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The Extent of Basal Reader Usage in Reading Programs by Elementary Teachers in the Wenatchee School District

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THE EXTENT OF BASAL READER USAGE IN READING PROGRAMS BY
ELEMENTARY TEACHERS IN THE WENATCHEE SCHOOL DISTRICT

A Thesis
Presented to
the Graduate Faculty
Central Washington State College

In Partial Fulfillment
of the Requirements for the Degree
Master of Education

by
Joe H. Schomer
June 1969

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CHAPTER I

STATEMENT OF THE PROBLEM AND DEFINITION OF TERMS USED

A basal reader series consists of a series of books which increase in complexity with each succeeding volume and is constructed to conform to the needs of pupils at various reading levels. For many years basal reader programs and texts have been utilized as the principal approach and material for teaching elementary school children to read. Since McGuffey developed his series of graded readers in the period from 1840 - 50, teachers have relied on these and newer series to provide the program, stories, and skills which, when presented to pupils over their six years in the elementary schools, purport to insure the development of the best possible reading habits.

As the number of basal series increased, they were improved and expanded into comprehensive reading programs consisting of a variety of stories, planned sequential skill development, and workbook practice to reinforce important concepts. The basal readers standardized the procedures, and supposedly all the teacher needed to do was follow the manual to have a (successful) reading program. Reading was, in essence, bound to the scope and sequence of the particular basal series that a school employed, and teachers

became dependent on the particular basal text designated for the grade level they taught.

In recent years research has investigated other methods such as the individualized, linguistic, and language experience approaches which show promise of improving the instruction of reading in our schools. College courses in reading can touch but briefly upon all of these methods. The beginning elementary teacher probably will have completed only one course in reading--hardly sufficient to qualify him for the several methods of reading instruction available as well as an understanding of the basic skills of reading. Because of this, many beginning teachers seem to find it necessary to select an established program--a foundation--for their instruction. Consequently they come to rely heavily on the basal reader series.

This survey is not intended to evaluate the strengths and weaknesses of the basal reader program. It is designed to determine whether or not beginning or inexperienced teachers do, in fact, utilize basal programs to a greater extent than those with more experience.

I. THE PROBLEM

Statement of the Problem. Despite a current pattern by colleges of education to introduce newer teaching techniques such as individualized instruction and other broad based, less structured reading programs, it is maintained

by many educators that most teachers still utilize the basal reader systems in their reading programs. However, the writer has found no reported study, supported by data, that indicates the relative extent of basal reader usage as compared to other techniques.

Therefore this study was conducted in an attempt to answer the following questions:

1. Do a large percentage of teachers still rely heavily upon basal readers for their reading instruction?
2. Is there a relationship between teachers' dependence on basal readers in reading programs and the number of years of teaching experience?

Significance of the Study. The significance of the study lies in its implications for institutions of higher learning in preparing instructors to teach reading skills to classrooms of children. The present practice often provides new teachers with a minimum of reading instruction, usually with emphasis on current "in vogue" teaching techniques. As Chall (7:296) has pointed out, "The new teachers come into the classroom with high expectations and ideals but little specific knowledge about how to proceed."

Because of the possibility of lack of training, teachers generally accept an available basal reading series to teach reading (34:238). The more poorly prepared the

teachers are for teaching reading the more they rely on the basal reader for help (34:238). Until beginning teachers become better acquainted with reading techniques it seems advisable for them to follow the sequence and materials provided in the readers and teachers' guides (29:100). The basal reader program allows teachers--especially new teachers--to better see the total reading program in proper perspective. It helps eliminate unnecessary repetition and avoids the exclusion of necessary procedures.

Inexperienced teachers themselves have indicated that they were not properly prepared to cope with all the problems of teaching children to read when they first entered the classroom (7:296). Answers to their classroom and teaching problems came from textbooks which were often inadequate to deal with the day to day classroom experiences.

While many studies have shown that nearly all teachers rely on basal readers at some point in their program, few, if any have attempted to measure the proportion of the reading program time actually devoted to basal reader use.

II. DEFINITIONS OF TERMS

Basal Reader Series. For the purpose of this study, a basal reader series consists of a series of books which increase in complexity with each succeeding volume and is

constructed to conform to the needs of pupils at various reading levels.

Basal Reader Text. For this study, a basal reader text is one volume of a basal reader series.

The Reading Program. The reading program, for the purposes of this study, encompasses only that period of the day in which reading skills are taught. This does not include reading taught in connection with the content subjects.

Free Reading Activities. For the purpose of this study, free reading activities consist of reading for other than required assignments within the class periods.

III. LIMITATIONS OF THE STUDY

The study was limited to a survey of seven elementary schools in the Wenatchee School District No. 246. All classroom teachers of the district, kindergarten through grade six, were involved in the survey.

The author made no attempt to judge teaching procedures, to evaluate or compare any of the basal reader series, or to criticize in any way the methods in which the readers were utilized within the classrooms. Only the amount of basal reader use was measured.

Quantitative use was measured on a weekly basis rather than daily, and is expressed as the amount of time

in which the basal reader was utilized in relation to the total time spent each week in the reading program.

The teaching of reading in this study, was limited to the subject of reading instruction only. Teaching in the content fields, even though involving the presentation of reading skills, was not included in the study.

IV. ORGANIZATION OF THE REMAINDER OF THE THESIS

The organization of the remainder of the thesis shall be as follows:

1. Chapter II will be a review of the literature on basal readers.
2. Chapter III will be concerned with the methods and procedures used in the survey.
3. In Chapter IV the data from the questionnaire will be presented and analyzed.
4. Chapter V will include conclusions and recommendations based on the findings of the study.

CHAPTER II

BACKGROUND OF THE STUDY

Most elementary schools today depend on basal reading materials in varying degrees for instructional programs in reading (6:520). It has been estimated that during the past thirty years, at least ninety percent of the pupils who learned to read did so through a basal reader program (20:301). This dependence on basal reader materials for the teaching of reading evolved over the years from early colonial times.

I. HISTORY OF BASAL READER DEVELOPMENT

The hornbook is the first instructional material specifically mentioned in American records (28:15). It was published in England from about 1450 and was very popular in America throughout the colonial period. It consisted of a square short handled wood or pasteboard paddle upon which was pasted a sheet of paper containing small letters and capitals, the Arabic and Roman numerals, as many syllables as could be crowded into the space, and the Lord's Prayer (4:26). It was used in two capacities: for catechizing in church, and for giving children their first reading instruction in school (28:15).

The first reading textbook printed in America was The Protestant Tutor, printed by Sam Green. However, the first reading textbook specifically designed for the American colonies was The New England Primer, published about 1690 (28:18). This primer became the most widely used reader throughout the colonial era in the New England States (6:524).

Though many other reading textbooks were published after The New England Primer, none approached its popularity until Noah Webster, recognizing the need for school books for teaching, wrote his Elementary Spelling Book in 1783. Webster's speller became well-known as the Blue-back speller and dominated the school field for many years (25:41).

These first reading texts, The New England Primer and Webster's old Blue-back Speller were important throughout their period as reading texts in the schools. They were single reading books, and often served children of all ages in the teaching of reading (6:525).

The basal reader concept evolved from the desire by some educators to teach all citizens in the country to read (38:2). Recognizing that there was a lack of variety in the childrens' literature of this time, such early textbook makers as Lindley, Murray, Lyman Cobb, and others began to compile series of school readers (38:2). Still, as with the earlier materials, these readers were developed for a single reading level.

About 1836 the famous McGuffey series appeared. They were to influence reading in the American school system for the next forty years (28:105). This new series of books, outstripped all others in sales and popularity for many years (28:103). It was not until the late 1800's that these widely used books, almost an institution by then, were gradually replaced by newer, more attractive books.

