employers increasingly demand that their employees have a high school diploma (supported strongly by labor unions, these same employers discourage young people from seeking jobs before they have finished high school training); and there is a general cultural acceptance of high school graduation as a minimal educational goal. Consequently, the present high school population is extremely heterogeneous as compared with the selective group which was enrolled in high school twenty-five years ago.⁵

The above cited points portray the Milwaukee secondary scene adequately. In 1889, the Wisconsin State Legislature enacted a law requiring compulsory school attendance for all until graduation or the age of 16, whichever ever came first; in municipalities where a vocational school has been established, attendance is compulsory until age 18. Therefore, an increased percentage of our young people in Milwaukee County must attend school for a longer period of time. School Board figures show that over 72% of students enrolling in ninth grade in

⁵Bamman, p. 42.

1964 remained to graduate in 1968. This is higher than either state or national averages.

Undoubtably, a certain number of students remain in school only because of the compulsory attendance law. The increased heterogeneity of the high school population plus discontinuance of Special B classes for slow learners has, in large measure, tended to compound demands made upon the secondary school. Reading is required in almost all areas of the secondary school curriculum, academic and vocational, so demands upon the content area teachers as well as on the reading center teacher, have increased.

It should be obvious to the thoughtful teacher that each separate subject-matter area makes special demands on the student. Reading a word problem dealing with a proposition in geometry is considerably different from reading an exposition on planaria in biology or an analysis of Jefferson's conflict with Alexander Hamilton. While scholastic success depends on a variety of factors, the student who cannot read in one subject-matter area has a definite handicap, but the student who lacks general reading ability stands almost no chance at all for achievement.⁶

Austin's nationwide research sponsored jointly by Harvard University and Carnegie Foundation⁷ and a later study of reading in the schools,⁸ bear virtually the same statistical proof as subsequent, less well-known surveys,

⁶Robert Karlin, Teaching Reading in High School (New York: Bobbs-Merrill Co., 1964), p. 6.

⁷Mary C. Austin, The Torch Lighters (Cambridge: Harvard University Press, 1961).

⁸Mary C. Austin and Morrison Coleman, The First R (Harvard University Press, 1963).

that the majority of teachers have not received adequate training to undertake competently the weighty responsibility of helping students master the printed word.

How has the preparation of teachers changed in the last several decades? At one pole was the elementary teacher, knowing how to teach reading, but having little liberal education. At the other was the high school or college teacher, armed with liberal education but unschooled in teaching students to read.

Today, many prospective high school and college teachers know as little about reading as ever, although there have been elective courses in high school reading for about twenty-five years. Today, as before, the teacher above eighth grade who knows how to teach reading in his subject, with the possible exception of English, is the rare person, a lonely person on the staff. Until a knowledge of reading methods becomes compulsory for those teaching in a field requiring reading, the saying, "Every teacher is a teacher of reading," is an empty slogan.

Therefore, it becomes the responsibility of the secondary reading center teacher to operate extensively outside the narrowed confines of his or her own classroom. Cooperation between the reading teacher and teachers of content area subjects is not a mere nicety but an educational necessity.

Statement of the Problem

The concern of this paper, a survey of the evolving role of the secondary reading teacher, has been

⁹Constance McCullough, "Changing Concepts of Reading Instruction," (keynote address) Changing Concepts of Reading Instruction, International Reading Association Conference Proceedings, VI, (1961), p. 21.

undertaken to clarify the role of the secondary reading center teacher in the Milwaukee Public Schools and examine the trends in types of instruction and function. This includes the following: (1) to ascertain the types of instructional activities being carried on by the secondary reading center teacher, (2) to compare these activities with what the teachers involved feel would be the most effective and efficient division of duties, (3) to examine the professional background of these teachers in the light of what they feel is necessary or helpful for their work, (4) to appraise the role of the reading teacher in high school in respect to changing needs and shifting areas of curriculum emphasis.

Limitation and Scope

Questionnaires were restricted to reading center teachers in the thirteen senior high schools, three junior-senior high schools, and sixteen junior high schools in the Milwaukee system. Twenty-eight replies were received, tabulated, and interpolated together with extraneous remarks and supplementary information offered by the respondents.

CHAPTER II

SURVEY OF LITERATURE

Historical Development of High School Reading

Developmental reading in the secondary school is becoming increasingly recognized as a must. For a time, remedial reading was the only type of instruction taught at the higher levels. At the present time, however, large numbers of secondary schools are teaching developmental reading or planning to do so.¹

The basic philosophy underlying the establishment of reading programs on the secondary level has undergone a radical change from the original tenet that a high school reading program should be directed solely toward remediation for those who were reading below expectancy.

Following the keynote speaker at the 1961 International Reading Association convention, Rosemary Green Wilson states:

As a beginning teacher, I was still in the era when children learned to read in Grades 1 to 3 and read to learn from that point on. There was actually a course of study in reading in use in our school system which stated this fact. Beyond regular periods for "audience reading" and "study reading" in the intermediate grades, no further attention was given to

¹Nila B. Smith, Forward to Reading Instruction in Secondary Schools, (Newark: International Reading Association, 1964), p. iv.

the development of basic skills. Beyond the elementary schools, there was complete and utter silence.²

The process of training young men for service jobs during World War II was instrumental in bringing out the fact that many who had received a secondary education were not sufficiently literate. Larger school systems began inaugurating developmental reading plans to cover the entire twelve year curriculum. New York, Los Angeles, San Francisco, Philadelphia and Denver are frequently cited as systems which were among the first to establish developmental reading curriculum at the secondary level. Except for incidental treatment within the framework of English classes in Senior High School or Language Arts classes in the Junior level, developmental reading generally is not stressed in the Milwaukee Public High Schools. Exceptions to this would be individual schools where certain staff members have cooperated for the coordination and administration of a workable developmental program, made available to at least a portion of the students.

The following concepts regarding reading are put forth for consideration:

- (1) The need for reading improvement for ALL secondary school students from the lowest to the highest achievers.

²Rosemary Green Wilson, "Changing Concepts of Reading Instruction in the Development of Basic Skills," Changing Concepts of Reading Instruction, International Reading Association Conference Proceedings, VI, (1961), p. 45.

(2) The need for materials to provide worthwhile practice exercises for the development of the basic skills at all levels.

(3) The special and urgent need for materials of high-interest and low-vocabulary level for the retarded and/or reluctant reader in the secondary school.

Organization and Administration of a Reading Program

Elizabeth A. Simpson compares the organization, extension and evaluation of a reading program with similar aspects of planning the school's athletic program.

