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Survey of the primary teachers in Sheboygan, Wisconsin regarding the revision of the reading curriculum guide

Jean M. Kade

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A SURVEY OF THE PRIMARY TEACHERS IN SHEBOYGAN, WISCONSIN
REGARDING THE REVISION OF THE READING CURRICULUM GUIDE

by

Jean M. Kade

A RESEARCH PAPER

SUBMITTED IN PARTIAL FULFILLMENT OF THE

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Sister Marie Colette
(Adviser)

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CHAPTER 1

INTRODUCTION

Schools are meant for children, for their development,
growth, and pleasure. This development takes place in a
transaction between student and teacher, around certain
materials and experiences that we call the curriculum.[1] One
of the characteristics of a good elementary school is a
sound program of education in which the art of reading is
of utmost importance.

Every school has a reading program which has developed
as a result of many factors. Every school has customs and
goals which teachers try to pursue. It involves many people,
all of whom have ideas about the reading program, created
from their various backgrounds and experiences.

There is no one best program or method for teaching
reading. Each program must, of necessity, be different,
depending upon the needs and abilities of students, the
strengths and weaknesses of teachers, the purposes and
objectives of the administration, the availability of
materials, and the backing of the community. The search for
the most effective plan to meet the reading needs of each
child is still one of the most urgent and controversial
questions in education today.

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[1]Melvin Tumin, "Teaching in America," Childhood Education,
XLIM (February, 1968), 348.

1

The task of the elementary school is to bring the individual as far as possible along the way toward acquiring the skills of reading, for it is through these that he gains information, learns to understand social situations, and accepts the behavior of others and of himself.

Statement of the Problem

The purpose of this survey was to present in a concise form the ideas and needs of the primary teachers in the city schools of Sheboygan, Wisconsin, in the field of reading, especially in relation to the possible revision of the present written guide for the teaching of reading within this particular school system.

Limitations of the Investigation

While Sheboygan is a typical community among Mid-west cities of its size, this survey is, of necessity, limited to teachers within one city. It is also restricted to the needs of teachers of primary level, representing only one section of the total program.

Significance of the Study

The course of study must be a guide, rather than a prescription for all pupils.[1] Teachers do not wish to adjust the child to a fixed curriculum, but to adapt the curriculum to the child's needs. Curriculum is good or bad depending on what it does for students. Therefore it must provide instruction for the varying needs of all pupils.

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[1] Emmett Betts, Foundations of Reading Instruction (Chicago: American Book Company, 1957), p. 721.

Teachers in the Primary grades are aware both of the child's wants and of his needs. They have some understanding of the kinds of interests and backgrounds the children have, so they can make some prediction as to what situations will bring about reactions from students, in light of their capacity for achievement.

By finding out what aspects of the teaching of reading concern teachers most, the reading committee can better evaluate what areas of the curriculum need revision and what lacks exist. The door is opened to plans of action which give teachers wide latitude in satisfying the needs of expected individual differences, and foster a great deal of creativity and initiative on the part of the individual classroom teacher.

CHAPTER II

REVIEW OF THE LITERATURE

This is an age of change, and its impact on education is
an ongoing challenge. Change is the power that motivates
study and revision of the curriculum within our schools.

The Meaning of the Reading Curriculum

Reading involves much more than word calling. It includes
the ability to comprehend what is read, to apply word recog-
nition skills, to use an index and a table of contents, to skim
through material rapidly, to read for pleasure and enjoyment or
to read to seek information from available resources.

Programs in reading today are becoming increasingly
functional. Through reading we gain knowledge, learn to under-
stand social situations and ourselves as well as others
around us.

The reading curriculum must provide enough choice of
materials, so the teacher can choose what she feels is right
for any particular group; flexible enough to allow for modifica-
tion if the needs, interests or abilities of the group warrant
it, and inclusive enough to cover a wide range of experiences.

Russell lists the following types of activities that often
make up the reading program in a typical class:[1]

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[1] David H. Russell, Children Learn to Read (Chicago: Ginn
and Company, 1961), p. 145.

1. Reading the basic reader selections with guidance
    by the teacher, some emphasis upon vocabulary
    development, group discussion, and evaluation.

2. Independent reading of supplementary readers
    and other books, with occasional guidance by the
    teacher and direct application to social studies
    and other class activities.

3. Guided reading of texts and materials in content
    fields, with the amount of guidance varying
    according to the difficulty of the reading task.

4. Work-type periods emphasizing skills and involving
    workbooks, reading games, teacher-prepared
    materials, and other activities related to
    specific needs of the group.

5. Creative activities growing out of reading to
    extend enjoyment or to reinforce the larger
    ideas of a selection or unit through dramatization,
    drawing a picture, playing a game, or expressing
    ideas in rhythms.

6. Free reading, often outside of class, of books
    at home or from the library which are related
    to the interests and purposes of the child.