McGuffey must be given the credit for recognizing the inherent weakness of using one reader to teach reading skills to all levels of pupils. He was the first author to produce a ". . . clearly defined and carefully graded series consisting of one reader for each grade in the elementary school" (28:105). Because of their popularity and wide use in teaching, these readers played an important part ". . . in forming the mind of America" (28:109). Not only did these readers provide content material, but the preface or manuals provided with the series contained the pedagogy of reading instruction practiced during this period (38:2). Yoakam points out: "Teacher education had barely begun and there was little to help the untrained teacher except the teaching guidance furnished by the publisher with the basic school reader" (38:2). Thus, McGuffey, through his readers, influenced teaching methods in the schools during this period and helped shape the concepts and attitudes of American students for many years.

McGuffey's books were successful partly because they represented the first attempt to present a graded series of a reader for each grade (25:42).

During the latter half of the nineteenth century, when graded schools gradually replaced the old ungraded schools in cities and other centers of population, additional reading series were developed, but now with books definitely prepared for use at successive grade levels. The content remained much the same as in previous readers, but graduation on the basis of difficulty was considerably improved (6:525).

It was also during this time that researchers began to investigate the reading processes, and to apply scientific methods to discover better approaches both to the teaching of reading skills and to the construction of the reading books. With more thorough investigations of reading, silent reading became recognized as being more important. Undoubtedly, the various investigations dealing with reading interests, purposes, and habits of both children and adults were more influential than any other factor in emphasizing the importance of a broader reading program (28:199).

Little by little the basal reading series was expanded to include still more books. Early in the present century, when it became apparent that the teaching of reading was a complicated process, teacher's manuals or guides were added to give teachers help in day-by-day instruction.

During this period when work-type reading materials were popular, workbooks were included for the pupils, one to accompany each major reading book. As educators more fully realized the importance of helping beginning children to make an easy transition into reading, pre-primers and a readiness book were included in the series. Thus gradually down through the years, the modern basal reader program emerged (6:527).

However, it is from the early readers that our current basal series evolved and the great reliance we still place on these basal readers was born with the use of the early texts. In the days of Noah Webster's Blue-back Speller or even the McGuffey Readers, the reading text was the only book for reading and indeed may have been the only text in the child's hands (25:222). With no other materials from which to give reading instruction, early teachers relied almost exclusively upon the reading textbook to present their lessons. Reported Russell (25:104): "In some schools of former days reading was done only from readers, and one reader made up the materials of the program for a year, or at least one-half year."

Even the McGuffey Readers, which represented the first real attempt to adapt reading materials to different levels of student maturity, were still the only school books available for the teaching of reading (25:222). As single readers evolved into series of readers, they became

known as basal reader series and were utilized exclusively for many years. They are still used in conjunction with other materials. Studies show that during the past thirty years at least ninety percent of the pupils who learned to read did so through a basal reader program (20:301).

However, as educators continued to study reading problems, new theories of teaching reading continued to evolve and the basal reader approach came under considerable criticism. This criticism has actually been aimed at its use rather than at any inherent weakness in the basal readers themselves. The fact that the exclusive use of basal readers limits the teacher in adjusting for individual differences, that certain skills are ignored or treated lightly, or that the teacher is prevented from adequately differentiating instruction are all criticisms that have been leveled at basal readers. Many criticisms aimed at the use of basal readers actually are aimed at the misuse of basal readers (6:542). It seems that they are, in effect, criticizing teaching methods rather than materials.

II. CURRENT RESEARCH

There appears to be a dearth of information concerning the actual amount of time that basal readers are used in reading instruction. Basal readers are used extravagantly in some approaches and not at all in others (1:68). Results of studies comparing the basal reader approach with

other methods of teaching reading are inconclusive as to which approach has proved to be superior. As Sheldon, Nichols, and Lashinger conclude in one study:

All of the approaches to primary instruction proved to be effective for reading instruction at second grade level. Although some significant differences were noted in some of the subskills or related skills of the total reading process none of the approaches was demonstrated to be superior in all aspects of reading (27:720).

The U. S. Office of Education is currently supporting a coordinated effort involving twenty-seven separate studies of reading instruction at the first grade level (3:13). The findings by the researchers in this study suggest that it is the teacher rather than the method of instruction that is of primary importance (3:13). As Fry noted in one of these studies: "What did seem to make the difference was a good teacher and a child with a high IQ" (9:692). The researchers themselves are divided as to what approach constitutes the best method for teaching reading. Perhaps it will be found that different students learn best through different approaches. The number of such studies, concerned with basal reader usage do, however, point out the emphasis that educators and researchers alike still place on basal readers for the teaching of reading skills in our schools.

One study conducted by Harris, Serwer, and Gold did conclude that "instructional time was found to be an important variable related to results and differences among the

teachers in any one method were much larger than average differences between methods" (17:698). In another segment of this same study the researchers compared the reading approaches with disadvantaged children and found that the teachers using the different approaches (skills-centered and language experience) devoted different amounts of time to the reading program (16:635). They concluded:

The skills-centered teachers spent 55.5 percent of their language arts time in direct reading activities. The language experience teachers spent only 39 percent of their language arts time in direct reading activities. Furthermore, the amount of time spent in direct reading activities was one of the few variables positively correlated with outcome measures (16:635).

While these studies indicate the importance of the length of instructional time for teaching reading, they do not present any data which shows a correlation between the amount of basal reader use and reading improvement. It further indicates that there was little, if any, control over the amount of time which different teachers devoted to their reading programs.

Burkott and Clegg (5:748) compared a basal reader program with a programmed instruction approach. Though they found no significant differences, they did not measure the amount of time actually spent using either approach.

Spencer (32:17) compared an individualized program with a basal reader program in grades one and two. She did not indicate the amount of time that the basal readers were used in the reading program.

In a two year study comparing I.T.A., Language Experience and Basic Reader approaches, Harry Hahn (13:715) did not mention the actual amount of time that the basal readers were used for his study.

Another two year study by Sheldon, Nichols, and Lashinger compared the use of basal readers with modified linguistic materials and linguistic readers in the first grade (26:720). Again, the amount of basal reader use was not considered a major factor in the study.

The writer examined numerous other articles and studies which compared the basal reader approach with individualized, linguistic, and language experience approaches. However, in none of the studies was there any mention of an attempt to measure or control the amount that the various approaches were utilized. Most of the writers express the need for additional studies in which further controls were exercised over the independent variables, i.e., length of time, materials, etc. Harris's study points out the need in research to control the length of time for reading instruction as well as the amount of time devoted to each approach.

Despite recent innovations, most children in America still learn to read from a few widely distributed sets of instructional materials called basal reading series. Teachers sampled throughout the country have led some writers to estimate that as many as ninety-five to ninety-eight

percent of primary teachers and eighty percent of intermediate teachers use basal readers every school day (14:58). Though these estimates are not supported by adequate evidence, the very high percentages do seem to reflect the tremendous dependence that even contemporary teachers place on basal readers in their teaching of reading.

How long the basal reading materials will occupy the prominent place that they now have is not known. Yoakam (38:6) suggests that: "The time may come when the basal reader will be a thing of the past, but that time has not yet arrived." He concludes: "Thousands of beginning teachers would be at a loss as to where to start if they did not have at hand well-written basal materials with their accompanying aids to teaching."

Undoubtedly, the various investigations relating to the reading interests, purposes, and habits of both children and adults were more influential than any other single factor in bringing about an emphasis upon a broader reading program (12:199). But, there is no conclusive evidence now available to support the complete abandonment of basic programs in favor of a completely individualized or some other approach (17:183). Before the basal reader approach is discarded, we need to be sure that another approach will insure improved results. Especially for beginning teachers, the basal reader provides an approach

and a guide to the reading skills deemed necessary at the different reading levels.

CHAPTER III

METHODS AND PROCEDURES

The purpose of this survey was to gather some factual data concerning the amount of time elementary teachers in the Wenatchee School District use basal reading texts in their reading program.

To accomplish this, a questionnaire was designed on which teachers would indicate their personal use of basal readers in their reading programs. The questionnaire method was chosen because it represented a feasible way of surveying a large number of teachers in an area. By the use of questionnaires, teachers of all the elementary grades in all the Wenatchee schools were readily reached.

