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The Ohio State University, Ph.D., 1975
Education, elementary

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THE EFFECTS OF A LONG TERM LITERATURE PROGRAM ON THE PARTICIPATING GRADE SIX STUDENTS AND THEIR TEACHERS

Dissertation
Presented in Partial Fulfillment of the Requirements for the Degree of Doctor of Philosophy in the Graduate School of the Ohio State University

By
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CHAPTER I

BACKGROUND OF THE PROBLEM

Despite the growing body of literature written expressly for children and the many inexpensive paperback books which are now available, literature programs in elementary schools have not been developed and implemented to any marked degree. Books written for children include a broad range of content and settings. Characters who accurately portray both boys and girls, minority and majority cultures appear with increasing frequency in a variety of genre and styles of books. Authors and illustrators have developed new techniques and refined their crafts to produce products beautiful to look at, rewarding and enriching to explore. The expanded acceptance of appropriate themes, such as death and dying, for books and an increased awareness of children's understanding and needs, and the unfolding possibilities of new attitudes and behaviors appropriate for children enhance the quality of available books.

Quality books for a broad range of interests and needs are being produced. The increased production, improved distribution techniques, new developments in printing and reproduction of illustrations make attractive books available to a larger portion of the population. Popular parents' magazines, teachers' periodicals and literary magazines have developed book lists and selection guides as regular features of their journals. Special interest groups have developed
and published criteria for selection of stereotype-free roles and accurate portrayal of characters. As a result of all these efforts, parents and teachers have access to books for children in quantities and in quality that is unprecedented.

Many scholars have discussed the value of literature in a literate society. Louise Rosenblatt's classic work, Literature as Exploration\(^1\) calls experience with, and study of, literature a vehicle for creating habits of mind, for shaping a general approach to people and to life, and for forming fundamental concepts about human nature and society.

"Literature is all that man thinks, or feels, or creates. Literature is a construct of man made for his enjoyment that things are as they are and not some other way. Literature affords the opportunity to view things as they might have been but were not."

This viewing things as they might have been, but were not, or experiencing events and emotions impossible to experience in a world limited by time and space is a dimension afforded by literature that enhances and enriches human existence. When boundaries are pushed out, perspectives are changed and differing points of view perceived.

An interesting example of centeredness and changed perspective is found in Prayers From the Ark.\(^2\) In this little poem book Carmen

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Bernos De Gasztold has written the prayers of bird, beast and insect. The cock reminds the Lord "... do not forget, Lord, I make the sun rise." The duck asks for more rain and a flood of water, saying "protect all folk who quack and everyone who knows how to swim." The cat asks for a "curse on the whole race of dogs." The cumulative effects of these poems is a startling awareness of the limits of one's own point of view. Repeated experiences with poems and stories that shift perceptions and enlarge awareness of self and others in children and in adults is one of the greatest values of literature.

James Britton, in *Response to Literature,* the compilation of papers relating to the Anglo-American Seminar on the Teaching of English held at Dartmouth College in 1966, refers to this use of language as "the spectator role." The spectator role is that of detached evaluation. One experiences events and the possibilities of the environment without emotional or intellectual attachment. The view of events in a distant perspective allows opportunity to relate the outcomes to an extensive system of information, beliefs and values. This relating can take place more readily when the character or event is in a novel or poem than when it is a close friend or family member.

"This detached evaluative response undoubtedly possesses the utmost importance in building up, confirming and modifying all but

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the very simplest of our values. It is as onlookers from a distance that we can most readily endure the penetration of general principles among our sentiments.4

The use of language in the poetic mode, with attention to pattern, style, sound, meaning, and patterns of patterns is, according to Britton, the highest form of integration of man. Northrop Frye develops a scheme of three worlds of man:5 the objective world, the world of emotion and the imaginative world. Man forever tries to escape the objective world and its barrenness, the emotional world and its loneliness. It is by escaping into the imaginative world that these two parts are integrated and man finds satisfaction. Literature is the written product of the imaginative world. Rosenblatt writes that literature is a "mind uttering its sense of life"6 and it is the response of one mind to another, and this sense of life that permits a human to bridge the awful gap of loneliness and separation to communicate with, and experience another's sense of life.