The worthwhile curriculum will state the objectives to

be attained, describing experiences for use, outlining its

scope and sequence. It will suggest culminating experiences

to help the student integrate and organize what he has to read.

It will provide a list of source materials that will help in

the development of the lessons, and indicate the expected

level of development at a particular stage in the curriculum.

In discussing such curriculum organization Tyler points

out that the factors above are necessary in order to prevent

duplication, to avoid omissions or the setting of goals too

difficult for the student to attain. The curriculum must care

for the needs and interests of students at each step or level,

yet be challenging enough to hold attention, and keep them

from being bored. It should encourage more creativity and initiative on the part of the classroom teacher, as well.[1]

Emphasis is upon reading for meaning. Recognition of symbols should be a means to an end, rather than an end in itself. Reading instruction should be a part of all subjects taught, with every teacher becoming a teacher of reading.

New materials and techniques are forever changing the manner in which reading is taught. The teacher is encouraged to examine and use any new ideas and procedures which seem feasible. No reading curriculum is ever finally completed.

The Purposes and Needs for Evaluation

Most teachers today maintain that the older, traditional methods of teaching reading must be replaced by what educational research shows us. Lee defines curriculum as "all those experiences which the school in any way utilizes or attempts to influence."[2] He says the guide for this curriculum is a "planned-in-advance strategy."[3] New and imaginative thinking is needed in developing effective materials to meet the requirements of today's schools. It is important that the multiplicity of innovations discovered on the market, and read about in magazines have instructional value and are not just gimmicks.[4]

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[1]Ralph Tyler, Basic Principles of Curriculum and Instruction (University of Chicago Press, 1950), pp. 28-67.

[2]J. Murray Lee and Doris M. Lee, The Child and His Curriculum (New York: Appleton-Century-Crofts, 1960), p. 149.

[3]Ibid., p. 158.

[4]Eleanor Johnson, "Guidelines for Evaluating New Instructional Programs," Reading Teacher, XX (April, 1967), p. 600.

Evaluation is part of every experience. The primary purpose is to promote future growth. It is a process for guiding action, not just passing judgment. The school is not condoned that tests only once a year, and uses the results to gauge its program. The fact is appreciated that many schools realize no attempt should be made at evaluating unless there is a firm commitment to put the results into practice. There has to be daily appraisals as well as formal testing, with the evaluation of the broad range of objectives at every level.

Teaching children to read has always been considered one of the biggest responsibilities of the school. Every child must develop his reading power in order to succeed in school, so he can serve in his community later on.

Every generation has tried to find the answer to the best program for teaching reading. Ragan points out that the present generation is no exception to the rule. "Faced with the difficult task of providing adequate buildings, competent teachers, and other specialized personnel, as well as modern equipment for a tidal wave of children, laymen as well as professional educators are calling for a re-examination of the purposes of the elementary school in our society, and for a reshaping of its program in the light of new conditions of living."[1]

Ragan also discusses the lock-step program which has received a great deal of attention in professional books about reading.[2] This regimentation of children persists today despite

[1] William B. Ragan, Modern Elementary Curriculum (New York: Holt, Rinehart and Winston, 1962), p. 3.

[2] Ibid., p. 480.

abundant evidence that children differ widely in rates of learning. The graded school become a device for escorting all pupils in a given grade through the same curriculum content, with little regard for the individual differences existing among them!

Competent teachers have broken this regimentation by implementing the continuous progress program, where each child can advance according to his own ability without depriving the more gifted student of the opportunity to learn as much as his ability permits or forcing the less capable child to work at tasks that are beyond his capacity.

Bush makes this comparison, "Just as business and industry take an inventory, the schools need to assess their reading program thoroughly and formally to get an over-all picture of the students, the teaching, and the functioning of the curriculum."[1] He recommends the survey, (or checklist), as a formal technique for taking inventory and perhaps proposing improvements in its content.

Parents ask many questions about methods used in current teaching of reading. Magazines and newspapers frequently contain statements of new theories and philosophies of reading. Teachers must have answers for the questions asked. They must understand their own philosophy, yet keep their minds open to new ideas, focusing attention on their unsolved problems, and suggesting ways to correct them. The evaluation survey can help teachers to do this.

[1] Clifford Bush, "School Reading Surveys", Reading Teacher, XV (March, 1962), p. 351.

But to compare methods used in industry and education for difficult. A principal in Elkhart, Indiana, when interviewed for the Principals' Forum, stated, "The end product in education is not a machine-tooled, carbon copy, like that of industry. Our products are individuals with challenged and thinking minds, capable of coping with our society."[1]

The Guide as an Evaluation Technique

The curriculum guide provides the framework which is helpful in achieving necessary coordination. It usually contains suggestions for teaching and lists materials for the teacher to use.

The teacher is the keystone in curriculum guide evaluation. Committees may write resource guides, but the classroom teacher determines how these are used, and whether they are effective.[2] The evaluation and review should involve as many teachers as is practical in offering suggestions, not more than six or eight, remembering that too large a group is unwieldy.