Development of the Questionnaire. A tentative questionnaire was submitted to the writer's committee chairman for comment and criticism. Following his evaluation it was revised and rewritten. This form was then evaluated by a reading class composed largely of teachers from the Ellensburg and surrounding area schools and in accordance with their suggestions was again revised. The questionnaire was given to the superintendent of the Wenatchee Schools for his suggestions and approval. The final draft was submitted to the committee chairman and graduate office for official approval and acceptance.

The questions comprising the questionnaire can be grouped into three categories: those which measure the total amount of time devoted to the teaching of reading skills; those measuring the amount of time in which a basal reader is utilized; and general reading questions which are distractors--not essential to the study--but which still give revealing information on the various reading programs.

Two items were designed to determine the amount of time a basal series was used during the reading period, as well as the proportion of the reading period devoted to use of a basal reader.

Five items were concerned with various aspects of basal reader usage. These provided information concerning the types of basal readers used and teacher attitudes toward them.

Three items on the questionnaire were designed to measure the amount of time teachers allowed for their reading program or some aspect of it. These questions were included to determine the total amount of time that the teacher devoted to the reading period, excluding teaching skills in the content subjects.

The remaining seven questions were general reading program questions--distractors. It was hoped that the distractor questions would disguise, at least in part, the main emphasis of the questionnaire and that this would keep

respondents from indicating answers that seemed to present their program in the most beneficial way.

A copy of the questionnaire is located in Appendix A.

Selection of the Population. The total population for this study consisted of the elementary teachers-- kindergarten through grade six--in the Wenatchee School District. The writer's familiarity with the personnel in this district, coupled with a desire to study an area of interest for future employment, influenced the selection of Wenatchee. The choice of a single school district made possible the sampling of a number of teachers at various grade levels and afforded close control over administration of the survey.

Administration of the Questionnaire. On December 24, 1968, the writer was given permission by the superintendent of the Wenatchee School District to conduct a reading survey in that district. The questionnaire was approved by the superintendent on March 27, 1969, and was submitted to the Wenatchee teachers on Monday, April 7, through Thursday, April 10.

The school principals administered the questionnaires to their respective faculties. Teachers were to receive the questionnaire and complete it in one sitting, returning it to principals upon completion. (See letter

to principals, Appendix B). It was felt by the writer that this method would provide the most accurate responses to the questions. It was felt that teachers' immediate responses would be more reliable than responses thought out for a longer time where any outside influences might affect their selection. This method also provided the most efficient means of distributing, administering, and collecting the questionnaires.

Follow-up Procedures. The questionnaires were given to the principals on Monday, April 7, 1969. They were asked to administer them either Monday or Tuesday of the same week. The writer contacted each school on Tuesday afternoon, April 8, to pick up the questionnaires.

Three schools had completely finished the questionnaires and had them ready. Four schools had not yet administered the instruments.

Follow-up included a second personal contact with the schools. At this time the remaining questionnaires were collected. Self-addressed envelopes were then given to each school where there were questionnaires outstanding.

Friday, April 18, was selected as the final day for accepting questionnaires. Of the 102 questionnaires given out, ninety-one (89 percent) were returned. Of these, four were incorrectly completed and discarded, leaving a total study population of eighty-seven teachers.

Tabulation and Analysis of the Questionnaire. The response to each item on the questionnaire was tabulated individually according to the teacher's experience and teaching grade level. The findings were presented as follows: (1) the question itself; (2) the responses to the question tabulated by the number and percent indicating each response; and (3) a discussion of the responses, including any important relationships found between responses and the various criteria involved. The items which relate to an area were grouped together for summary purposes and where indicative, responses summarized in percentages, to show relationships.

CHAPTER IV

PRESENTATION AND ANALYSIS OF THE DATA

Contained in this chapter is an analysis of the data obtained from the questionnaires sent to elementary teachers in the Wenatchee School District. Seventeen items were presented. Tabulation of each item is contained in Appendix C.

The Wenatchee District is in the process of revising its reading program at the elementary level. A reading specialist has been hired to initiate desired changes. Under this specialist's guidance the district has established a reading clinic for pupils and initiated an in-service training program in reading for all of the elementary teachers in the district. A committee headed by the reading specialist is in the process of formulating a philosophy of teaching reading.

While in the past the district has had a reading curriculum guide and made recommendations, it has no set policy on teaching procedures or on basal reader usage. A variety of materials for teaching reading (including various basal reader series) are available in the district but the individual approach is determined by the teacher.

How much the specialist will alter past teaching practices is not known, but at the time of this survey there

was no set policy on basal reader usage which would affect the findings of this study. Of course, any district can, directly or indirectly through its purchasing practices, greatly affect the type of materials available and thus direct, somewhat, the instructional approaches of the teachers in the district.

Item One. Item one explored the types of teaching situations in which the elementary teachers were involved. The five possible situations presented in the questionnaire were: (1) a totally self-contained classroom approach; (2) a self-contained classroom with a district reading specialist for guidance and help; (3) a partially self-contained, partially departmentalized classroom approach with a district reading specialist for guidance; (4) completely departmentalized classroom; and (5) other, with space provided to specify the particular organization.

Twenty-one respondents (24 percent) said they taught under a totally self-contained classroom approach. Another twenty-nine teachers (33 percent) indicated a self-contained classroom with a reading specialist. The writer feels that most of the twenty-one teachers who used the totally self-contained classroom approach would soon be added to the latter category making a total of fifty-seven percent, because the Wenatchee District had hired a reading specialist for the current year and was in the process of

establishing a reading center to aid its teachers. However, at the time of administering the questionnaire, all elementary teachers were not yet involved in this specialized reading program.

A total of eleven teachers (13 percent) employed a partially self-contained classroom with a reading specialist from the district for guidance or help. Responses from eight teachers (9 percent) disclosed use of a completely departmentalized reading program. This group may be from only one school--the one school that the writer knows utilizes a modified Joplin Plan for grades four, five, and six. This plan permits cross-grade level grouping on the basis of reading ability. Eighteen respondents (21 percent) indicated that they taught under a different situation than those choices presented in this question. Most of the teachers indicating this response specified the modified Joplin Plan or a non-graded approach as being used in their school.

Item Two. Item two examined the amount of time elementary teachers spent each week in formal reading instruction. The term "formal reading program" excludes reading activities outside the regular skills program or the teaching of reading in other subjects. The possible responses included: (1) less than one hour; (2) one hour;

(3) two hours; (4) three hours; (5) four hours; (6) five hours; and (7) more than five hours.

The responses are recorded in Table I by number responding and percentage.

TABLE I

TOTAL TIME SPENT IN WEEKLY READING INSTRUCTION

Responses	Number of Teachers	Percent
Less than one hour	3	3
One hour	8	9
Two hours	6	7
Three hours	10	12
Four hours	19	22
Five hours	16	18
More than five hours	25	29

A total of seventy respondents (81 percent) revealed that an average of more than half an hour per day was spent in formal reading instruction, with reading skills programs totaling three or more hours per week. Twenty-five teachers (29 percent) in grades one, two, and three disclosed that they spent more than five hours per week on formal reading instruction. Eighteen percent (16 teachers) indicated a reading period of at least five hours per week, twenty-two

percent (19 teachers) gave a response of at least four hours, and twelve percent (10 teachers) indicated three hours of formal reading instruction per week.

Item Three. Item three surveyed teachers regarding the amount of time allowed for "free reading" activities. One hour per week was allotted for this activity by forty teachers (45 percent). Seventeen respondents (20 percent) indicated one-half hour per week and four (5 percent) said they gave no specific time for "free reading". The remaining thirty percent of the teachers responded that they provided two or more hours per week for "free reading".

Item Four. Item four refers to the amount of time spent using basal readers in reading instruction. The responses are recorded in Table II in which the time spent in reading is related to the number of years of teaching experience of the respondents. Analysis of the results indicates some correlation with information recorded in Table I.