Huck and Kuhn write that literature has a unique place in the school curriculum, for it

"... transmits the accumulated wisdom of mankind, and continues to ask universal questions about the meaning of life and


6Rosenblatt, Literature As Exploration, p. 6.
man's relationships with nature and other men ... Literature that gives boys and girls enjoyment, new perspectives, vicarious experiences, insight into human behavior and wisdom, also provides beauty and inspiration.

Aside from the real personal values that are to be gained by interacting with literature, there are educational values. The research of Chomsky and Cohen indicated that language development in young children was enhanced and expanded by exposure to literature. Fader and McNeil (Hooked on Books: Program and Proof) cite evidence that availability of books and time to read increased reading capability. Values clarification, a technique of teaching gaining popularity in elementary and middle schools, is a natural outgrowth of discussion of literature. Recent development in social awareness of stereotyping of sex roles and ethnic groups have resulted in decreased acceptance of textbooks for social studies and reading instruction.


9Dorothy Cohen, "The Effect of Literature on Vocabulary and Reading Achievement" Elementary English XLV, (February, 1968).

Well written books for children, depicting boys, girls, men and women of all races as fully functioning, growing humans can readily fill the space vacated in the curriculum by these texts.

However, despite its stated importance, literature has received little attention in the elementary school. In the child's first school the emphasis has been placed on the development of the skills of reading, not the enjoyment of it. Instruction in the written mode of language begins when a child is introduced into the formal institution of school and becomes the primary focus of a major portion of educational attention. In primary schools more than half of the day is devoted to instruction in reading and related pencil and paper activities. In middle grades major blocks of time are devoted to the "language arts." But again, it is the process of the reading act that receives emphasis not the enjoyment of reading. Most schools teach reading from a set of basic readers with controlled vocabularies. Some of these materials may even be controlled for phonemes and contain such meaningless sentences as "pet the wet hen" or "fan the tan ant."

A child, who is an active processor of language, already expert at abstracting meaning of sounds and language across persons and events, can scarcely be expected to seek more experiences with this calibre of communication. Experts have concentrated on the analysis of the information processing that occurs when a literature reader casts his eyes on a printed text but they have not concentrated on the development of the processing skills in the reader. They have
focused on reading as a process leading to, and evaluated in terms of, comprehension and memory. There is talk of the "skills of reading" and instruction is designed in terms of skills groups.

That there is a relationship between reading and literature is immediately obvious: private, independent enjoyment of literature is at least partially dependent on the reading process. A child or an adult can, however, participate in literature through storytelling, reading aloud, films, records, tapes and drama. The enjoyment of literature can thus be fostered and response to literature can enhance an individual's communicative competence; that goal toward which all language instruction is oriented.

Yet, few literature programs for the elementary schools have been developed. "A Curriculum for English," product of the Nebraska Curriculum Development Center (1963) represented one attempt to establish order and sequence for school use. The Hawaiian Curriculum Project was very similar to the Nebraska Program. There has been little research on either of these statewide programs and their effects are not known. The approach to literature instruction represented by these programs is not universally accepted which probably contributes to the lack of widespread use.

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A literature program in the middle grades in elementary school would include ready access to books for boys and girls and time to read those books; it would include teachers with a knowledge of books reading daily to children; it would include opportunities for response to books through discussion, writing, pantomime, drama, art, music, and creative projects using a variety of media. A literature program in the middle grades would be designed to provide the enjoyment and satisfaction of the engagement, involvement and response experiences made possible through literature. Such a program would be aimed at enhancing the present by that enjoyment and satisfaction and at potentially enlarging the future by cultivating the reading habits and rewards that would cause individuals to independently pursue enjoyment.

In a recent study, Tom describes middle grade children's interests in prose and poetry. She cites evidence of teachers' lack of knowledge of children's books and poetry. Teachers maintained they valued reading to children but they felt they could not take the time from classroom instruction to do it. It is important therefore to measure the effects of a literature program if such values of literature as enlargement of life space, the stretching of the imagination and the changing of perspectives are to be realized in the elementary schools.

These values of literature do not readily lend themselves to measured affect. "Habits of mind" for instance, and "Insight into human behavior" escape the easily documented growth of objective test scores. Perhaps it is for this reason that there is a dearth of research on the subject. Objective test scores, together with attitude measurement, and increase in knowledge of literature could provide some measure of the effects of a literature program.