If teachers contribute to the development of a curriculum, or when they know they have a real opportunity to contribute to it and affect it, they are more likely to accept it and use it. Classroom teachers can do much to help bridge the gap between theory and research and its practical application.

When asked whether teachers should work on curriculum guides, Gardner stated, "I don't believe there is a better

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[1]William Gardner, H. R. Dodd, Joe W. Frederick, "Should Teachers Work on Curriculum Guides?", The Instructor, LXXV (March, 1966), p. 17.

[2]Florence Stratemeyer, et al. Developing a Curriculum for Modern Living (New York: Columbia University Teachers College, 1957), p. 666.

means of getting teachers to take a good long look at goals and objectives, methods and procedures, local resources, means of evaluation, and, as a result, a more critical look at their own teaching."[1]

Dodd expressed his opinion that teachers, by helping in the development of curriculum guides, gain better background and understanding of the area being covered. He feels that "the actual process of teachers sitting down in larger and smaller groups to think through a curriculum area is an important part of the process through which a vital curriculum emerges."[2]

Frederick, another school principal, concurs that teachers are necessary in this role, but points out that those selected must be carefully screened. He proposes that they have free time allotted to work on these projects, as it is not fair to them or to their pupils to ask them to develop curriculum guides and maintain a classroom at the same time.[3]

In enlisting the help of teachers it is unwise to start with the results of a testing program in reading. These may place teachers on the defensive. Insecure teachers are not likely to make voluntary, creative efforts in the solution of a group problem. Rather, it is better to discuss the aims and objectives with them, or consider their own immediate problems. Usually these are better springboards to evaluation.

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[1] William P. Gardner, Herbert R. Dodd, Joe W. Frederick, "Should Teachers Work on Curriculum Guides?", The Instructor, LXXV (March, 1966), p. 17.

[2] Ibid.

[3] Ibid.

Questions to spark interest and give direction to the committee are given by Wagner:[1]

1. What are the reasons underlying this guide?
2. Do you feel there is a need for the handbook to be placed in the hands of all teachers?
3. About how extensive should it be?
4. What do you feel should be included?
5. Should it present the "what" and the "how" of the curriculum?
6. Should it be divided by levels, and if so, what levels?
7. What are some of the best guides available as sources of ideas?
8. Should we try to channel into the book the thinking of other reading teachers in the state?
9. Should we have a special section for administering the program?
10. What are the evaluation techniques we want to use?
11. What should the size of the booklet be?
12. What shall be the target date for sending to the printer?
13. In what manner shall we incorporate important instructional materials and equipment--as an integral part of the curriculum, or in separate sections?
14. Should we have a section dealing with challenging the classroom environment?
15. Are there any administrative roadblocks we should be aware of?

By using an evaluative checklist, attention is focused on unsolved problems, and the data collected may justify recommendations for the steps that follow. Surveys answer the question, "Are we doing the most important things in the most effective way?" Devices used in evaluation should be learning and teaching devices as well as measuring devices.

The door is open to plans of action which give teachers wide latitude in satisfying the needs of expected individual differences, and foster a great deal of creativity and initiative on the part of the classroom teacher.

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[1]Guy Wagner, "Developing Curriculum Guides," Education, LXXXVI (September, 1965) p. 5.

The guide must not be too long. It must not tell everything, or suggest everything, for if it does, it no longer functions as a guide. It becomes the end rather than the beginning, a document of ultimatums rather than the stepping stone to wide pastures across the creek.[1]

[1] Guy Wagner, "What Schools Are Doing," Education LXXXVIII (April, 1968), p. 375.

CHAPTER III

PROCEDURE OF THE SURVEY

The City of Sheboygan

Sheboygan, Wisconsin is located on the shores of Lake
Michigan. It has a population of approximately 52,000 people,
with over a ten percent increase since 1950. About one-third
of the population is foreign born or native born of foreign or
mixed parentage.

Manufacturing is the chief source of employment, and no
single product predominates. There is an economic stability
which is shown in the fact that seventy percent of the families
own their own homes.

Sheboygan is known as the city of 4 C's - cheese, chairs,
children, and churches. An outstanding family and home
community, it has fifty-seven churches, representing Protestant,
Catholic, and Jewish faiths.

There are many civic and service organizations, and the
city has one daily newspaper and two radio stations. The
public library has an extensive film and record library along
with its book collection.

People are strongly dedicated to supporting their school
system, which consists of sixteen elementary schools, three
junior, and two senior high schools. The total enrollment in
1968 was about 10,700. There were 197 elementary teachers,

with about 100 in the primary division. These figures include librarians, guidance counselors, and part-time teachers. The turnover of twenty-five teachers in the elementary school that year was due to the following reasons: 5 - retirement; 1 - dismissal; 5 - marriage or family; 3 - graduate study; 3 - teach elsewhere; 1 - into industry; 2 - transfer of spouse; 3 - lack of certification; 1 - desire for part time work; 1 - dissatisfied.[1] All teachers are required to be certified by the State Department of Public Instruction. Both elementary and secondary teachers are expected to have a master's degree or equivalent after ten years of teaching in the school system.