TABLE II
HOURS OF BASAL READER USAGE RELATED TO YEARS OF
TEACHING EXPERIENCE

Time Spent	1 - 3 Years	4 - 6 Years	7 - 9 Years	10 Years and Over	Total Number of Teachers	Per- cent
None	2	3	2	2	9	10
One-half to One and one-half hours	3	6	1	10	20	23
Two to three hours	3	6	5	3	17	20
Four to five hours	5	3	5	13	26	29
Total reading period	3	0	0	1	4	5
Other	2	2	1	8	11	13

There was no marked difference in utilization of basal readers relative to length of teaching experience.

The largest segment of teachers answering this question (29 percent) acknowledged use of this series from four to five hours weekly. Table I showed that forty percent of the teachers (the largest segment involved in this tabulation) spent from four to five hours per week on formal reading instruction.

Eleven teachers (13 percent) indicated that they used basal readers for a different amount of time than those choices presented in this question. In specifying

the exact amount of basal reader usage the responses varied from just intermittent use to more than five hours per week.

The responses recorded in Table III compare teacher grade level with the amount of time teachers' indicated use of basal readers in their reading program.

TABLE III
HOURS OF BASAL READER USAGE RELATED TO TEACHER GRADE LEVEL

Time Spent	Kinder- garten	Grade One	Grade Two	Grade Three	Grade Four	Grade Five	Grade Six	Total	Percent
None	4	1	0	1	0	2	1	9	10
One-half to One and one-half hours	1	0	0	2	5	5	7	20	23
Two to three hours	0	1	3	2	4	3	4	17	20
Four to five hours	0	10	11	4	0	0	1	26	29
Total reading period	0	2	1	1	0	0	0	4	5
Other	0	1	1	2	2	3	2	11	13

Table III shows that of the twenty-six respondents indicating basal reader use of four to five hours per week, twenty-five (86 percent) were from grades one, two, and three. It also indicates that of the nine teachers responding no use of basal readers, four taught at the kindergarten level.

Item Five. Item five in the survey questioned teachers regarding the method used in their reading program. By far the largest number of respondents--seventy (78 percent) stated that they use a combination of methods. The combination included two or all three of total class instruction, reading group or groups, or an individualized approach. Of those indicating use of a combination method, twenty-seven indicated that all three approaches--total class instruction, reading group or groups, and individualized program--were utilized, eighteen teachers said they used some combination of grouping and individualized instruction, seventeen respondents indicated they used a combination of total class and individualized instruction, and eight teachers selected a combination of total class instruction and grouping as the method used in their reading program.

Only three teachers (3 percent) said that they used total class instruction solely in their reading program. A

completely individualized program was reported by four teachers (4 percent).

Item Six. Item six was directed at ability grouping procedures for elementary teachers. The significant fact derived from the answers to this query, was the utilization of some ability grouping by eighty-three percent (72 teachers) of the respondents. Only fifteen (17 percent) said they used no ability grouping. That only seven (8 percent) used the total group for reading instruction was of interest.

Item Seven. Item seven was an attempt to determine the total amount of time teachers devoted to a structured reading class. One quarter of the teachers indicated that they had a structured reading program every day. Interestingly, the next highest response showed variability in scheduling when nineteen teachers (23 percent) indicated that their program varied as to the number of days per week in which reading classes were scheduled. The majority of the respondents choosing this response indicated that they varied their reading program anywhere from one to three days per week.

Item Eight. The amount of time devoted to library use by classes each week was the subject of item eight of this study. Answers were undoubtedly governed in large

measure by the availability of a library facility and a librarian.

One-half hour each week devoted to library use was the response of sixty-nine percent of the respondents (60 teachers). Five percent (4 teachers) indicated they gave more than an hour per week to this activity, while seventeen percent (15 teachers) claimed an hour's time. Less than one-half hour was acknowledged by eight teachers, (8 percent), with six of these involved in kindergarten and grades one and two.

Item Nine. In item nine, teachers were asked to specify any and all basal reading series utilized in their reading programs. Teachers could therefore indicate more than one series, if employed.

Eight teachers used no basal texts. Significantly, the largest number of the respondents (58) said they used the Allyn and Bacon reading series. This could be explained by school district preference. Tabulation of the responses to item nine is indicated in Table IV by order of preference.

TABLE IV
BASAL READER UTILIZATION

Basal Reader Publisher	Number of Responses
None	8
Allyn and Bacon	58
Scott Foresman	11
Ginn and Company	9
Economy	7
Houghton-Mifflin	7
Sullivan	6
Macmillan	5
American Book Company	4
Lippincott	2
Merrill	2
Row, Peterson	2
Lyons and Carnahan	1
Sheldon	1
Winston	1

NOTE: Three teachers indicated use of the text Phonetic Keys and one respondent listed Words in Color.

Item Ten. Item ten was related closely to item three in the survey in that both referred to free reading activities. In this item, teachers were questioned regarding

the amount of time devoted each week to recreational reading activities within the classroom. In item three, the amount of time allotted for "free reading activities" was requested. Table V shows a comparison of responses for the two questions.

TABLE V
COMPARISON OF RESPONSES IN ITEMS THREE AND
TEN REGARDING TIME ALLOWED FOR FREE OR
RECREATIONAL READING

Item Three			Item Ten		
Response	Number	Percent	Response	Number	Percent
None	4	3			
One-half hour	18	21	Less than one hour	17	20
One hour	39	45	One hour	29	33
Two hours	14	16	Two hours	13	15
More than two hours	11	15	More than two hours	6	7
			Only during free time	22	25

The answers to the two questions agreed in most instances, even though the "responses" were not stated in exactly the same terms. In item three twenty-two teachers (24 percent) indicated that they assigned half an hour or

less to free reading activities, while in item ten, seventeen teachers (20 percent) said they devoted less than one hour to recreational reading activities. The greatest percentage of teachers indicated that one hour weekly was devoted to these activities, twenty-nine (or 33 percent in item 10) and thirty-nine (or 45 percent in item 3). The difference involved in the data could possibly be explained by the fact that the choice "only during free time," was used in item ten but was not included in item three. This choice received twenty-two answers (25 percent) which must have been distributed among the several choices of item three.

Item Eleven. In item eleven, teachers were asked to indicate the proportion of total reading instruction time devoted to use of basal readers. A summary of the responses received is presented in Table VI.

TABLE VI
 PROPORTION OF READING PROGRAM IN WHICH BASAL READERS
 ARE USED FOR INSTRUCTION

Response	Number	Percent
None	9	11
One-fourth of the time	23	30
One-half of the time	27	32
Three-fourths of the time	21	25
All of the time	2	2

Of eighty-four teachers who responded, seventy-five (89 percent) denoted use of a basal reader at least one-fourth of the time allotted for reading instruction. Twenty-seven teachers (32 percent) acknowledged use of a basal reader half of the reading instructional time, and twenty-one teachers (25 percent) relied on a basal reader at least three-fourths of the time spent in the reading program.

Item Twelve. Item twelve asked teachers to indicate which Audio-Visual Aids, if any, they utilized in classroom reading instruction. Ten teachers claimed no use of Audio-Visual Aids other than books.

Among the possible choices, teachers indicated the highest preference for pictures, followed in order by

filmstrips, tapes, educational films, controlled reader and slides. Of those indicating use of other Audio-Visual Aids, the large majority listed chalkboards and charts as being important.

Item Thirteen. In item thirteen, teachers indicated any supplementary reading materials which they utilized in their classroom.

Thirty percent of the responses indicated use of library books. Twenty-five percent showed use of supplementary reading books. The remaining responses were as follows: magazines, (15 percent); newspapers (10 percent); and pamphlets, (6 percent). Fourteen percent of the responses indicated use of other supplementary materials. Of these, the majority specified SRA materials, Reader's Digest, and some weekly student magazine such as Weekly Reader as being used in the reading program.

Item Fourteen. Item fourteen examined grouping procedures of teachers for reading instruction. Six possible grouping methods were listed: (1) skill grouping; (2) ability grouping; (3) interest grouping; (4) pair grouping; (5) research grouping; and (6) other.

By far the greatest number of responses, seventy (42 percent) indicated ability grouping. Forty teachers (24 percent) chose skills grouping. Pair grouping (10 percent), interest grouping (9 percent), and research

grouping (8 percent) were given about equal emphasis. Eleven respondents (7 percent) indicated some other method of grouping.