Both programs require team cooperation and team spirit. The responsibility for the effectiveness of the school's reading program is carried by a number of players on the reading team. The development of the program is dependent primarily upon how successful the partnership is among teachers, librarians, students themselves, and parents. Administrative enthusiasm, understanding of the broad aspects of the reading program, and budgetary support are essential. ...Teacher readiness to develop the best possible program is a staff responsibility. Librarians aid in both guided reading for purposeful growth and pleasure and in helping young people to develop personal tastes and interests in reading. The student must develop the incentive for success in reading and for extending his reading horizons. Through parental responsibility one creates the atmosphere for reading. It is important to set an example for young people through reading and exposing children to good books at home. All five groups play an equally important role in the success of a reading program.⁴

Ideally, the best developmental reading program is one which involves all the schools in a system. When this

³Wilson, p. 47.

⁴Elizabeth A. Simpson, "Responsibility for Secondary Level Reading Programs," Changing Concepts of Reading Instruction, International Reading Association Conference Proceedings, VI, (1961), p. 203.

cannot be achieved, however, organization and extension of a reading program within an individual school is the next possibility to be considered. Appointment of a steering committee to make appraisal of students progress in reading, to plan the program to fit needs most efficiently, to choose materials and approaches that will be of the greatest benefit, to establish necessary evaluation criteria and to assist in planning inservice training of staff members is a beginning step.

Involvement of many teachers representing various curriculum areas, rather than a selected few, creates interest throughout the school and serves to avoid isolating the program to cooperative efforts between only the reading program directors and the English department. Simpson terms this interrelationship "the Reading Strategy Committee" and suggests five different types of programs:

- (1) Classes composed of students with above average to superior ability, who are not reading up to their potential. These classes are voluntary.
- (2) A unit devoted to the basic reading skills as an integral part of the English curriculum...often as part of the ninth or tenth grade English program and ...taught by the reading teacher with the assistance of the English instructor. In some high schools the less able readers...are placed in special Freshmen English sections in which considerable emphasis is placed upon reading skills and related language arts abilities throughout the entire year.
- (3) A program which combines both voluntary training and a required unit in reading as a part of English. When both approaches are provided within a school, additional staff, time, space, materials and budget are required.
- (4) An all-school reading program. This is a reading improvement program designed to increase the reading

efficiency of all students in a school...not isolated and remedial only. It concerns reading in all departments of the high school and at all levels of learning. Through in-service training, content area teachers are shown how to contribute to reading and study improvement.

(5) A three part program...Basic Reading, Reading Improvement, and Power Reading. Basic reading may be substituted for required English for a recommended maximum of two semesters. This course is intended for the slow learners who are reading considerably below their expectancy. Reading improvement may substitute for a required English course for the maximum of one semester and...is intended only for students of average or above average ability who are reading considerably below expectancy. Power reading may not substitute for a required English course, being intended for students of above average ability who already read well but who wish to improve their reading proficiency.⁵

Robinson distinguishes the student who can profitably be given reading help in the regular classroom, as distinguished from the reading center, as the student who is not reading up to his capacity but who has the ability for comprehension and recall, as judged by listening tests. This student is one who has recognizable problems in handling his textbooks, in using reference materials and supplementary reading assignments which are required in the content area. Robinson specifies that this is not the student with severe learning difficulties coupled with such a low reading level that he is unable to function in the classroom nor is this the student whose reading deficiency is

⁵Elizabeth A. Simpson, "Organizing for Reading Instruction in the Secondary School," Reading Instruction in Secondary Schools (Newark: International Reading Association, 1964), p. 19-22.

is compounded by emotional problems.⁶

Betts urges that individual teachers and groups of teachers be encouraged to study and experiment with different plans and then select and adapt for use in their own particular situations. He suggests that

Any one of the basic plans for differentiating instruction undoubtedly produces better results than regimentation which is still too common in our schools.⁷

Reluctance of content area teachers to assume responsibility for providing reading instruction in the framework of their classrooms stems partially from the fact that most secondary teachers have no training in the teaching of reading or the rationale involved. The Professional Standards and Ethics Committee of the International Reading Association has set up minimum standards for professional preparation for classroom teachers:

Because most children are taught by regular classroom teachers, not by reading specialists, it is essential that there be adequate standards for the preparation of such teachers. The International Reading Association believes that classroom teachers of reading should possess the following minimal qualifications.

I. A Bachelor's Degree, including courses in child

⁶H. Alan Robinson, "Some Principles and Procedures," Corrective Reading in the High School Classroom (Newark: International Reading Association, 1966), p. 13.

⁷Emmett Albert Betts, "The Place of Basic Reading Instruction," New Frontiers in Reading, International Reading Association Conference Proceedings, V (1960), p. 145.

development, educational psychology, educational measurement, and children's literature.

II. A minimum of six semester hours, or the equivalent, in an accredited reading course or courses.

At the secondary level:

One or more courses for secondary teachers covering each of the following areas:

General Background of Reading
 Reading Skills and Abilities
 Diagnosis and Remedial Teaching
 Organization of the Reading Program
 Materials
 Application of Reading Skills⁸

The IRA further recommends that both elementary and secondary teachers have directed observation and participation experiences in appropriate elementary or secondary classrooms where students are learning to read effectively: additionally, it is recommended that high school teachers of reading as well as elementary teachers should have the experience of student teaching directly involving reading in the content areas.

The Reading Center Teacher--Preparation and Role

Giving impetus to the growing trend of establishing criteria for reading specialists, the IRA has formulated Minimum Standards for the professional training of Reading Specialists. These standards are intended to function as a guideline in the identification and certifi-

⁸Minimum Standards for Professional Preparation in Reading for Classroom Teachers, International Reading Association, (September, 1965).

certification of reading specialists as well as serving as an index to colleges and universities offering reading programs.

The IRA bulletin states,

Reading is a complex process that develops within an individual throughout years of formal schooling and adult life. As a result of expanded knowledge, the demand for trained personnel in reading at all levels has increased tremendously. With the demand high and the supply relatively short, the danger of unqualified persons attempting those tasks which only a trained reading specialist should undertake has become a very real one. One means of preventing such occurrences is by establishing minimum standards for the professional training of reading specialists.

This brochure from the IRA defines the reading specialist as that person who works directly or indirectly with those pupils who have either failed to benefit from regular classroom instruction in reading or those pupils who could benefit from advanced training in reading skills and/or who works with teachers, administrators, and other professionals to improve and coordinate the total reading program of the school.¹⁰

In addition, the IRA further divides reading personnel into two categories: those who work directly with children and those who work directly with teachers

⁹Roles, Responsibilities and Qualifications of Reading Specialists, International Reading Association, (1968).

¹⁰Ibid.

as consultants or supervisors with primary responsibility for staff and programming. The first category, teachers who work directly with pupils, includes both special teachers of reading and reading clinicians; in the second category are reading consultants and supervisors.