Sheboygan has twelve parochial schools and one private school, with a combined enrollment of 3,496. All parochial schools are organized on a first through eighth grade basis, except for two which have kindergartens in addition.

Special services for public school children are coordinated and administered by the director of pupil services, the director of instruction, and the school business manager. These services include transportation for special events and field trips, psychological services, home visitor, guidance and counseling, homebound instruction, speech therapy, remedial reading, and libraries in all schools.

The public school picture will change considerably over the next decade, when the present seven-project building program approaches realization.

[1]League of Woman Voters, A Sheboygan Profile, July 1968.

The Mechanics of the Survey

Because the Sheboygan Schools have practiced a plan of
continuous curriculum development teachers are invited to
participate in the revision of guides in areas of their
interests and training. This paper is the result of an
investigation into the thinking of teachers who have a right
to share in the determination of that curriculum.

To obtain a comprehensive picture of current trends and
ideas about the local reading guide, a questionnaire[1] was
mailed in August, 1969, to each of the 93 Primary teachers in
Sheboygan's public schools. No signature was required, but
the respondent was asked to indicate the grade level taught,
and was requested to complete the form by September 12. Fifty
questionnaires were returned, representing 11 lower primary
teachers, 10 middle primary, 3 combining lower and middle
level, 15 at the upper primary, 2 combining middle and upper
levels, 2 multi-age, and 6 who neglected to identify their
teaching level. One returned her questionnaire without
answering, explaining that she did not use the reading guide
since she does individualized reading "where skills are not
learned in a sequence and interest determines the way to go."
She felt she could not realistically answer the questions asked.

Ideas gleaned from the writer's review of related litera-
ture, her own work in the teaching of reading and use of the
present guide were included in the checklist of requested
information.

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[1]Appendix II. Page 41

The questionnaire was divided into five parts: philosophy and objectives, content and instructional methods, extension, and format.

In an attempt to determine areas for greater concentration of effort to meet the greatest needs, each topic was to be answered either yes or no, except the last two questions where topics were rated as to individual needs, and when a statement was requested as to what they regard as their greatest asset in the teaching of reading.

The information received from the checklists was transferred to large charts with appropriate headings and the data were tallied. From these charts tables were organized and used as the basis for analysis and interpretation.

The findings of the study were presented to the local reading committee for further consideration and application.

CHAPTER IV

INTERPRETATION OF DATA

The purpose of this study was to aid in the assessment
of the value of the present reading guide in the Sheboygan
Public School system. The following information was compiled
from the questionnaire returned by the primary teachers of
that city.

Philosophy and Objectives

The first five questions were applicable to the philosophy
of the reading program. Table 1 summarizes the questions which
were stated as follows:

1. Does the guide have a useful, realistic philosophy
   clearly expressed?

2. Does the content relate to the statement of
   philosophy?

3. Are the learning activities based on realistic,
   measurable objectives?

4. Do the learning activities provide for individual
   differences?

5. Does the guide make provision for children to
   learn to enjoy reading?

Teachers indicated an agreement with the philosophy as
expressed in the reading guide, believing it to be useful,
realistic, and clearly expressed. The majority understood

TABLE 1

RESPONSES TO QUESTIONS ABOUT

PHILOSOPHY AND OBJECTIVES

	QUESTION	YES	NO
1	Does the guide have a useful, realistic philosophy clearly expressed?	42	7
2	Does the content relate to the statement of philosophy?	43	6
3	Are the learning activities based on realistic, measurable objectives?	36	13
4	Do the learning activities provide for individual difference?	27	22
5	Does the guide make provision for children to learn to enjoy reading?	35	14

that the content related to the statement of philosophy as expressed, yet more of these same teachers would like to see a greater provision made for individual differences. An opinion was expressed that children, not the teacher, should choose the materials to read.

About one-third of the respondents suggested that the guide should do more to help children learn to enjoy reading. One teacher commented that too much stress was put on reading skills and phonics, and not enough on reading for enjoyment.

Content and Instructional Methods

The next section of the questionnaire dealt with content and instructional methods suggested for use at the various reading levels. Questions included in this section were the following:

1. Is there a logical sequence of skills?

2. Is it a continuous guide to a program for kindergarten through high school?

3. Are ample reading-readiness materials and activities suggested?

4. Are the three types of reading programs emphasized:

    Developmental

    Corrective

    Remedial

5. Is phonics over-emphasized to the neglect of other methods?

6. Is provision made for each child to do some easier recreational reading each day?

7. Are ideas given for teaching of reading in the content areas?

8. Are ways suggested to make reading important and colorful?

9. Are workbooks the single type of seatwork provided?

10. Are workbooks used as busy work rather than for reading growth?

11. Are sufficient independent work activities suggested?

12. Is there opportunity for originality, experimentation and innovation?

13. Are the two basal series sufficient for ability grouping needs?

14. Are sufficient materials suggested to supplement the basic texts?

15. Are enough firsthand experiences provided for concept building?

Table 2 shows the responses to these questions.