Of these five listed no grouping at all, and three mentioned pupil controlled discussion grouping. The remaining three did not specify their grouping procedures.

Item Fifteen. In item fifteen, teachers specified the number of different basal reading texts on the same of different ability levels which they utilize in their reading programs. Table VII summarizes their responses.

TABLE VII
USE OF BASAL READERS AND OF DIFFERENT
BASAL SERIES BY ELEMENTARY TEACHERS

Types of Readers Used	Number of Responses	Percent
No Basal Readers	8	9
One level, one series	20	23
Two levels, one series	8	9
Three levels, one series	6	7
Two levels, two series	18	21
Three levels, two or more series	13	15
Other	14	16

Ninety-one percent of the teacher respondents (77) showed selection of a basal reader for use in their reading programs. Twenty-three percent (20 teachers) claimed use of one basal reader from a single series. Twenty-one percent (18 teachers) chose two basal reader levels from two different series, and fifteen percent (13 teachers) selected three levels of basal texts from two or more different series. Sixteen percent chose either two or three basal texts from a single series.

Thirteen teachers indicated that they used a different selection of basal readers and basal reader series than those presented in the question. Of these, most of the respondents specified a single text or program such as Words in Color, Phonetic Keys, or SRA as being used in their instruction.

Item Sixteen. In item sixteen, the question concerned whether or not reading skills were taught in the content subjects as well as in the reading periods, and required only a yes or no answer. Of the eighty-five teachers who responded, sixty-three (74 percent) indicated that reading skills were taught in content subject classes, greatly broadening the reading program.

Item Seventeen. In item seventeen, teachers were asked to indicate their like or dislike of basal readers as aids in reading instruction. Of eighty-five teachers who responded, forty-seven (55 percent) expressed a liking for

them. The respondents indicated most were influenced by the systematic presentation of concepts and sequential development of reading skills. Three first year teachers listed the prepared programs as an aid to their preparation for teaching reading skills.

Twenty-five teachers (29 percent) avowed a dislike for basal readers. Lack of flexibility was noted as the reason for their aversion to the method.

The remaining thirteen teachers (16 percent) said they liked some features of basal readers and disliked others. Most of them indicated that a particular situation dictated their like or dislike of this method of reading instruction.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary and Conclusions. A survey of the Wenatchee Elementary School teachers was made to determine the amount they used basal readers in the reading program. Of ninety-one questionnaires returned, eighty-seven were used in tabulating the results of this study.

Nearly half of the teachers indicated that they spent five or more hours per week in a formal reading program. This was especially evident in grades one and two in which reading constituted a large part of the school activity. Only nineteen percent of all of the respondents reported less than three hours of formal reading per week. In addition to the formal reading program, most teachers provided one-half to two hours per week for "free reading" outside the formal reading class periods. A large majority (74 percent) responded that they taught specific reading skills in the content fields, outside of, but in conjunction with the regular reading program.

While the formal reading program was indicated to be three or more hours per week by most respondents, the total reading program is possibly much more extensive than just the skill presentation within a specific reading period. The teaching of reading skills in the content fields and

the free reading program would appear to broaden considerably the scope of the reading period.

It was concluded that, on the average, the classroom teachers surveyed in this study, spent from thirty minutes to one hour per day in reading instructional practices. However, it should be remembered that this study attempted to measure only the amount of time spent on the formal reading program and not on the quality of the program or instruction.

Eighty-nine percent of the respondents indicated a use of basal readers for at least one-fourth of their reading program. At least half of the time was the response of nearly sixty percent of the teachers. Five percent indicated that they used basal readers exclusively for their reading program. This would tend to confirm the estimation of several of the aforementioned authors that a high percentage of teachers use basal readers in their reading program.

It was concluded that the teachers in this study depend on the basal reader for a large portion of their reading programs. However, the question remains: "Do these teachers use the basal readers to the exclusion of other appropriate approaches and reading materials?" It may be significant that eleven percent of the teachers indicated no use of basal readers in the reading program. Though

respondents did not specify what approach they were using, it seems probable they are using some of the newer techniques and materials.

How much these percentages were affected by the introduction of the in-service reading program initiated in the Wenatchee district this year would be interesting to know. However, any estimate would only be speculative and not of any real value to this study.

Teachers' responses indicated a preference for using more than one basal reader in the classroom. While twenty percent indicated use of a single basal reader, thirty-six percent said that they used two or more basal texts from two or more basal series. It was concluded that some teachers are probably using several different basal texts at different reading levels to meet the variety of reading needs of their students. However, the quality of use remains undetermined.

No marked relationship could be seen between basal reader usage and length of teaching experience. Reliance on basal readers was substantially the same throughout the range of experience groupings. The related research would indicate that new teachers would rely more heavily on basal readers than more experienced teachers. This was not found to be the case in this study. For example, Strang, McCullough, and Traxler's statement, as quoted in Chapter I of this study, would appear to indicate that teaching

experience would allow the teacher to become less dependent on the basal reader. It would seem, on the basis of this study, that "just any" teaching experience does not develop in the teacher the ability to break away from the basal.

It seems possible that the reason for this dependence on basal readers by the majority of teachers is their need to find a point of reference from which to begin their teaching of reading. In casting about for this point of reference, they choose an established approach--the basal reader approach--to provide the foundation upon which to construct a reading program. Only a few seem willing or able to break away from this dependence on the established program, the majority, regardless of their experience, continuing to rely heavily on basal readers.

It is recognized by authorities in the field of reading that one of the greatest strengths of the basal reader program is the structured and sequential skill development program. This was also mentioned by the respondents in this study. The question may be raised as to whether or not the strength of the basal series may in turn be a weakness of the teachers.

There did appear to be a slight connection between grade level taught and the number of hours per week of basal reader use. Thirty-three percent of the respondents, all from grades one, two, and three indicated use of basal readers for at least four hours per week. This figure was

markedly higher than for the intermediate grades. However, it must be remembered that these teachers also indicated that they spent a greater proportion of the school day on reading activities. This finding would be in agreement with much of the reading research findings indicating the heavier concentration on developing reading ability in the primary grades.

Eighty-three percent of the respondents indicated some use of ability grouping in their reading programs. Of these, sixty-eight percent (49 teachers) said that they used three or more groups in their reading program. Only fifteen teachers (17 percent) responded that they used no ability grouping.

It was concluded that the majority of the teachers in this study do use ability grouping for some portion of their reading program. However, the effectiveness of the grouping procedures still remains a question. Many authorities in the field of reading criticize use of basal readers and ability grouping procedures as not meeting the needs of each individual pupil. Yet this survey has indicated that a high percentage of the teachers surveyed use both ability grouping and basal readers for an extensive portion of their reading program. This might be extremely significant in future studies which are concerned with the quality of reading programs.

Although the teachers were not asked to indicate the type or extent of use, various audio-visual aids were selected as important to the reading program. These include, in order of preference, pictures, filmstrips, tapes, and educational films.

Recommendations. Originally it was planned that data for this study would be collected from at least one hundred elementary teachers. Because several failed to give necessary information for categorizing, the usable number of questionnaires was reduced to eighty-seven. It would be desirable to conduct a further study using a larger, more diversified population of teachers. This would allow for comparisons between basal reader usage by male and female teachers, as well as by experience and grade level.

Since it is a reality that teachers are using basal readers extensively in their reading programs, further studies should be initiated which will determine if teachers are using basal readers in an effective manner. Should it be found that a large percentage of teachers do not use basal readers in an effective manner, it might indicate a need, in teacher training programs at the college level, for additional emphasis on the proper use of basal readers. In addition, the need for further studies may be indicated to examine the reasons for this heavy dependence on basal readers by teachers, and the effectiveness of the limited

experience, in the teaching of reading, current college programs are providing prospective teachers.