Students in the middle grades have usually mastered the skill of reading and are in what Russell called the "golden age of reading." They do more recreational reading at this time than at any other time in their lives. The last of these middle years, grade six, is an opportune time for wide reading of children's books. In most junior high schools beginning with grade seven, literature is taught as it is in high school and college, through an analysis approach. Sixth grade children, typically not yet in the Piagetian stage of formal operations, should benefit more from an informal program of literature reading, including discussion and such extending activities as art, drama or writing.

Statement of the Problem

Literature is seen by scholars, writers and educators as valuable for providing integration of the person and for enjoyment

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and satisfaction in life. Reading, a tool of literature, is seen as the prime vehicle for school success. Yet the reading materials provided and the language development curricula across the nation fail to include literature programs. Even research tends to use literature as a tool to develop something else, such as language or reading achievement, or to ascertain the advantages of one approach to instruction over another. Research is needed to study the effect on the participants of a literature program. Such effects can be partially measured by attitude changes, increased knowledge of books and appreciation of literature.

The purpose of this study was to determine the effects of a long term literature program on its participants. Specifically six questions were asked:

1. What will be the differences in scores on a standardized reading achievement test between sixth grade children who are exposed to a long term literature program as compared to another group of sixth grade children lacking exposure to such a program?

2. What will be the differences in scores on a literature appreciation test between children who are exposed to a long term literature program as compared to a group of children lacking such exposure?

3. What will be the gains in knowledge of literature for grade six boys and girls who have been exposed to a long term literature program?
4. Will grade six children who are exposed to a long term literature program manifest changes in attitudes toward selected activities as measured by a semantic differential?

5. Will teachers exposed to a children's literature inservice program demonstrate attitude changes toward selected activities?

6. Will there be a correlation between teachers' attitudes toward a literature program and students' attitudes as measured by the selected instruments?

Overview of the Study

This section contains a brief description of the procedure of the study. One suburban school district was selected to participate in this eight month study of the effects of a literature program. All of the grade six classes were divided into two groups with 11 classrooms in three schools contained in the treatment group and 9 classrooms in four schools contained in the control group. The control group was used for pretests and posttest data only.

No books related to the study were placed in the control group classrooms and no explanation of the experimental study was given to the teachers in those classrooms. A central office administrator, the Director of Curriculum, requested the administration of tests and assumed responsibility for notifying principals and teachers of the testing schedule. Tests were administered by the classroom teachers in September and in April.
The inservice sessions for the teachers in the treatment group began with the inservice days prior to the opening of school and ended in mid-April. Inservice session times were divided among mornings when substitutes were provided, after school on the teachers' own time and regularly scheduled inservice days provided for the entire district. The total number of hours for the inservice sessions were seventy, which is about equal to two college courses of three hours credit each.

Three pretests and posttests were administered to the students in both groups: (1) California Achievement Tests, Level 3, Form A, 1970 edition, Reading Section; (2) A Look at Literature, and (3) a semantic differential. A randomly selected group of students in the treatment group took the "Taking Inventory of Children's Literary Background." A semantic differential was administered to teachers in the treatment group.

Analysis of co-variance was used to compute the statistical effects of the literature program. Gain scores only were computed on the Literary Background Inventory.

Scope and Limitations of the Study

This study of the effects of a literature program was subject to some limitations:

1. The study was conducted in one suburban school district with only one grade level.

2. The population of the school district was relatively homogeneous representing the white middle class. Few students and no teachers represented racial minority groups.
3. The sixth grade classes were divided into two groups: treatment and control. There was no third group with access to books equivalent to the treatment group.

4. The investigator was the instructor for all inservice sessions for the teachers.

5. The investigator did not visit the classrooms.

6. The study was limited to 8 months beginning in September and ending in April.

7. The teachers in the treatment group were selected to participate by school groups.

**Definition of Terms**

**Literature program:** a program involving the use of children's "trade" or literature books and requirements of

1. daily planned time for children to read
2. daily reading aloud by the teacher
3. daily time for response to literature through discussion, art, drama, or music.

**Long term:** the program began in September with the opening of school and ended in April. The total number of weeks elapsed from pretesting until posttesting was 33 weeks.

**Children's literature:** the portion of the total body of literature that can be read and enjoyed by children. The general divisions of children's books are:
1. **Picture books and picture story books**: These cover a wide range of books, factual and fanciful, which depend on pictures to convey the message or story. Text and visual art are interwoven to achieve unity and wholeness.