A logical sequence of skills is assured in the continuity of materials and proficiencies, provided in the adopted basal reading program. Only seven gave a negative answer to this question.

Teachers were aware that the guide does not provide a sequential program beyond grade 6, and they pointed out in their reply to question 3 that there is need for more ample reading-readiness materials and activities. This was also substantiated by the statement that these materials and activities were definitely outdated.

TABLE 2

RESPONSES TO QUESTIONS ABOUT

CONTENT AND CONSTRUCTIONAL METHODS

TEACHING LEVELS	RESPONSES	QUESTION NUMBER																
		1	2	3	4a	4b	4c	5	6	7	8	9	10	11	12	13	14	15
LP	YES	10	2	1	9	2	1	1	6	3	6	3	2	2	8	1	1	5
	?		1							1	1	1						
	NO	1	8	10	2	9	10	10	5	7	5	7	8	9	3	10	10	6
LP MP	YES	1	1	0	2	0	0	1	0	0	2	0	1	0	3	0	0	
	?																	2
	NO	2	2	3	1	3	3	2	3	3	1	3	2	3	0	3	3	1
MP	YES	10	6	4	9	0	0	1	4	6	5	5	1	3	6	0	2	2
	?		1	1				1	1		1			1		1	1	
	NO	0	3	5	1	10	9	8	6	3	5	5	8	7	4	9	7	8
MP UP	YES	1	1		1	0	0	1	1	0	2	0	0	0	2		1	0
	?			1												1		
	NO	1	1	1	1	2	2	1	1	2	0	2	2	2	0	1	1	2
UP	YES	13	6	8	13	6	4	3	6	11	11	3	2	8	11	5	8	8
	?		2							1	1							1
	NO	2	7	7	2	9	11	12	9	3	3	12	13	7	4	10	7	6
UN LABELED	YES	5	2	0	4	0	0	0	3	2	2	5	1	0	3	0	1	2
	?					1	1			1	1			1	1			1
	NO	1	4	6	2	5	5	6	3	3	3	1	5	5	2	6	5	3
MULTI	YES	2	0	1	2	0	0	0	0	1	1		0	2	2	0		1
	?											1					1	
	NO	0	2	1	0	2	2	2	2	1	1	1	2	0	0	2	1	1
TOTAL	YES	42	18	14	40	8	5	7	20	23	29	16	7	15	35	6	13	18
	?		4	2		1		2	1		4	2	1	2	1	1	2	2	4
	NO	7	27	33	9	40	42	41	29	22	18	31	40	33	13	41	34	27

LP = Lower Primary

MP = Middle Primary

UP = Upper Primary

MULTI = Multi-Age

UNLABELED = Those who neglected to designate
        Teaching Level

Forty teachers agreed that the developmental program was the one emphasized. Only five had checked the corrective program as being included, and seven felt that remedial efforts were being considered. An inquiry as to the difference between corrective and remedial reading was made, with the statement that the explanation was not contained in the guide.

Satisfaction with the manner in which phonics is presented was shown by 41 teachers, while 7 indicated that they believed it to be over-emphasized.

Opinions regarding recreational reading were divided, 20 checking that provision is made to include such reading each day, 29 indicated that little or no provision is made. There was an indication that perhaps it does exist in practice, but not in the guide.

Looking to the content areas, opinions were again divided, with 23 finding ideas for these areas, and 22 stating that this help is not given in the guide. Referral to page 45 was presented as the only place where reference to content areas appeared. Several suggested that only the basic method was given, and no specific activities existed.

Ways to make reading important and colorful were appreciated by 29 teachers, but 18 were not in accord with this viewpoint.

Relative to the subject of workbooks, 16 teachers indicated that workbooks were the only type of seatwork mentioned in the guide, and 49 did not consider workbooks as mere busy work, but regarded them as tools for reading growth. A strong desire for more independent work activities was expressed in the negative answer of 33 teachers for question 11.

In answer to whether there is opportunity for originality, experimentation, and innovation, 35 teachers were in agreement, 13 in opposition, and 1 undecided.

Teachers showed a strong desire for more basal series to be introduced into the program, with 41 having checked "No", and only 6 "Yes", for the inquiry as to whether the two basal series were sufficient for their ability-grouping needs. The thought that the two series in use were too similar was brought out, and some teachers were emphatic about the need for additional basal reading series.

As an aid to concept building, 18 indicated that enough first-hand experiences were provided, while 27 would ask for more.