Finally, further studies should be conducted to determine if additional experience in conjunction with college courses in the teaching of reading, will free new teachers from the feeling of dependence on basal readers for their instruction and thus enable them to use a wider variety of teaching techniques in their reading program. There also appears to be a desperate need for research which might indicate what types of experiences would be most appropriate and beneficial for teacher trainees.

It is possible that the apparent need of teachers to rely heavily on basal readers for their reading program is indicative of insufficient experience in the teaching of reading at the college level. If future studies show conclusively that the basal method is not as effective for teaching reading as other approaches, and should these additional studies continue to support the findings of this study, then it may be necessary to provide prospective teachers with increased experiences in teaching reading. Obviously, one three credit course in reading instruction is not sufficient to produce well-trained teachers of reading. This is not to intimate that more classwork is necessary, but actual appropriate background experiences with students in the classroom. If the teachers are to be able to utilize a variety of teaching approaches in their reading

program, they must have a variety of experiences in these techniques along with or in addition to their preparation courses. Also seen as needed is a much stronger understanding of the scope and sequence of basic reading skill development.

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APPENDIX A

QUESTIONNAIRE

Personal Data: Please fill in the following blanks (No name is required).

Total number years of teaching experience (count current year as one) _____

Number of years teaching experience at the elementary level _____

Grade level presently teaching _____ Sex: Male _____
Female _____

Approximate Number of Reading Courses Completed (Count in-service work) _____

Reading Data: Check the one answer that is most nearly correct for your teaching situation unless otherwise directed.

1. What type of organization or scheduling does your school employ with respect to reading?

_____ totally self-contained classroom approach.

_____ self-contained classroom with a reading specialist from the district for guidance or help.

_____ partially self-contained classroom with a reading specialist from the district for guidance or help.

_____ completely departmentalized reading program.

_____ other, specify _____

2. How much time do you spend each week in your formal reading program, excluding the teaching of reading in other subjects.

_____ less than one hour _____ four hours

_____ one hour _____ five hours

_____ two hours _____ more than five hours

_____ three hours

7. About how often do you have a structured reading lesson for each group or the entire class, excluding instruction in the content fields?
- every day two days per week
 four days per week one day per week
 three days per week it varies, but usually _____
8. Approximately how much time does your class spend in the library each week?
- less than one-half hour one hour
 one-half hour more than one hour
9. What basal reading series do you use in your class?
- none Ginn and Company
 Macmillan Silver Burdett
 Scott-Foresman Houghton-Mifflin
 other, specify _____
10. How much time is devoted each week to recreational reading within the classroom?
- less than one hour more than two hours
 one hour only during free time
 two hours
11. About what proportion of your total reading instruction time would you estimate that you spend working with one or more reading texts from a basal series?
- none 3/4 of the time
 1/4 of the time all of the time
 1/2 of the time

12. What audio-visual aids do you mainly use in your reading program? (Check all which apply)

<input type="checkbox"/> none	<input type="checkbox"/> slides
<input type="checkbox"/> filmstrips	<input type="checkbox"/> tapes
<input type="checkbox"/> pictures	<input type="checkbox"/> controlled reader
<input type="checkbox"/> educational films	<input type="checkbox"/> other

13. What supplementary reading materials do you use with your reading instruction? (Check any which apply)

<input type="checkbox"/> magazines	<input type="checkbox"/> newspapers
<input type="checkbox"/> pamphlets	<input type="checkbox"/> reading books
<input type="checkbox"/> library books	<input type="checkbox"/> other, specify _____

14. How do you group for your reading instruction? (Check all which apply)

<input type="checkbox"/> skill grouping	<input type="checkbox"/> pair grouping
<input type="checkbox"/> ability grouping	<input type="checkbox"/> research grouping
<input type="checkbox"/> interest grouping	<input type="checkbox"/> other, specify _____

15. Which of the following best describes the basal readers you use in the reading instruction you provide?

no basal readers utilized

one level, one series

two levels, one series

three levels, one series

two levels, two or more series

three levels, two or more series

other, specify _____

16. Do you teach content reading skills other than during the "reading period"?

_____ yes

_____ no

If yes, specify _____

17. Do you like using a basal reader?

_____ yes

_____ no

Is there a particular reason for your answer? _____

APPENDIX B

LETTER FROM SUPERINTENDENT

WENATCHEE SCHOOL DISTRICT 246

Fellow teachers and principals:

Mr. Joe Schomer, one of our well known teachers who is presently on leave, is doing extensive research in the teaching of reading at the elementary level. We are asking your cooperation in helping him by completing the attached questionnaire. The results of this will be of value to this district as well as Mr. Schomer. It should take only approximately 8 minutes of your time.

The results will be provided to us later.

Many thanks,

H. E. Kloes

LETTER TO PRINCIPALS

Principals:

This questionnaire is a very general survey on reading. It will in no way be used to evaluate teacher effectiveness or ability. Rather, it is aimed at the effectiveness of college preparation in reading and in measuring how teachers generally handle their reading programs in relation to their professional reading preparation.

Dr. Kloes informed me that he had contacted you concerning the questionnaire and suggested that you would administer the questionnaire for me. I appreciate this very much and thank you for your cooperation.

In administering the questionnaire, I would like to have the teachers fill it out in one sitting, though not necessarily in one group at the same time. It should only take about eight minutes of the teachers' time and it has been determined that doing it all in one time makes the survey more valid. Only regular teachers, kindergarten through sixth grade, need to complete the questionnaire.

I would appreciate having the questionnaires administered either Monday or Tuesday if at all possible so that I might pick them up on my visit Tuesday afternoon.

I have provided a self-addressed envelope for any teachers who might be absent on the day you administer the questionnaire. If they could fill them out and mail them to me when they return, I would appreciate it.

Please extend my thanks to all of the teachers. Thank you again for your help.

Joe Schomer

APPENDIX C

QUESTION ONE
 Tabulation of Data
 By Experience

Questionnaire Responses	1 - 3 years	4 - 6 years	7 - 9 years	10-12 years	13-15 years	16 and over	Total
Totally self-contained classroom approach	4	1	6	2	0	8	21
Self-contained classroom with a reading specialist from the district for guidance or help	7	9	1	1	2	9	29
Partially self-contained class- room with a reading specialist from the district for guidance or help	4	3	0	1	2	1	11
Completely departmentalized reading program	1	2	2	2	1	0	8
Other	2	5	3	0	3	5	18
Total	18	20	12	6	8	23	87

QUESTION ONE

Tabulation of Data

By Teacher Grade Level

Questionnaire Responses	Kinder- garten	Grade One	Grade Two	Grade Three	Grade Four	Grade Five	Grade Six	Total
Totally self-contained classroom approach	2	6	5	5	2	0	1	21
Self-contained classroom with a reading specialist from the district for guidance or help	2	7	9	4	1	4	2	29
Partially self-contained classroom with a reading specialist from the district for guidance or help	1	2	2	1	2	1	2	11
Completely departmentalized reading program	0	0	0	0	2	2	4	8
Other	0	0	0	2	4	6	6	18
Total	5	15	16	12	11	13	15	87

QUESTION TWO
 Tabulation of Data
 By Experience

Questionnaire Responses	1 - 3 years	4 - 6 years	7 - 9 years	10-12 years	13-15 years	16 and over	Total
Less than one hour	0	1	1	0	1	0	3
One hour	4	1	1	0	0	0	8
Two hours	1	1	1	1	0	2	6
Three hours	1	2	1	1	2	3	10
Four hours	3	8	1	1	3	3	19
Five hours	3	4	5	1	0	3	16
More than five hours	6	3	2	2	2	10	25
Total	18	20	12	6	8	23	87

QUESTION TWO
 Tabulation of Data
 By Grade Level

Questionnaire Responses	Kinder- garten	Grade One	Grade Two	Grade Three	Grade Four	Grade Five	Grade Six	Total
Less than one hour	2	0	0	0	1	0	0	3
One hour	2	1	0	1	2	1	1	8
Two hours	0	1	1	0	1	2	1	6
Three hours	0	0	1	0	3	1	5	10
Four hours	1	0	2	3	2	7	5	19
Five hours	0	1	3	4	2	2	3	16
More than five hours	0	12	9	4	0	0	0	25
Total	5	15	16	12	11	13	15	87