Although responsibilities of personnel in the four categories differ, the same basic general qualifications are needed in all areas of reading specialty. Minimum standards for the Special Teacher of reading include at least three years of successful classroom teaching including the teaching of reading and a Master's Degree with major emphasis on reading. In addition to the above requirements, a sixth year of graduate work is recommended for the reading clinician, consultant, and supervisor.

In his address to the IRA convention in Boston in April, 1968, Kinder revealed the results of a questionnaire mailed to state education agency certification officers in fifty states, the District of Columbia and Puerto Rico, drawing a composite picture from the fifty-two responses. He found

While highly qualified reading specialists currently work in all states, in 1968 half of the states in the United States still make it possible for someone to work as a school reading specialist with little or no specialized training or experience in reading. Whether a reading title guarantees anything particular about the person holding it is largely a

matter of geography; a matter of the state or local district in which this person works!¹¹

Comparison of the IRA minimum standards for professional preparation in reading for classroom teachers which advocates a minimum of six semester hours in accredited reading courses with actual state certification requirements now in force shows the disparity. Licensing requirements for Reading Specialists are extremely weak in half our states; so far as the classroom teacher is concerned, licensing without adequate preparation in the teaching of reading is equally prevalent.

Regarding problems in preparing competent reading specialists, Carner writes

The training of reading specialists should have a high priority in schools of education. The concept that a complex process such as reading can be understood and the techniques of teaching it be mastered by prospective teachers through watered-down language arts courses simply is not realistic....Too frequently the teachers involved with corrective and remedial work have minimal qualifications because of the pressure on school administrators to produce overnight a total-reading program....The key critical need in all phases of public school reading programs is for qualified, not merely certified, reading specialists.¹²

A fully qualified, experienced reading specialist.

¹¹Robert Farrar Kinder, "State Certification of Reading Teachers and Specialists: Review of the National Scene," Paper read before the International Reading Convention, Boston, Massachusetts, April 1968.

¹²Richard L. Carner, "Problems in Preparing Competent Reading Specialists," Vistas in Reading, International Reading Association Conference Proceedings, XI, Part I, (1966), p. 314.

is more than a remedial reading teacher; the reading specialist must have a thorough working knowledge of the psychology of reading and the multiple causes of reading disability, be cognizant of the varied diagnostic approaches and instruments as well as formal and informal tests, be able to establish rapport with the student not only during preliminary evaluation but throughout teaching as well, be trained in report writing, and be a skillful manipulator of the materials and methods of remedial, developmental and power reading. According to Ruth Strang,

Skillful teaching of retarded young adolescents aims to assure immediate success; another experience of failure confirms their feeling of inadequacy.... Learning tasks must be selected carefully; they must be challenging yet possible of achievement with reasonable effort. When the student's progress in reading is blocked by lack of basic reading skills in simple sight vocabulary and word recognition, the teacher must find a different way to teach these skills. High school students will reject primary methods and materials.¹³

Carner¹⁴ states that both reading specialists and classroom teachers must show competence in assessment of basic instructional needs, observation of special needs, adjusting classroom activities, and practicing sound

¹³Ruth Strang, "Skillful Teaching; Theory and Practice," Forging Ahead in Reading, International Reading Association Conference Proceedings, XII, Part I, (1967), p. 52.

¹⁴Carner, p. 315.

methodology. In addition,

reading specialists must focus more sharply upon many phases of the reading process as they relate to both critical individual and total school program needs.

He cites the following roles as areas to be filled by trained reading specialists:

(1) Reading teachers: Competency in diagnosing and instructing in special reading classes demands a greater degree of specialization in reading than the majority of classroom teachers possess. It is probable that a minimum requirement in such teaching would be the master's degree with a major in the area of reading.

(2) Reading Clinicians: In order to achieve the high level of competency needed to do this work, advance courses in diagnostic techniques, clinical procedures, and specific teaching methods are needed by the clinician. Much too often centers are established but are not staffed by persons with sufficient experience to warrant being called a clinic.

(3) Reading Consultant-Supervisor: The specialist in this position is usually more concerned with promoting good classroom practices in teaching reading than in working with students with reading problems....The main emphasis would be helping to establish a sound developmental reading program throughout the school system.

(4) Clinic Director: One of the most highly skilled positions in reading would involve directing clinicsOrganizing and coordinating such programs would not only require supervisory skills but a thorough knowledge of diagnostic and remediation techniques. In addition to an in-depth understanding of severe reading disabilities, the clinic director probably would have responsibility in training staff members, coordinating activities with the public schools, making referrals to other persons such as neurologists,¹⁵ or psychologists, and conducting parent interviews.

Thus, while the professional competence of the reading specialist is increasing through highly specialized

¹⁵Carner, p. 316.

training and the application of research concerning the cause and treatment of reading difficulties, the expansion of services creates new demands. Karlin tells us

The real measure of competency is the degree to which the consultant can translate his knowledge into a dynamic force for improvement.¹⁶

Prognosis

Predictions by the United States Office of Education that there will be thirty-two million pupils enrolled in elementary schools and twelve and one half million students in high schools by the year 1970 represents a tremendous gain in enrollment. At the elementary level, it represents an increase of 15% over figures for 1960, while at the secondary level, the increase is over 45%. Smith states

These staggering increases in the numbers of students to be taught in our schools results from several influences: increase in school-age population, interest of the states and the federal government in having a well-educated citizenry to combat the terrifying problems of the present civilization.¹⁷

The effect that the tremendous increase in school enrollment will have on education and concurrent influences

¹⁶ Robert Karlin, Teaching Reading in High School (New York: Bobbs-Merrill, Co., 1964), p. 265.

¹⁷ Nila Banton Smith, Reading Instruction for Today's Children (Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1963), p. 13.

in altering the role of the reading specialist will doubtlessly necessitate revision of many current practices and avenues of approach. The '60's has seen innovations in team teaching techniques, mass instruction through closed circuit television, increased use of programmed materials as well as self-learning materials of graded difficulty, plus an overwhelming interest in the challenging problem of reading retardation among disadvantaged students.

Smith lists eight areas which she cites as potentials for change in the near future:

(1) more intensive teaching of the basic reading skills with a better understanding on the part of teachers as to what the basic skills are and how to develop them effectually, (2) wider use of visual and auditory aids, (3) new types of reading textbooks that provide for greater flexibility and make more ingenious provisions for individual differences, (4) widespread extension of reading instruction to higher grade levels, (5) more general provision for well-stocked libraries in elementary as well as high schools, (6) new forms of classroom organization, (7) special provisions for the gifted, (8) changes in clinical services.¹⁸

Passage of the Elementary and Secondary Act of 1965 opened federal coffers for the provision of needed funds for numerous educational programs, including reading. Titles I and III of the ESEA have channeled millions of dollars into the establishment of reading programs, projects and clinics, sometimes with too great haste. In many instances Title I is providing funds for teachers'

¹⁸Smith, p. 24.

salaries and materials for disadvantaged students enrolled in schools which qualify under ESEA definition. Title III programs have supplied books, equipment and other instructional materials to elementary and secondary schools through the United States.