Even though some variance was shown by individual opinions, much the same needs were expressed. There seemed to be a desire to provide continuous progress in reading with greater flexibility to meet the needs of the individual pupil. More emphasis must be placed upon readiness at all levels, with reading instruction permeating all subject matter, every teacher being a teacher of reading. More materials must be made available, the basal program should be reinforced by greater opportunities for recreational reading and more challenging and independent activities included as tools for teachers and students to use.

Extension

The next section of the questionnaire dealt with innovations which extend the reading program and reading growth of both

teacher and student into other related activities, and are
important in the field of evaluation and future progress.
Data from Table 3 explain the status of the guide in this
area and answers these 6 questions:

1. Does the guide provide useful background
   material for teachers?
2. Is there flexible timing to allow children
   to work without pressure?
3. Do the children have a share in evaluating
   and planning?
4. Is there a sound testing program with evalua-
   tion of progress?
5. Is there a planned system of recording pupil
   growth and progress?
6. Are there suggestions for teachers to make use
   of professional books and magazines?

While one teacher admitted she referred to her guide only
occasionally, 31 of the teachers indicated that the guide did
provide useful background material for the teacher's use.
Eighteen expressed a negative response. A comment was added
that the list could be more useful; that it is now outdated.

According to the tabulation for question 2, relative to
flexible timing to allow children to work without pressure,
35 teachers answered "yes" and 9 said "no". There was an
indication that not enough realistic flexibility was allotted.

About half of the respondents did not find mention of
children having a share in evaluation and planning, 24 checking
the "No" column, and 19 the "Yes" side. Several felt much

TABLE 3

RESPONSES TO QUESTIONS ABOUT

EXTENSION

TEACHING LEVELS	RESPONSES	QUESTION NUMBER					
		1	2	3	4	5	6
LP	YES	9	9	6	2	5	6
	?			1	1	1	
	NO	2	2	4	8	5	5
LP MP	YES	0		0	2	2	1
	?		1				
	NO	3	2	3	1	1	2
MP	YES	4	8	1	4	5	3
	?		1	2	1	1	2
	NO	6	1	7	5	4	5
MP UP	YES	1		1	1	1	2
	?		1				
	NO	1	1	1	1	1	0
UP	YES	12	11	8	6	8	10
	?		1	2		1	
	NO	3	3	5	9	6	5
UN LABELED	YES	4		3	3	2	0
	?		5	1			
	NO	2	1	2	3	4	2
MULTI	YES	1	1	0	0	0	2
	?						
	NO	1	1	2	2	2	0
TOTAL	YES	31	35	19	18	23	28
	?		5	6	2	3	2
	NO	18	9	24	29	23	19

LP = Lower Primary

MP = Middle Primary

UP = Upper Primary

MULTI = Multi-Age Group

UNLABELED = Those who neglected to designate
Teaching Level

depended on the individual teacher, others hinting that it existed, but was not brought out in the guide.

In the important area of evaluation, 29 teachers pointed out the lack of a sound testing program, while 18 were apparently satisfied with the existing provisions. The suggestion was made that basic tests be made available for each level completed.

An equal number of "yes" and "no" answers, 23 of each, were elicited for question 5, relative to a planned system of recording pupil growth and progress. The fact was noted that records vary from school to school, and the guide should provide a more uniform system.

Twenty teachers were satisfied with the present reference to books and magazines for their own professional reading, while 19 expressed a definite lack of information in this area. The need for updating the list was offered, along with the comment that it might also be annotated.

It is obvious that many teachers have felt that much could be done to improve this aspect of the reading program, and should not be overlooked in the plans of a reading committee.

The Format

Data for this section were tabulated in Table 4, relative to the following questions:

1. Does the outline show proper sequence?

2. Is the same format followed throughout the guide?

3. Is it easy to read?

4. Is the appearance attractive, but not too elaborate?

TABLE 4

RESPONSES TO QUESTIONS ABOUT FORMAT

TEACHING LEVELS	RESPONSES	QUESTION NUMBER			
		1	2	3	4
LP	YES	11	10	10	5
	?				
	NO	0	1	1	6
LP MP	YES	1	1	2	1
	?	2	2		
	NO			1	2
MP	YES	10	9	9	8
	?		1		
	NO	0		1	2
MP UP	YES	2	2	1	1
	?				
	NO	0	0	1	1
UP	YES	14	15	15	12
	?				
	NO	1	0	0	3
UN LABELED	YES	5	5	4	2
	?	1	1		
	NO			2	4
MULTI	YES	2	2	2	0
	?				
	NO	0	0	0	2
TOTAL	YES	45	44	43	29
	?	3	4		
	NO	1	1	6	20

LP = Lower Primary

MP = Middle Primary

UP = Upper Primary

MULTI = Multi-Age Group

UNLABELED = Those who neglected to designate Teacher Level

Almost all teachers were in accord with the outline of the guide showing proper sequence. Only one checked a negative reply, and 3 were undecided. The same reaction appeared relative to the use of the same format throughout the guide.