QUESTION THREE
 Tabulation of Data
 By Experience

Questionnaire Responses	1 - 3 years	4 - 6 years	7 - 9 years	10-12 years	13-15 years	16 and over	Total
None	1	0	0	2	0	1	4
One-half hour	3	7	3	0	2	2	17
One hour	9	5	4	4	4	14	40
Two hours	3	5	3	0	2	2	15
More than two hours	2	3	2	0	0	4	11
Total	18	20	12	6	8	23	87

QUESTION THREE

Tabulation of Data

By Teacher Grade Level

Questionnaire Responses	Kinder- garten	Grade One	Grade Two	Grade Three	Grade Four	Grade Five	Grade Six	Total
None	2	1	0	1	0	0	0	4
One-half hour	2	3	5	3	1	1	2	17
One hour	0	7	7	6	6	8	6	40
Two hours	0	1	2	2	3	3	4	15
More than two hours	1	3	2	0	1	1	3	11
Total	5	15	16	12	11	13	15	87

QUESTION FOUR
 Tabulation of Data
 By Experience

Questionnaire Responses	1 - 3 years	4 - 6 years	7 - 9 years	10-12 years	13-15 years	16 and over	Total
None	2	3	2	0	1	1	9
One-half hour	1	1	1	1	0	0	4
One hour	2	2	0	2	0	2	8
One and one-half hours	0	3	0	1	2	2	8
Two hours	4	3	3	0	0	2	12
Three hours	0	3	1	0	1	0	5
Four hours	3	2	2	0	0	2	9
Five hours	3	1	1	2	1	9	17
Total reading period	2	0	1	0	1	0	4
Other	1	2	1	0	2	5	11
Total	18	20	12	6	8	23	87

QUESTION FOUR
 Tabulation of Data
 By Teacher Grade Level

Questionnaire Responses	Kinder- garten	Grade One	Grade Two	Grade Three	Grade Four	Grade Five	Grade Six	Total
None	4	1	0	1	0	2	1	9
One-half hour	1	0	0	0	1	1	1	4
One hour	0	0	0	2	2	2	2	8
One and one-half hours	0	0	0	0	2	2	4	8
Two hours	0	1	2	1	2	3	3	12
Three hours	0	0	1	1	2	0	1	5
Four hours	0	1	5	2	0	0	1	9
Five hours	0	9	6	2	0	0	0	17
Total Reading Period	0	2	1	1	0	0	0	4
Other	0	1	1	2	2	3	2	11
Total	5	15	16	12	11	13	15	87

QUESTION FIVE
 Tabulation of Data
 By Experience

Questionnaire Responses	1 - 3 years	4 - 6 years	7 - 9 years	10-12 years	13-15 years	16 and over	Total
Total class instruction	2	0	0	0	0	1	3
Reading group or groups	1	3	1	0	2	3	10
Completely individualized	1	1	1	0	0	1	4
Combination	14	16	10	6	6	18	70
Total	18	20	12	6	8	23	87

QUESTION FIVE
 Tabulation of Data
 By Teacher Grade Level

Questionnaire Responses	Kinder- garten	Grade One	Grade Two	Grade Three	Grade Four	Grade Five	Grade Six	Total
Total class instruction	1	1	0	0	0	0	1	3
Reading group or groups	0	4	1	3	0	0	2	10
Completely individualized	0	1	0	0	0	0	3	4
Combination	4	9	15	9	11	13	9	70
Total	5	15	16	12	11	13	15	87

QUESTION SIX
 Tabulation of Data
 By Experience

Questionnaire Responses	1 - 3 years	4 - 6 years	7 - 9 years	10-12 years	13-15 years	16 and over	Total
No ability grouping	6	2	1	2	1	3	15
One group	0	0	1	0	2	4	7
Two groups	0	7	2	0	0	7	16
Three groups	8	9	7	1	3	6	34
More than three groups	4	2	1	3	2	3	15
Total	18	20	12	6	8	23	87

QUESTION SIX

Tabulation of Data

By Teacher Grade Level

Questionnaire Responses	Kinder- garten	Grade One	Grade Two	Grade Three	Grade Four	Grade Five	Grade Six	Total
No ability grouping	3	1	1	1	1	2	6	15
One group	0	0	0	0	3	3	1	7
Two groups	0	1	2	0	3	4	6	16
Three groups	2	11	7	8	2	3	1	34
More than three groups	0	2	6	3	2	1	1	15
Total	5	15	16	12	11	13	15	87

QUESTION SEVEN
 Tabulation of Data
 By Experience

Questionnaire Responses	1 - 3 years	4 - 6 years	7 - 9 years	10-12 years	13-15 years	16 and over	Total
Every day	7	1	1	2	2	8	21
Four days per week	1	5	1	0	1	2	10
Three days per week	3	5	1	1	0	1	11
Two days per week	1	2	3	1	1	1	9
One day per week	2	4	1	2	1	4	14
It varies	2	3	5	0	2	7	19
Total	16	20	12	6	7	23	84

QUESTION SEVEN
 Tabulation of Data
 By Teacher Grade Level

Questionnaire Responses	Kinder- garten	Grade One	Grade Two	Grade Three	Grade Four	Grade Five	Grade Six	Total
Every day	0	10	9	2	0	0	0	21
Four days per week	0	3	1	2	2	0	2	10
Three days per week	1	1	1	2	3	2	1	11
Two days per week	0	0	2	2	1	1	3	9
One day per week	1	0	0	2	1	6	4	14
It varies	2	1	1	2	4	4	5	19
Total	4	15	14	12	11	13	15	84

QUESTION EIGHT
 Tabulation of Data
 By Experience

Questionnaire Responses	1 - 3 years	4 - 6 years	7 - 9 years	10-12 years	13-15 years	16 and over	Total
Less than one-half hour	1	1	2	0	1	3	8
One-half hour	12	14	8	5	6	15	60
One hour	3	5	2	1	1	3	15
More than one hour	2	0	0	0	0	2	4
Total	18	20	12	6	8	23	87

QUESTION EIGHT

Tabulation of Data

By Teacher Grade Level

Questionnaire Responses	Kinder- garten	Grade One	Grade Two	Grade Three	Grade Four	Grade Five	Grade Six	Total
Less than one-half hour	3	1	2	1	0	1	0	8
One-half hour	2	10	12	10	9	9	8	60
One hour	0	4	2	1	2	1	5	15
More than one hour	0	0	0	0	0	2	2	4
Total	5	15	16	12	11	13	15	87

QUESTION NINE
 Tabulation of Data
 By Experience

Questionnaire Responses	1 - 3 years	4 - 6 years	7 - 9 years	10-12 years	13-15 years	16 and over	Total
None	3	3	1	0	0	1	8
Macmillan	0	1	1	0	0	3	5
Scott Foresman	3	2	2	0	0	4	11
Ginn and Company	2	2	2	0	0	3	9
Houghton-Mifflin	2	3	0	1	1	0	7
Other	13	15	12	5	7	20	72
Total	23	26	18	6	8	31	112

QUESTION NINE
 Tabulation of Data
 By Teacher Grade Level

Questionnaire Responses	Kinder- garten	Grade One	Grade Two	Grade Three	Grade Four	Grade Five	Grade Six	Total
None	5	1	0	1	0	1	0	8
Macmillan	0	0	1	0	3	1	0	5
Scott Foresman	0	0	4	1	2	0	4	11
Ginn and Company	0	2	3	0	1	1	2	9
Houghton-Mifflin	0	2	2	0	2	1	0	7
Other	3	8	15	11	10	11	14	72
Total	8	15	25	13	18	15	20	112

QUESTION TEN
 Tabulation of Data
 By Experience

Questionnaire Responses	1 - 3 years	4 - 6 years	7 - 9 years	10-12 years	13-15 years	16 and over	Total
Less than one hour	4	5	2	0	1	5	17
One hour	2	8	5	2	5	7	29
Two hours	3	3	3	1	1	2	13
More than two hours	2	1	0	0	0	3	6
Only during free time	7	3	2	3	1	6	22
Total	18	20	12	6	8	23	87