In addition, the National Defense Education Act was expanded in 1965 to include reading in the areas of study qualifying for NDEA support with resultant federal funding of teacher training institutes and in-service programs. However, there still exists a critical shortage of adequately trained reading personnel.

As Harris stated in a featured address at the Twelfth Annual Convention of the International Reading Association,

We have come far in fifty years...(although) much remains open and unsolved. We still do not have definitions of reading disability and remedial reading which everyone is willing to accept. Controversy continues over the causation of reading failure. Many varieties of reading treatment are in use; some long established, others very new. While reading clinics and remedial programs have proliferated, there is no set standard as to how they should be organized, how they should operate, or how they should be staffed. Research is lagging far behind innovation, making it possible for the program with the best press agent to get the most attention....Final answers are a hope for the future rather than a present reality. Much remains to be done.¹⁹

¹⁹Albert J. Harris, "Five Decades of Remedial Reading," Forging Ahead in Reading, International Reading Association Conference Proceedings, XII, (1967), p. 32.

CHAPTER III

HISTORICAL BACKGROUND

Operation of Reading Improvement Centers in Milwaukee

Reading Centers in the Milwaukee Public School System have come of age. Twenty-one years ago, under the direction of Mr. Lowell P. Goodrich, then Superintendent of Schools, the first reading center in the Milwaukee School System was established at Wisconsin Avenue with Melvin M. Yanow as the first teacher.

At the onset, no funds were made available for the experiment; administration was aware that the Special B classes were filled with non-readers who, given adequate reading instruction, would be capable of keeping up with regular classroom work at their grade level. The practice had been established of daily returning these students to their individual classrooms from Special B for certain group activities. The Reading Committee decided to experiment...to reverse the procedure, enabling the non-readers to receive special instruction at their individual levels in a reading center program.

Special B classes were well equipped for change into reading centers, possessing movable seats, library

sized tables, bookcases full of the latest books written at a high interest-low difficulty level, maps, flash cards, educational games and other materials. The Curriculum Library made available samples of current supplementary readers and library books; teachers were given free access to regular texts within the school. Gradually, many special B classes were automatically converted into Reading Centers operating under the Special B budget. Students whom teachers felt would not profit sufficiently were transferred to other Special B classrooms.

1949 marked the year when provision was officially made for reading centers in the School Board budget under the classification "Special Education;" this year also marked establishment of the first secondary reading centers, located at Rufus King and North Division High Schools.

In twenty-one-years, the reading center program has expanded from a single school to a program encompassing pupils enrolled in thirteen senior high schools, three junior-senior high schools, sixteen junior high schools, seventy-three public and thirteen non-public elementary schools and one residential home. In addition, two ESEA funded reading clinics function as special educational and service centers for the school system. Besides classes conducted during the regularly scheduled school hours, reading instruction has been expanded with the establishment of before and

after school classes at eight Junior and Senior High Schools.¹

In twenty-one Elementary schools in the inner city area, a Remedial Teacher Program, one hundred percent ESEA funded, has been inaugurated. Also, Interrelated Language Skills classes, involving about 350 students, have been established at one inner city Junior High School and at two Elementary schools. The ILS Centers operate independently of the Reading Center program; they are part of an experimental pilot program, 100% ESEA funded, involving pupils two or more years retarded in reading. As the ILS program has been operational only since September, 1968, no evaluation is possible.

Operating as a separate entity but supplementing the work of Reading Centers is BOGO (Board of Governmental Operations). This is a \$1 million program, totally state funded, which provides after school tutorial services in selected inner city schools. Under staff guidance, teacher aides from the community are trained to provide assistance to students in reading mathematics and science.

Selection and Instruction of Students

Eligibility for Reading Center enrollment is predicated on the amount of reading retardation as compared with

¹Information Sheet, Milwaukee Public Schools, Curriculum and Instruction (Special Education Programs, 1968).

mental ability; considerable flexibility is allowed regarding intelligence quotient, with most students scoring within the average range. Referrals from classroom teachers and other school personnel as well as test results and performance levels are employed as a guide to selection. Selection is generally contingent upon the student's motivation and desire to improve.

The following special provisions are offered through the Reading Centers:

- (1) Reading specialists as teachers,
- (2) Small sized classes,
- (3) Separate classroom space for the reading center,
- (4) Special equipment and library materials,
- (5) Testing materials and services,
- (6) Arrangements for vision and hearing examinations.²

In theory, when a student reaches a reading level commensurate with mental ability, he is dismissed from the center. This practice works relatively well in the elementary schools. In practice, in secondary schools where the scheduling of classes and securing of certain credits for graduation are significant considerations, length of time a student spends in the reading center is often dependant on whether enrollment is for a full semester's credit or is given as part of an English or Language Arts class. The number of students who test significantly below grade level and/or ability exceeds the number of those who can be handled in any given semester; hence, much selectivity is exercised

²Ibid.

at the option of the teacher, generally upon concurrence with the Guidance Department. Most pupils are enrolled in reading center for at least one semester.

The following statistics have been released by the Milwaukee Public Schools Department of Special Education, and further indicate the scope of the reading program. At present, seventy-three elementary and thirty-two secondary public schools have reading centers. Fourteen non-public schools are serviced by reading center personnel. Total pupils served in all reading programs, 1967-1968, was seventy-five hundred, approximately one-third of whom were enrolled in summer school programs. The reported average gain in reading skills, per semester was 1.23 years; summer school gain, .5 years.³

³Ibid.

CHAPTER IV

THE PROCEDURE

The purpose of this study was to determine the role of the secondary teacher of reading in the Milwaukee Public Schools and how changing needs and areas of emphasis are affecting the role of the high school reading center teacher.

Population of the Study

Reading center teachers representing the thirteen Milwaukee senior high schools, three junior-senior high schools, and sixteen junior high schools were sent questionnaires. Replies were received from twenty-eight of the thirty-two reading center teachers.

Preparation of the Questionnaire

In this survey, the writer attempted to formulate a series of questions which would reflect the professional training and experiential background of the respondents, together with the construction of a comprehensive picture of current instructional practices and activities, and the teacher ranked importance of these practices and activities. Teacher comments regarding innovations, plans for new programs or approaches, and the enumeration of services which they themselves felt were needed in their respective schools to contribute to the efficiency of the total school

reading program, were solicited. To insure frankness in the replies, teachers were informed that neither individuals nor schools would be specifically identified in any subsequent report.