The guide proved easy to read to 43 of those queried, with 6 expressing opposite opinions. However, more divergence existed when consideration was given to its attractiveness. Twenty-nine were seemingly satisfied, but 20 would appreciate a more appealing piece of literature.

Areas for Concentration and Help

The participants were asked to consider the relative importance of the following areas where help might be most beneficial: grouping; seatwork activities; classroom diagnosis; word recognition skills; help for the slow learner. The results were tabulated in Table 5.

Only one teacher rated "grouping students", of most concerned, 2 placed it second, 2 as third, 11 set it as fourth, and 15 indicated that other categories were to be given precedence.

Seatwork activities held most importance for 10, second place for 7, third place for 6, fourth for 4, and last concern for 6. Five other teachers marked it as an area for greater attention.

Four teachers put classroom diagnosis as a matter of consideration, 9 in second place, 6 in third, 9 in fourth, and 2 in fifth place. Three others wished for help in this area, specifically.

TABLE 5

RESPONSES TO QUESTIONS ABOUT

AREAS IN WHICH MORE HELP IS DESIRED

Rank of Importance	Group- ing	Seat- work	Class- room Diag- nosis	Word Recog- nition Skills	Slow Learn- er
1	1	10	4	1	20
2	2	7	9	5	11
3	2	6	6	14	3
4	11	4	9	6	1
5	15	6	2	5	0
X	0	5	3	4	8

X = Unidentified grade level

When numbering word recognition skills, one teacher placed it first in importance, 5 in second, 14 - third, 6 - fourth, and 5 as fifth. Four others checked it as a field of lesser need.

Help for the slow learner was the area in which most teachers asked for immediate help, 20 ranking it first, 11 - second,

3 - third, one - fourth, and none placing it in last position.
Eight others checked it as an important area for consideration.

An additional request was made for help in organizing
and operating an individualized reading program.

One questionnaire ended with the warning that teachers
are too overburdened with guides as it is, and that usually
these guides are too involved to be helpful!

The Teacher's Greatest Asset

In reply to the question as to what each regarded as her
greatest asset in the teaching of reading, a number of answers
were offered: Experience; developmental reading and literature
courses; freedom to use a variety of methods and materials;
teacher's manuals; teacher aides; enjoyment of children while
helping them be successful; enthusiasm and ability to motivate;
logical sequence of skills; reading games; the library and its
amount of reading materials; phonics; creativity; individuality;
understanding of children's needs; awareness of available
resources; love of books; professional reading. All were
cited as being vital to the teacher of reading, some mentioned
more frequently than others.

TABLE 6

RESPONSES TO QUESTIONS ABOUT

THE TEACHER'S GREATEST ASSET TO TEACHING OF READING

Assets Named by Teachers	Levels of Teaching						
	LP	LP MP	MP	MP UP	UP	Un labeled	Multi
Teacher Aides	2				1		
Experience	3		2		2		
College Reading Course	1	1	1			2	
Variety of Methods and Materials	2		1	1	2		
Library			1		1		
Phonics					3		
Logical Sequence of Skills			1		1	1	
Individualized Reading					1	1	1
Professional Books and Manuals	1	1	1		1	3	
Understanding the Child's Needs	1		2		3	1	
Love of Children	1	1					
Enthusiasm & Enjoyment of Reading		1	3	1	2	1	1

LP = Lower Primary

MP = Middle Primary

UP = Upper Primary

Multi = Multi-Age Group

Unlabeled = Those who neglected to designate
level of teaching

CHAPTER V

SUMMARY AND CONCLUSIONS

Restatement of the Problem

The purpose of this survey was to present in a concise form the ideas and needs of the primary teachers in the city schools of Sheboygan, Wisconsin, in the field of reading, especially in relation to the possible revision of the present written guide for the teaching of reading within this particular school system.

Review of the Results of the Survey

The data obtained from the questionnaire has been tabulated and summarized. Possible implications have arisen as conclusions which should be considered by any reading committee anticipating a revision of its present guide.

Philosophy and Objectives

1. The reading guide must be directed toward appropriate objectives, and should contain a coherent, realistic statement of its philosophy.

2. The Committee must be fully aware of the reasons underlying the revision of the guide. When the committee knows what to look for, its task is made easier.

3. Teachers must be involved in plans for revision, and encouraged to greater use of the reading guide.

4. The committee must feel a need for a guide to be placed in the hands of all teachers, realizing that all teachers are teachers of reading.

Content and Instructional Methods

1. A guide might be divided by levels in order to meet the needs expressed by the teachers, with more readiness activities at each level.

2. Textbooks should provide a wide variety of reading materials to take care of individual differences and interest levels. Most teachers encourage greater use of the individualized reading program.