2. **Poetry**: The special use of writing that uses few, exact words which create rhyme, rhythm, sound, form. Poetry depends on sound for full appreciation and often appeals to emotion.

3. **Traditional literature**: This large genre includes folk and fairy tales, myths, legends, fables. Traditional literature has its origin in oral language but includes single author, modern day tales of heroes, giants, magic, adventure. Traditional literature embodies the myths and values of a people.

4. **Historical fiction and biography**: Stories that combine historical events, lives of historical figures and the imagination of an author. The aim of such stories for children is not to teach history but to develop a sense of history and a way of viewing the past.

5. **Realistic stories**: Stories that deal with real life, everyday people, with here and now problems.

6. **Fantasy**: Books that escape the space-bound, time-bound, size-bound reality by creating new worlds, impossible changes in size, capability or other devices. Well-written fantasy is grounded in reality and creates a belief in the un-believeable.
7. **Informational books**: Non-fiction designed to give factual information combined with artistry, style and fine quality in writing.

**Organization of the Study**

A review of the related literature is presented and summarized in Chapter II. Descriptions of the school district in which the study was conducted, the population of the students, and grouping procedures is contained in Chapter III along with the descriptions of the tests and an overview of the classroom commitments of the teachers. A description of the inservice program and a discussion of the students' and teachers' journals is given in Chapter IV. An analysis of the data and results are presented in Chapter V. Chapter VI presents the interpretation of the results, a summary of the investigation and suggestions for application and further research.

**Summary**

Literature potentially has both educational and human values in the development of children. Human values include stretching the imagination, changing perspective, enlarging boundaries of experience, providing pleasure and satisfaction. Education values include the expansion and enrichment of language development, increasing reading competency, and providing an opportunity for values clarification. Trade books and literature can replace textbooks which historically have contained instances of sexist and racial stereotyping.
Literature programs have not become a regular part of the elementary school curriculum despite availability and increased production of books. Research had indicated that children in the middle grades do have interest in reading prose and poetry. Educators have urged that pre-adolescents be provided with opportunities to read but there have been few studies of the effects of a literature program in the elementary schools.

This study measured the effects of a literature program on the participating sixth grade students and their teachers. An inservice program for teachers was provided to enable teachers to conduct a literature program with their students. The students participated in reading literature and in appropriate follow-up activities. Selected tests were used to gather pretest and posttest data. The data were subject to analysis and interpretation. Obvious limitations of the study were described including selection of the school district and the age level of students.
CHAPTER II

REVIEW OF THE LITERATURE

Research studies on topics related to children's literature are numerous and diversified. From this large body of research several distinct categories emerge: a) studies which show the effect of literature as related to other factors such as reading achievement, language development, creativity; b) studies dealing with response to literature; c) experimental literature programs; d) teacher preparation and practice. The purpose of this chapter will be to review the investigations in each of the above categories. Results and conclusions pertinent to this study will be summarized in the last section of the chapter.

Relating Literature to Language Development

In a year-long study Cohen used story reading and follow-up activities to achieve a significant increase in vocabulary and reading achievement with second grade inner city children. The teachers of the experimental class were provided with fifty books selected according to criteria established by the researcher for appropriate concepts, language, and emotional identification with characters.

Books were to be read daily in order of increasing difficulty and followed by a suitable activity. Control group teachers were to proceed as usual with no emphasis on story reading or criteria for follow-up activities. Dorothy Strickland's\textsuperscript{15} seven month study, built on the findings of the Cohen study and using a similar format attempted to answer the question: would a special program emphasizing oral language activities affect the oral language expansion and reading readiness of linguistically different, black, kindergarten children? Experimental group subjects were exposed to daily reading aloud from children's books followed by oral language activity such as creative dramatics, choral speaking, puppetry and role playing. Emphasis was placed on imitation and repetition of language patterns with activities designed to involve children in active dialogue. Control group children were exposed to daily reading aloud but follow-up activities did not seek oral language involvement. Teachers in the experimental group were given training in children's literature and in the use of oral language activities. The literature-oral language approach demonstrated a method of expanding the language repertoire without loss of non-standard structures.

\textsuperscript{15}Dorothy S. Strickland, "A Program for Linguistically Different Black Children" International Reading Association Research Report, (April 22, 1971).
In a study of language acquisition in children between the ages of six and ten, Carol Chomsky found that scores on the Huck "Taking Inventory of Children's Literary Background" (Scott, Foresman, 1966) are positively related to the linguistic stages of children. The linguistic structures under investigation, complex aspects of English syntax, were found to be sequentially developmental and positively related to previous exposures to literature.