The Harvard-Carnegie Study of the Teaching of Reading¹, a two part survey of current practices in the undergraduate training of elementary classroom teachers in the United States, was employed as a guide for the wording of questions. Dever's summation of the results of an earlier survey of the training and practices of reading specialists was also helpful.²

System of Analysis

The data was tabulated on the basis of "yes" and "no" responses or the frequency of ranking besides inclusion of pertinent comments and suggestions. As many of the replies were detailed, the writer feels that a clear overview of the status quo has evolved. The high percentage of replies (87½%) is also cited as substantiation of this opinion.

¹Harvard Graduate School of Education, Harvard-Carnegie Study of the Teaching of Reading (Cambridge:Harvard University Press, 1961).

²Katherine Dever, Positions in the Field of Reading (Columbia:Bureau of Publications, Teachers College, Columbia University Press, 1956).

CHAPTER V

INTERPRETATION OF RESULTS

To provide an analysis of the status quo role of the secondary reading center teachers in the Milwaukee Public Schools, a normative survey was made concerning current practices together with an examination of areas of innovation, special need and potential change as viewed by reading center teachers. Teachers were also queried regarding their professional background and preparation.

General Professional Background of Respondents to Questionnaire

The response to questions concerning professional background and educational preparation of the secondary reading center teachers shows that the average respondent has earned approximately ten hours in excess of a Master's Degree, or the equivalency. Actual mean postgraduate hours as tabulated from replies is 43.5 credits. Of the respondents, 43% indicated having completed from 36.5-54.5 hours of postgraduate study and 25% from 54.5-99.5 hours. Actual postgraduate credits reported ranges from six to ninety-five.

The following table shows distribution of responses regarding postgraduate credits.

TABLE 1
DISTRIBUTION OF RESPONSES
TO
CREDIT HOURS ABOVE B.A. DEGREE

Hours Above B.A. Degree	Mid-points	f.	d.	fd.
90.5-99.5	95	1	+6	+6
81.5-90.5	86	0	+5	+0
72.5-81.5	77	1	+4	+4
63.5-72.5	68	2	+3	+6
54.5-63.5	59	3	+2	+6
45.5-54.5	50	6	+1	+6
36.5-45.5	41	6	0	0
27.5-36.5	32	3	-1	-3
18.5-27.5	23	3	-2	-6
9.5-18.5	14	1	-3	-3
0.5-9.5	5	2	-4	-8
				N= 28 Mean= 43.5

In addition, seven of the twenty-eight teachers questioned (25%) indicate that they are currently working for an advanced degree. Five teachers are working for Master's degrees, one for a Doctoral degree in Education, one for a Doctoral degree in Psychology. These facts and figures indicate that the professional training of secondary reading center teachers in the Milwaukee system is high.

Teaching experience previous to employment as a reading center teacher is reported according to the following distribution shown in Figure 1.

Teaching Areas

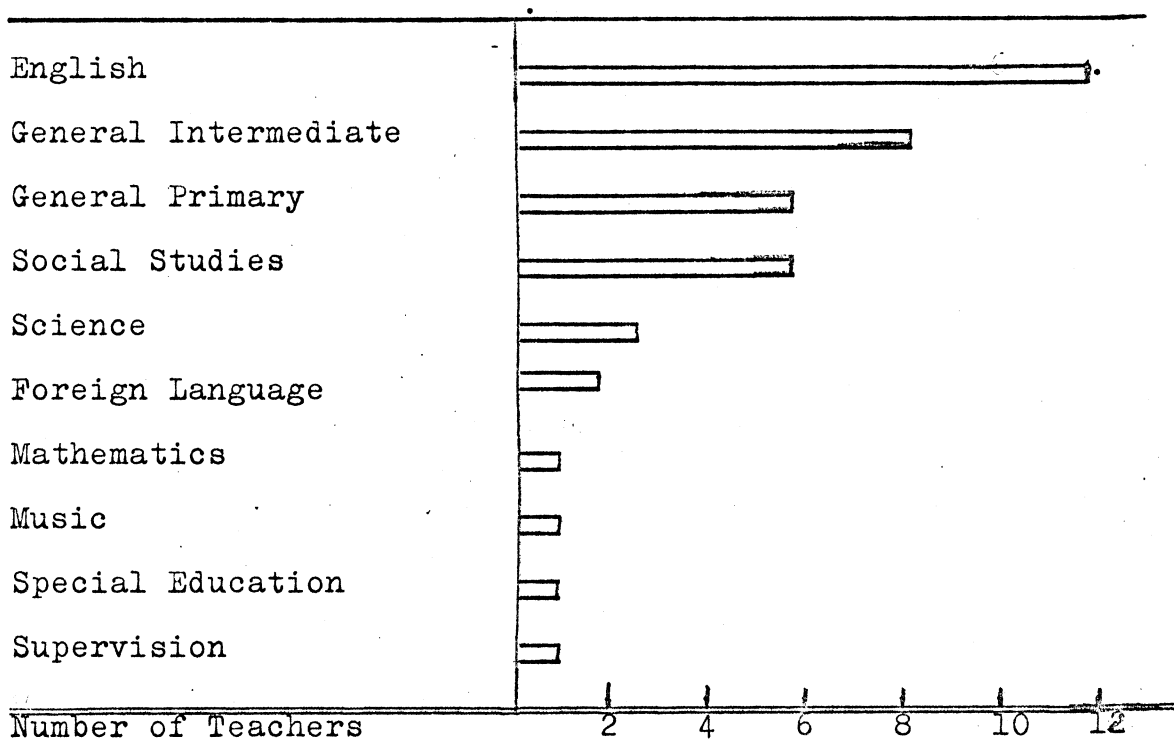


Figure 1.-- Distribution of prior teaching areas

Responses show that, of specific content areas, the English and Social Studies fields predominate. Experience in self contained classrooms at the intermediate and primary levels is also very common. Due to multiple replies regarding prior teaching areas, the number of responses exceeds twenty-eight.

Nearly one-half of the teachers indicate they have previous teaching experience on more than one level of instruction. Those whose previous teaching experience is on

the secondary level also tend to have teaching background in several subjects. All respondents report previous teaching experience. Responses to inquiry regarding prior levels of teaching experience are tabulated in Figure 2.