3. More reading and thinking must be included at both the higher and lower ends of the scale.

4. Sources for more important instructional materials and equipment should be incorporated into the guide.

5. The guide should give clear directions, yet avoid overlapping and omission of important things to be taught.

6. The guide should encourage more cooperative teacher-pupil planning.

7. The guide must provide opportunity for teachers to select ideas, but go beyond the suggestions of the guide, to allow for both the creativity and background of the teacher and her pupils.

8. More emphasis should be placed on recreational reading.

Extension

1. Teachers must be made aware of the uses they can make of our school libraries.

2. A list of specialized vocabulary can help teachers understand the reading program more clearly.

3. Resource lists must be updated in order to provide first hand experiences in a variety of methods.

Format

1. The guide must be made to appear attractive.

2. It must follow a logical sequence, and use a format that will make revision more convenient.

Areas for Concentration and Help

1. More methods and materials must be provided for work with the slow learner.

2. Teachers also look for aids to make seatwork activities more meaningful. New ideas are being sought in a desire to create a learning situation, rather than one of mere "busy" work.

3. Guides must not be too involved to be helpful!

A Teacher's Greatest Asset in Teaching Reading

1. Experience loomed as the greatest worth to the teacher.

2. College training was regarded as very important.

3. Teacher aides, a wide selection of materials, the library, professional books, teachers' manuals, were among the most valuable resources listed.

4. An awareness of pupils' needs, the enjoyment of children, creativity, and individuality, were some of the qualities vital to the teachers desiring to provide pupils with the best programs possible.

Suggestions for Further Study

Several suggestions which presented themselves for further study are:

1. A study extending through the secondary level.

2. A follow-up study after the new guide has been completed to see what changes in attitude have taken place.

3. A comprehensive analysis of the effectiveness of the materials used in the school system for the teaching of reading.

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APPENDIX I

Letter to Teachers

August 12, 1969

Dear Primary Teacher,

    Your reading committee has recommended a revision of our curriculum guide. We are interested in what you feel needs consideration at the Primary level.

    I am working on a research project toward a Master's Degree at Cardinal Stritch College in Milwaukee.

    May I ask your assistance in checking the enclosed questionnaire so your ideas may be incorporated in this revision? Your cooperation will be greatly appreciated.

    Kindly return the questionnaire to me by September 12, 1969. Your signature is not necessary, but please indicate the level you are now teaching (LP-MP-UP).

                        Sincerely,

                        Jean M. Kade
                        Lyman School

APPENDIX II

Questionnaire

A CHECKLIST FOR NEEDS AS EXPRESSED BY TEACHERS FOR USE IN

THE REVISION OF THE READING CURRICULUM GUIDE [1]

GRADE LEVEL_____

		Yes	No
I	**Philosophy and Objectives:**		
	1. Does the guide have a useful, realistic philosophy clearly expressed?	___	___
	2. Does the content relate to the statement of philosophy?	___	___
	3. Are the learning activities based on realistic, measurable objectives?	___	___
	4. Do the learning activities provide for individual differences?	___	___
	5. Does the guide make provision for children to learn to enjoy reading?	___	___
II	**Content and Instructional Methods:**		
	1. Is there a logical sequence of skills?	___	___
	2. Is it a continuous guide to a program for kindergarten through high school?	___	___
	3. Are ample reading-readiness materials and activities suggested?	___	___
	4. Are the three types of reading programs emphasized:		
	Developmental	___	___
	Corrective	___	___
	Remedial	___	___
	5. Is phonics over-emphasized to the neglect of other methods?	___	___
	6. Is provision made for each child to do some easier recreational reading each day?	___	___
	7. Are ideas given for teaching of reading in the content areas?	___	___
	8. Are ways suggested to make reading important and colorful?	___	___
	9. Are workbooks the single type of seatwork provided?	___	___
	10. Are workbooks used as busy work rather than for reading growth?	___	___
	11. Are sufficient independent work activities suggested?	___	___

	Yes	No

12. Is there opportunity for originality, experimentation and innovation? ____ ____

13. Are the two basal series sufficient for ability grouping needs? ____ ____

14. Are sufficient materials suggested to supplement the basic texts? ____ ____

15. Are enough firsthand experiences provided for concept building? ____ ____

III **Extension:**

1. Does the guide provide useful background material for teachers? ____ ____

2. Is there flexible timing to allow children to work without pressure? ____ ____

3. Do the children have a share in evaluating and planning? ____ ____

4. Is there a sound testing program with evaluation of progress? ____ ____

5. Is there a planned system of recording pupil growth and progress? ____ ____

6. Are there suggestions for teachers to make use of professional books and magazines? ____ ____

IV **The Format:**

1. Does the outline show proper sequence? ____ ____

2. Is the same format followed throughout the guide? ____ ____

3. Is it easy to read? ____ ____

4. Is the appearance attractive, but not too elaborate? ____ ____

Please number to show where you'd like more concentration and help:
_____ grouping
_____ seatwork activities
_____ classroom diagnosis
_____ word recognition skills
_____ help for the slow learner

What do you regard as your greatest asset in the teaching of reading?

_____

_____