QUESTION TEN
 Tabulation of Data
 By Teacher Grade Level

Questionnaire Responses	Kinder- garten	Grade One	Grade Two	Grade Three	Grade Four	Grade Five	Grade Six	Total
Less than one hour	2	4	3	4	1	1	2	17
One hour	1	2	2	2	7	7	8	29
Two hours	0	3	1	3	2	3	1	13
More than two hours	0	0	3	1	1	1	0	6
Only during free time	2	6	7	2	0	1	4	22
Total	5	15	16	12	11	13	15	87

QUESTION ELEVEN
 Tabulation of Data
 By Experience

Questionnaire Responses	1 - 3 years	4 - 6 years	7 - 9 years	10-12 years	13-15 years	16 and over	Total
None	2	3	1	0	1	2	9
One-fourth of the time	3	7	5	1	2	5	23
One-half of the time	3	6	3	4	2	8	26
Three-fourths of the time	8	4	3	1	1	4	21
All of the time	0	0	0	0	0	2	2
Total	16	20	12	6	6	21	81

QUESTION ELEVEN

Tabulation of Data

By Teacher Grade Level

Questionnaire Responses	Kinder- garten	Grade One	Grade Two	Grade Three	Grade Four	Grade Five	Grade Six	Total
None	4	1	0	1	0	3	0	9
One-fourth of the time	0	3	0	3	5	6	6	23
One-half of the time	0	2	7	3	6	2	6	26
Three-fourths of the time	7	7	5	0	0	0	1	21
All of the time	0	2	0	0	0	0	0	2
Total	4	15	14	12	11	11	13	81

QUESTION TWELVE
 Tabulation of Data
 By Experience

Questionnaire Responses	1 - 3 years	4 - 6 years	7 - 9 years	10-12 years	13-15 years	16 and over	Total
None	1	4	1	2	1	1	10
Filmstrips	4	8	7	1	4	13	37
Pictures	13	12	8	3	4	19	59
Educational Films	3	5	4	0	4	9	25
Slides	0	2	2	0	1	3	8
Tapes	5	8	6	1	1	9	30
Controlled Reader	3	4	1	0	2	4	14
Other	4	6	6	3	0	8	27
Total	33	49	35	10	17	66	210

QUESTION TWELVE
 Tabulation of Data
 By Teacher Grade Level

Questionnaire Responses	Kinder- garten	Grade One	Grade Two	Grade Three	Grade Four	Grade Five	Grade Six	Total
None	0	0	0	4	1	3	2	10
Filmstrips	1	4	8	2	5	7	10	37
Pictures	4	15	12	8	7	7	6	59
Educational Films	0	4	5	3	3	5	5	25
Slides	0	0	2	1	1	2	2	8
Tapes	1	3	7	3	5	4	7	30
Controlled Reader	1	1	5	3	3	1	0	14
Other	4	6	5	2	4	4	2	27
Total	11	33	44	26	29	33	34	210

QUESTION THIRTEEN

Tabulation of Data

By Experience

Questionnaire Responses	1 - 3 years	4 - 6 years	7 - 9 years	10-12 years	13-15 years	16 and over	Total
Magazines	4	10	5	3	4	13	39
Pamphlets	1	2	2	1	3	8	17
Library Books	14	19	13	6	6	22	80
Newspapers	2	3	5	2	3	13	28
Reading Books	12	14	11	4	6	19	66
Other	5	8	5	5	4	11	38
Total	38	56	41	21	26	86	268

QUESTION THIRTEEN
 Tabulation of Data
 By Teacher Grade Level

Questionnaire Responses	Kinder- garten	Grade One	Grade Two	Grade Three	Grade Four	Grade Five	Grade Six	Total
Magazines	2	3	3	5	6	8	12	39
Pamphlets	0	3	2	2	1	3	6	17
Library Books	5	11	14	11	11	12	16	80
Newspapers	1	4	5	2	5	4	7	28
Reading Books	0	14	13	9	11	9	10	66
Other	2	9	8	1	6	8	4	38
Total	10	44	45	30	40	44	55	268

QUESTION FOURTEEN

Tabulation of Data

By Experience

Questionnaire Responses	1 - 3 years	4 - 6 years	7 - 9 years	10-12 years	13-15 years	16 and over	Total
Skill grouping	8	11	6	2	2	11	40
Ability grouping	12	16	12	4	7	19	70
Interest grouping	2	3	1	1	2	6	15
Pair grouping	3	4	1	0	1	8	17
Research grouping	2	4	1	0	1	6	14
Other	0	3	1	0	0	7	11
Total	27	41	22	7	13	57	167

QUESTION FOURTEEN
 Tabulation of Data
 By Teacher Grade Level

Questionnaire Responses	Kinder- garten	Grade One	Grade Two	Grade Three	Grade Four	Grade Five	Grade Six	Total
Skill Grouping	2	10	8	6	3	5	6	40
Ability Grouping	2	14	14	9	9	10	12	70
Interest Grouping	1	2	1	0	2	3	6	15
Pair Grouping	0	3	5	1	5	1	2	17
Research Grouping	0	1	3	1	1	2	6	14
Other	0	2	1	2	1	3	2	11
Total	5	32	32	19	21	24	34	167

QUESTION FIFTEEN

Tabulation of Data

By Experience

Questionnaire Responses	1 - 3 years	4 - 6 years	7 - 9 years	10-12 years	13-15 years	16 and over	Total
No basal readers	2	4	0	0	0	2	8
One level, one series	3	4	5	3	2	3	20
Two levels, one series	1	1	3	1	0	2	8
Three levels, one series	2	1	0	0	1	2	6
Two levels, two or more series	3	6	3	1	1	4	18
Three levels, two or more series	4	2	1	0	1	5	13
Other	3	2	0	1	3	5	15
Total	18	20	12	6	8	23	87

QUESTION FIFTEEN
 Tabulation of Data
 By Teacher Grade Level

Questionnaire Responses	Kinder- garten	Grade One	Grade Two	Grade Three	Grade Four	Grade Five	Grade Six	Total
No Basal Readers	3	1	0	1	0	2	1	8
One Level, One Series	0	1	0	1	4	5	9	20
Two Levels, One Series	0	2	3	3	0	0	0	8
Three Levels, One Series	0	3	1	2	0	0	0	6
Two Levels, Two or More Series	0	2	6	3	3	2	2	18
Three Levels, Two or More Series	0	4	2	1	2	2	2	13
Other	2	2	4	1	2	2	1	14
Total	5	15	16	12	11	13	15	87

QUESTION SIXTEEN

Tabulation of Data

By Experience

Questionnaire Responses	1 - 3 years	4 - 6 years	7 - 9 years	10-12 years	13-15 years	16 and over	Total
Yes	8	15	10	4	5	21	63
No	10	5	1	2	2	2	22
Total	18	20	11	6	7	23	85

QUESTION SIXTEEN

Tabulation of Data

By Teacher Grade Level

Questionnaire Responses	Kinder- garten	Grade One	Grade Two	Grade Three	Grade Four	Grade Five	Grade Six	Total
Yes	0	11	12	8	8	12	12	63
No	3	4	4	4	3	1	2	22
Total	3	15	16	12	11	13	15	85

QUESTION SEVENTEEN

Tabulation of Data

By Experience

Questionnaire Responses	1 - 3 years	4 - 6 years	7 - 9 years	10-12 years	13-15 years	16 and over	Total
Yes	9	8	6	4	5	12	47
No	6	10	2	2	1	7	25
Undecided	3	2	3	0	1	4	13
Total	18	20	11	6	7	23	85

QUESTION SEVENTEEN

Tabulation of Data

By Teacher Grade Level

Questionnaire Responses	Kinder- garten	Grade One	Grade Two	Grade Three	Grade Four	Grade Five	Grade Six	Total
Yes	1	11	11	7	5	7	5	47
No	2	3	3	3	4	4	6	25
Undecided	0	1	2	2	2	2	4	13