Levels

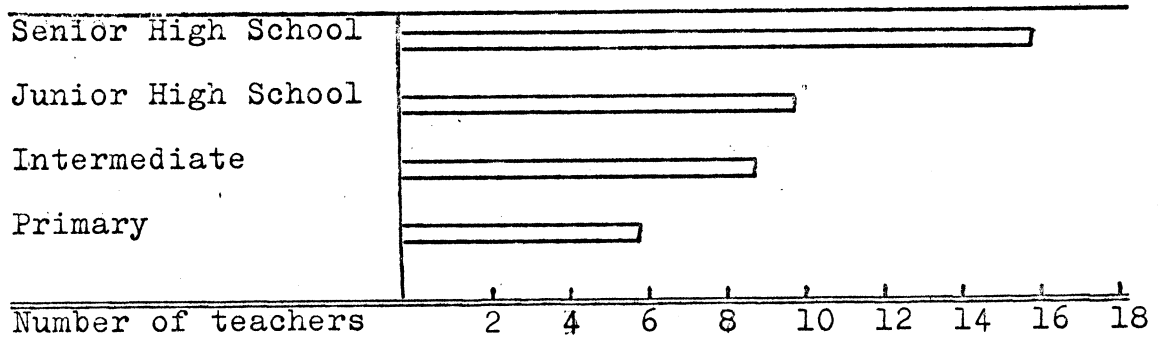


Figure 2.-- Distribution of prior levels of experience

In addition to holding licences in Reading, the teachers surveyed report certification in numerous areas of the curriculum (Table 2). The majority of teachers (53.5%) have general lifetime certification at either an elementary or K-12 level. Former English teachers represent the largest specific content area of licensing distribution, totalling slightly over one-third. Licenses in more than one area are held by a significant number of the teachers surveyed.

Teachers were not questioned regarding their total years of teaching experience; they were, however, surveyed regarding the total years of experience as remedial reading or reading center teachers. Replies ranged from one to eighteen years with a mean of 7.2 years.

TABLE 2
DISTRIBUTION OF RESPONSES
TO
ADDITIONAL AREAS OF LICENSING

Area of Licensing	Frequency	
	Number	Percent
English	10	35.5
Kindergarten-Twelfth Grade (all areas)	8	28.5
Elementary (all areas)	7	25.0
Social Studies, History	4	14.0
Psychometrist	2	7.0
Librarian	1	3.5
Mathematics	1	3.5
Mental Retardation	1	3.5
Music	1	3.5

The survey also revealed that the vast majority of secondary reading center teachers belong to two or more professional organizations. Of the respondents, 10% did not indicate membership in any professional organization, while 82% indicated membership in a reading association.

In addition to regular reading center classes, the high school teachers of reading report engaging in various other types of related instructional activities scheduled either during or outside of school time.

A summary of these duties and their frequencies is shown in Table 3.

TABLE 3

DISTRIBUTION OF RESPONSES
TO
ADDITIONAL RELATED ACTIVITIES

Additional Activities	Number	Percent
Parental conferences	27	96.5
Diagnostic testing for other departments	11	39.0
Enrollment in inservice or college courses	11	39.0
Consultant to English department	10	35.5
Consultant to other departments	10	35.5
Private tutoring	7	25.0
Research or thesis projects	7	25.0
Teaching outside Milwaukee system	5	18.0
Demonstration lessons	5	18.0
Lecturing to community, PTA groups	5	18.0
Supervision of other reading teachers	2	7.0
Conduction of inservice reading courses	1	3.5

Teachers were surveyed as to actual versus ideal distribution of their time. A comparative presentation of their responses is presented in Table 4.

TABLE 4

DISTRIBUTION OF RESPONSES
TO
ACTUAL AND IDEAL DISTRIBUTION OF TIME

Activities	Percentage of Time	
	Actual	Ideal
Teaching reading	68.0	60.0
Testing and diagnosis	7.0	12.0
Doing clerical work	5.0	2.0
Supervising homeroom	5.0	--
Counselling students	4.0	6.0
Serving as consultant	4.0	18.0
Teaching other subjects	2.5	*
Miscellaneous assignments	2.0	*
Supervising study hall	2.0	--
Doing public relations work	.5	1.5

* less than 0.5%

Comparison of the average actual distribution of time with the ideal distribution indicated by teachers reveals that:

1) Teachers feel that their main function should be, and is, the teaching of reading.

2) Teachers feel that a greater percentage of their time should be devoted to serving on a consultant basis to teachers in various other departments.

3) Teachers would like to be able to devote additional time to testing and diagnosis; several teachers added notations regarding the desirability of follow-up studies. The majority of teachers do not feel that the present time allotment for testing and diagnosis is wholly satisfactory.

4) Teachers indicate that a slight increase in time for student counselling would be desirable.

5) Teachers feel that they would like to spend less time doing clerical work. Interpolation of comments indicates that while reading center teachers are aware of the necessity of keeping accurate, detailed records, they generally feel that much of the comprehensive information and statistical computation required in final reports could be tabulated by others and that too much of their time is also taken up mimeographing lessons for student use. On the basis of additional remarks, it appears that a significant number of teachers feel it would be advantageous for some students to have their own personal workbooks for class use with the idea

of the books being retained for future reference. A further investigation is needed to determine the validity of clerical work and preparation of worksheets.

6) Teachers overwhelmingly feel that, from the standpoint of efficient use of time, they should not be called upon to teach other subjects, supervise homerooms or study halls, or carry out extraneous assignments not connected with the field of reading.

TABLE 5

DISTRIBUTION OF RESPONSES
REGARDING STUDENT PROGRAMMING

Type of group	Percent of teachers Using this grouping
Individual students only	89.5
Small group instruction	100.0
Entire class instruction	7.0

All teachers indicate that they work primarily with small groups of students, ranging from eight to ten on the average. While instruction within these small groups is differentiated to fit individual needs, twenty-five of the twenty-eight teachers responding to the survey indicate they do find it necessary to give totally individualized instruction to several or more students annually.

In reference to the amount of time the average student spends weekly in reading center, it was not possible for the writer to form an accurate approximation from the replies. Some students attend class daily; others attend on an alternate day basis. Also, the length of an individual period varies from school to school depending on whether the

scheduling is set up for a seven or eight period day and whether students are scheduled regularly for reading center or called periodically from related classes such as English or Language Arts. The majority of students are scheduled for one period daily in the reading center.

Responses to distribution of strictly instructional time indicates an almost even distribution between remedial and developmental work. Because of the inherent difficulties in establishing a strict dichotomy between these two closely allied phases of instruction and the openness of the two terms to individual interpretation, replies must be viewed as relative. Teachers report that an average of 15% of instructional time is spent in teaching advanced skills such as speed reading and the remaining 85% divided between remedial and developmental work.

Since reading is a total act involving multiple elements, it is not possible in practice to completely isolate individual reading skills. Secondary reading teachers were asked, however, to select the skills which they found required the most attention in their remedial or developmental situations. They rank the skills demanding emphasis in the following order: (1) vocabulary and language development, (2) word attack skills, (3) comprehension, (4) study skills, (5) critical reading.

Slightly more than one out of every three reading teachers indicates the use of teacher aides, listing

tutoring on a one to one or small group basis and assistance with clerical work as primary duties of the aides. Without exception, services are rated as very helpful.