Fisher and Lyons were similarly concerned with using literature to effect oral language development and reading achievement. Both studies used experimental-control group designs, with posttests. The treatment for each was 12 weeks with three contacts per week. While the results were not significant, a trend was indicated favoring the literature groups. Length of time was cited as a limitation of the study as a possible factor in lack of significance. This corresponds to the time factor mentioned by Morton in his study of the relationship


between instruction and critical thinking in the middle grades. The present research, in contrast to the above cited, will not focus on literature as a vehicle to obtain growth in a related factor but on the effects of a planned literature program on the participants.

**Relating Literature to Increased Amount of Reading**

Porter used selected high school readers with fourth, fifth and sixth grade students to determine the effects of reading aloud on the reading achievement and interest in reading of elementary students. The experimental program continued for 20 weeks, with twice weekly sessions of 45 minutes. High school readers were given seminars and help in planning prior to and along with the reading program in the classrooms. Significant differences were achieved on posttest scores in vocabulary, comprehension, and total reading. Differences were most significant with each higher grade level. Interest in the reading aloud program was highest at the fourth grade level, decreasing at fifth and sixth grade levels. General interest in reading was highest at sixth grade, gradually increasing from fifth and fourth. There was a positive response of the part of the high school readers in the area of improved self concept. This general interest in reading at sixth grade is particularly important for this research since students will be reading independently for one half hour daily.

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Sirota's study was designed to measure the effect of daily oral reading by the teacher on the quality and quantity of voluntary reading of fifth graders. Sizable gain scores resulted for students in an experimental program of 20 to 30 minutes of daily oral reading by the teacher from selected books, with no differences between boys and girls in effect on total reading. Sirota's conclusions indicated that children read books of quality not found on lists of recommended books and that it was necessary for teachers to become better acquainted with children's literature if they are to stimulate interest in reading and assist in familiarizing children with books of literary merit and thus have an effect on lifetime reading habits.

The Porter and Sirota studies were concerned with middle grade students as was the present research. Sirota's finding that children read books of quality not found on recommended lists supported this investigator's plan to encourage free selection of books from available sources.

Response to Literature

Response to literature is concerned with the evidence of communication which has taken place between the written work and the reader. Interest in response to literature has increased since the Anglo-American Seminar on the Teaching of English and has been further

enhanced by increasing efforts to individualize instruction and provide for an integrated curriculum. Squire\textsuperscript{22} explored the responses of ninth and tenth grade students as they were reading four short stories. The stories were divided into segments, with individual responses recorded in interviews and analyzed for categories and patterns in relation to sex, intelligence, reading ability, socioeconomic status and certain personality predispositions. Findings include indications that readers respond to literature in unique and selective ways; that an interaction of factors rather than any single factor or cause affects response; that readers who are involved in stories also evaluate literary qualities of a selection; that ratings on standardized reading tests or intelligence tests are unrelated to quality of response or ability to make literary interpretations. The studies of Terry, Landau, Roderick and Monson, all cited later, each substantiate some aspect of these findings.

Purves\textsuperscript{23} was concerned with describing response to provide a basis for comparison across persons or countries. His study was designed to offer a specific formulation of content analysis acceptable to researchers and readers of research. Undergirded by the work of


I.A. Richards, *Practical Criticism*, Purves developed categories (not taxonomical) which were later used in the cross-national study *Literature Education in Ten Countries*. This study reveals that patterns of responses differ with the selection being read. Patterns of response are affected by culture with different response patterns being exhibited by persons of different countries, and patterns of responses are a function of age with different response patterns reported for fourteen year olds and eighteen year olds.

Studies in response concerned directly with children and literature include the National Assessment of Literature conducted by the National Assessment of Educational Progress Committee for the Education Commission of the States. Results indicate an increase from age nine to age seventeen in response to imaginative language, a difference in categories of response with an increasing proportion of interpretive responses with increasing age and an increase in familiarity with major characters and literary works with increasing age.