In eight high schools, members of the Future Teachers of America are trained as reading center aides. One inner city junior high school employs ten high school students through the Neighborhood Youth Corps plus one paid adult aid for after school tutoring.

An extensive program involving volunteer tutorial services of approximately fifty suburban women is in its second year at another inner city school. Under the direction of the reading teacher, volunteers work with all members of the freshmen class except those enrolled in one of two accelerated English classes. The pupils receive help one hour daily for a period of eight weeks under this program, then return to their regular English classes. Certain students are re-enrolled as scheduling permits for additional periods of instruction.

This particular program was inaugurated to meet a specific need arising from the fact that "taking reading" appeared to represent a certain "loss of status" among students, although according to figures released by the Division of Curriculum, Milwaukee Public Schools, 60% of incoming high school pupils have a significant tested deficiency in reading. All incoming freshmen are tested on the Iowa Test of Basic Skills for initial screening, and

are selected for the program on the basis of Iowa scores coupled with teacher judgment. Further diagnosis is made through administration and analysis of the Stanford Diagnostic Reading Test.

A third senior high school, not in the inner city, utilizes a self-help program involving paid tutors plus FTA members in order to care for the increasing number of deficient readers. To introduce the elements of team teaching, modular time, and provide developmental reading for selected classes in United States History, English, and Biology, extensive coordination with other departments has resulted in the establishment of a highly implemented tracking system aimed at flexibility and the provision of services on a schoolwide basis.

Survey queries regarding changes and/or innovations teachers would like to see made as well as additional services they would like to furnish students or other teachers, brought forth myriad, detailed replies. Particularly stressed by the majority of teachers was the desire for improved cooperation and coordination between the reading center and other departments in the school, particularly the English department. Additionally, a number of teachers requested increased teacher selection of books and materials to avoid unnecessary and wasteful duplication and to secure a sufficient supply based on their individual classroom needs. An increased use of aides and volunteers, more immediate help

help from psychological services, and the improvement of reading center facilities were also mentioned.

Survey responses indicate that specific new programs to be used this year include classes built around listening tapes and film series, phonics review for all seventh grade students in cooperation with the Language Arts department, a course in language development concentrating on technical and vocational vocabulary and an experimental class composed largely of culturally deprived high school students with below average I.Q. scores.

Inservice courses which respondents feel would be professionally helpful include an audio-visual workshop specifically designed for reading center teachers, a language development course, and a class in speech therapy stressing relationships between speech and reading problems.

Other suggestions include regularly scheduled meetings between high school reading teachers, exchange visits to observe approaches, new programs, and gain new ideas plus the development of a handbook of practical techniques and suggestions for secondary teachers of reading.

CHAPTER VI

SUMMARY AND CONCLUSIONS

This survey was undertaken to ascertain the status quo role of the secondary reading teacher in Milwaukee Public Schools and to determine how this role is changing.

Questionnaires were formulated using the Harvard-Carnegie Study of the Teaching of Reading as a guide; the survey was sent to all high school reading center teachers in public schools of the city.

Responses to the questionnaire received from twenty-eight of the thirty-two junior and senior high schools were tabulated and analyzed to determine (1) the professional background of the teachers, (2) types of instructional and related activities being carried on, (3) modifications, implementations and innovations desired by reading center personnel and (4) educational trends indicated by responses of the secondary reading teachers.

A review of literature conclusively demonstrates that the emergence of the secondary level teacher of reading is a distinct product of the last quarter century. The basic philosophy underlying the high school reading program has undergone dramatic changes in twenty-five years; these changes may be indicative of even greater change in the next quarter century.

In many respects, the historical development of the role of the reading teacher in Milwaukee high schools personifies the national pattern. Originally, special reading programs were designed for elementary pupils only. Recognition that intermediate and upper elementary students had significant reading disabilities led to the establishment of citywide reading centers, largely through conversion of Special B classrooms...a reflection of the early philosophy concerning the relegated position of remedial programs coupled with budgeting considerations.

Expansion of reading center programs to the high school level did not preclude the existence of continuing confusion as to the proper role of the secondary teacher of reading. Gradually, the acute emphasis on remediation became only a facet of the total program with developmental and accelerated reading programs emerging.

The many aided aspects of the current secondary reading center program, from the teacher's viewpoint, were revealed by the survey responses. Tabulated on the basis of "yes" and "no" answers or frequency ranking, respondents included many pertinent remarks and suggestions. The survey findings can be summarized as follows:

Professional Background of Teachers

- 1) The average secondary reading center teacher possesses in excess of a Bachelor's Degree.
- 2) All secondary reading center teachers have previous teaching experience. Most teachers have prior

experience on the junior or senior high school level and nearly half of the teachers indicate experience on more than one level of instruction. Those with secondary level experience tend to have experiential teaching background in several subjects.

3) Over half of the secondary reading center teachers have general lifetime certification, either elementary or K-12.

4) The average teacher has in excess of seven years experience as a remedial reading or reading center teacher.

5) Membership in a professional organization is indicated by 90% of the teachers; 82% indicate membership in a reading association.

Types of Instructional and Related Activities

1) All teachers report involvement in professional activities outside of, but directly related to, reading center work.

2) All teachers report that their main function is the teaching of reading within the reading center framework. On a citywide basis, 15% of instructional time is devoted to teaching advanced skills; the remainder is distributed almost evenly between remedial and developmental classes.

3) All teachers work primarily with small groups of students, giving individualized instruction within the group as necessary.

4) Most students spend one semester in a reading

center class on a daily or alternate day basis. Students may be enrolled for more than one semester.

5) Reading skills demanding emphasis are ranked as follows: vocabulary and language development, word attack skills, comprehension, study skills and critical reading.

Desired Modifications, Implementations and Innovations

1) The majority of teachers feel that a greater percentage of their time should be devoted to functioning on a consultant or resource teacher basis to teachers in other departments in order to reach more students.

2) The majority of reading center teachers feel that time required for such extraneous assignments as homeroom, study hall or detention room supervision, and the teaching of other subjects, could be more profitably utilized through assignments directly related to the reading field.

3) Most teachers feel the time allotted to testing, diagnosis, and student counselling is insufficient.

4) A significant number of teachers question the amount of time required for clerical work; simplification of reports and the use of disposable workbooks in lieu of teacher made worksheets, together with increased autonomy in the selection of materials are requested.

Educational Trends Indicated by Responses

1) Strictly remedial classes no longer dominate as in the past; developmental and accelerated classes now comprise a major portion of the curriculum. This does not infer that there are fewer remedial needs; it does mean that reading center teachers are providing services for a greater number of students on all achievement levels.

2) The need for remedial and basic developmental instruction is increasingly being met through programs involving intensified coordination with English and Language Arts personnel. Therefore, more students requiring reading help are being serviced through programs involving inter-departmental cooperation and team teaching.

3) With increased homogeneous grouping through class tracking, there is an awareness of the need for more assistance being given content area teachers, particularly in regard to selection of resource materials and interpretation of test results.

4) There is an increasing use of tutors and teacher aides to assist in instruction on a small group or one to one basis with students showing great retardation in reading.

In conclusion, just as recognition that older students had significant reading disabilities led to the establishment of citywide reading centers on the secondary level, so also the currently evolving cognizance that isolated reading programs, no matter how good in themselves, are only

a small step in meeting the need, is resulting in a new view of the function of the high school reading center teacher. The totality of the reading program is contained less and less within the narrowed confines of the center itself. The giving of individualized instruction to small groups of students continues, but the secondary reading teacher is increasingly being called upon for coordinated work with other departments and as a resource consultant. In the words of William S. Gray,

The urgent problem faced today is to plan wisely for the future in the light of emerging needs. Future development depends on...the continuous and effective blending of the old and the new....The former which holds fast to that which has proven its worth and the latter which marks out new trails and conquers new frontiers.

¹ William S. Gray, "Expanding Frontiers in the Teaching of Reading," New Frontiers in Reading, International Reading Association Conference Proceedings, V, (1960), p. 22.

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APPENDIX

MILWAUKEE PUBLIC SCHOOLS
Division of Curriculum and Instruction
Department of Special Education

Reading Center Office

May 13, 1968

TO: ALL SECONDARY READING CENTER TEACHERS

FROM: Melvin M. Yanow

Mrs. Laura Ross has asked me to review a project in which she is very interested. After reviewing this questionnaire, I feel that I would be able to support her effort in sending this request to you for your involvement.

The information that Mrs. Ross is requesting should be vital to all of us and should be of great help for planning for the future. As you know, we are in an interim stage of change, and if there is some possible way that you can effect future change, I would wholeheartedly support anything that would be of benefit to your future. I am, therefore, encouraging you to cooperate with the request that Mrs. Ross is making in terms of filling out the attached questionnaire.

You, of course, will be the final judge as to whether you want to participate in this project. I am sure your cooperation will be greatly appreciated.

MMY:lg

Attachment

May 3, 1968

Dear Colleague:

In educational circles, the increased importance of the reading center teacher is becoming apparent together with the present trend of upgrading not only the status but the preparation of the teacher. There is also some degree of confusion concerning the role of the reading teacher in the secondary schools. Therefore, it would seem valuable to make a study both to clarify the role played and the background needed in this professional area.

To facilitate response, the questionnaire has been so devised that most questions can be answered by checking the appropriate column or by brief notations. If more space is needed or you wish to comment additionally, use the reverse side of the questionnaire.

The individual responses will not be identified in any report and all returns will be treated as strictly confidential. A stamped, addressed envelope is enclosed for your reply.

If you would like a summary of the findings of this survey, indicate so at the bottom of the form. You will receive this report next fall.

Sincerely,

Laura Ross

ENC: covering letter

SURVEY

1. Name of respondent _____
2. Are you currently working for a degree? _____ If yes, please specify. _____
3. Prior to becoming a reading center teacher, in what area(s) and level(s) of teaching were you engaged?
4. How many years have you worked as a remedial reading or reading center teacher?
5. During the past year, have you engaged in any of the following instructional activities?

	<u>No</u>	<u>Yes</u>
a) Done diagnostic testing for other content area departments?	_____	_____
b) Served as consultant to the English department?	_____	_____
c) Served as consultant to other departments?	_____	_____
d) Conducted in-service reading courses?	_____	_____
e) Supervised other reading teachers?	_____	_____
f) Taught reading classes outside the Milwaukee system.	_____	_____
g) Done private tutoring?	_____	_____
h) Undertook research or thesis projects?	_____	_____
i) Enrolled in in-service or college credit courses?	_____	_____
j) Spoken to community and/or Parent Teacher groups?	_____	_____
k) Held conferences with individual parents?	_____	_____
l) Given demonstration lessons?	_____	_____

6. On the basis of an 8 a.m.-4 p.m. day (excluding lunch hour), what percentage of your in-school time do you devote to various duties:

a) Teaching reading	_____ %
b) Teaching other subjects	_____
c) Testing and diagnosis	_____
d) Counselling students	_____
e) Serving as consultant to other departments?	_____
f) Doing public relations work	_____
g) Doing clerical work	_____
h) Supervising homeroom	_____

- i) Supervising study hall _____%
- j) Other Assignments (specify) _____

Total 100%

7. Ideally, from the standpoint of effectiveness, how would you like your time to be divided % of time

- a) Teaching reading _____
- b) Teaching other subjects _____
- c) Testing and diagnosis _____
- d) Counselling students _____
- e) Serving as consultant to other departments? _____
- f) Doing public relations work _____
- g) Doing clerical work _____
- h) Supervising homeroom _____
- i) Supervising study hall _____
- j) Other Assignments (specify) _____

Total 100%

8. Do you work with students in reading:

- a) Totally individually? _____ Approximate number of cases handled individually on a yearly basis _____
- b) In small groups? _____ Average group size _____.
- c) In classes? _____ Average class size _____.
- d) Average time student spends weekly in reading center? _____

9. What percentage of your strictly instructional time is devoted to:

- a) remedial work _____
- b) developmental work _____
- c) advanced skills including speed reading _____

10. What skills do you find need the most attention in your remedial or developmental classes: (Indicate 1, 2, 3, etc.)

- a) Word attack skills _____
- b) Vocabulary and language development _____
- c) Study skills _____
- d) Comprehension _____
- e) Critical reading _____
- f) Other (specify) _____

11. Do you utilize persons as aides in reading center? _____
If yes, please identify them (PTA members, unpaid volunteers, paid aides, etc.) _____
What is their primary functions? _____
How useful do you rate their services? _____
12. Briefly enumerate any changes or innovations you would like to see made in regard to your reading center work.
13. Briefly describe any new programs, innovations, or approaches you have inaugurated during the past year or plan for next year.
14. What are some additional services you would like to be able to provide students and/or teachers?
15. Can you suggest any additional courses or preparations you would find helpful personally as a reading teacher.
16. To what professional organizations do you belong?
- IRA _____
WSRA _____
MAC-IRA _____
NEA _____
WEA _____
MTEA _____
MTU _____
(others specify) _____

17. What licenses do you hold, other than Remedial Reading?

Psychometrist _____
Guidance _____
in (list subject) _____ Content area

Other (specify) _____

18. How many hours above the bachelor's degree have you completed? _____

I would like a summary of the findings. Yes _____ No _____