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Monson\textsuperscript{26} investigated the nature of fifth grade children's responses to humorous excerpts they had read. Using four treatment groups and analyzing data for sex, and high, middle and low I.Q., Monson found that a greater percentage of children in the high intelligence group than in the middle or low groups judged the selections to be humorous. In the responses of high intelligence subjects there was no significant difference between the structured and unstructured treatment groups. There were no significant differences for first selections of humor between boys and girls; responses made by all three intelligence groups did not differ for any selection and all groups chose character humor more frequently than other categories of humor.

In a similar study, Landau\textsuperscript{27} investigated the relationship between social class status of sixth grade pupils and what they say is funny. Twenty-six excerpts from popular children's books were read to one half of the groups whose composition had been made according to parental occupation. The other half, similarly grouped, read the excerpts silently. A rating sheet and children's own word responses were used. Most significant differences in reactions to the total


material was between children in the middle class and those of the other two groups. In each instance the total score of the middle group was below either of the other groups. No significant differences were apparent between sexes, the children of various I.Q. ranges, national background or religion of parents. Reasons given for finding things funny differed within groups more than between social class groups. Children react more positively to humorous material when they listen as a group as compared to reading it to themselves. Burgdorf similarly found that performance in ability to draw inferences was higher for a listening group than for a reading group.

In a study designed to determine if elementary children could be taught to read critically, Wolf, Huck and King asked a key question related to response: What kinds of teacher verbal behavior elicits critical responses from children? Findings indicated that the kinds of questions teachers asked influenced the depth of pupils' thinking. In the control and treatment group of the critical reading project, teachers' questions to gather specific facts elicited guessing and literal responses whereas analyzing and evaluating questions produced

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29 Willavene Wolf, Charlotte S. Huck, Martha L. King, Critical Reading Ability of Elementary School Children. Columbus, Ohio: The Ohio State University Research Foundation, 1967, p. 98.
hypothesizing and evaluating responses from pupils. The Wolf, Huck and King study was similar to the present study in that it attempted to effect a change in children through a process of working with teachers. This research will also attempt to identify an effect on both the children and the teachers who are involved in the program.

**Children's Interests**

Response to the elements or questions can be closely related to children's preferences and interest. Terry's national study of children's poetry preferences revealed that fourth, fifth and sixth grade children like humor, rhyme, rhythm, sound and contemporary content and language; that they like narrative poetry and poetry relating to their own experiences. They tend not to prefer short poems, especially haiku, free verse and poems depending on imagery for understanding. Children in grades four, five and six tend to enjoy the same poems but to different degrees; boys and girls; city, rural and suburban children tend to like the same poems but in different degrees, with inner city children and fourth graders showing greater preference for poetry.

Roderick investigated the relationship between literature experiences and the creativity of the reader. She found that preferences

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of children with varying degrees of creativity tended to agree with authorities' expectations of those preferences. High and middle ranked creative children enjoyed more books regardless of the rating of the titles (by authorities), but children's preferences for types of literature did not appear to be related to creativity. Boys and girls differed in their preferences for biography, informational books, realistic fiction and fantasy. Consistent with the findings of Terry, this study showed that there is a lack of differences between boys and girls in their liking for poetry. More creative children tended to differ from the less creative on the reasons they gave for liking or disliking certain books. A large proportion of the low creative comments were addressed to the character in the books and to the external factors which influenced their reading the book. This was consistent with the response of children to character humor as cited by Monson.

**Teacher Preparation and Practice**

Studies measuring some aspect of relationship between instruction and literature frequently use middle grade children in contrast to studies which attempt to measure gains in reading achievement or language development which use young children. This practice may have a relationship to the relatively sparse knowledge of the effect of literature programs in the middle grades. Bissett found increased

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reading related to accessibility of materials and teachers recommendations while Bowen found that significant differences in amount, range and quality of literature read were achieved in a program where the teacher plays an active initiating role. Bowen concluded that children who are introduced to literary materials on a planned basis by teachers who know materials and share them as an art form, read significantly greater amounts of material, a wider range of materials and less non-literary materials than do children who have equal access to identical collections of literary materials but without benefit of teacher sharing.

Attention to conventional classroom instruction and television instruction as related to critical thinking and reading in Morton's study revealed that students who received instruction in critical thinking registered significant gains. Conventional classroom instruction proved the superior medium for instruction. In the area of reading there was a suggested relationship between instruction in critical thinking and achievement. Morton concluded that a time interval longer than was used (January-May) might more accurately represent growth and related interaction in these areas. He also suggested that critical, appreciational skills rather than factual information be


measured to determine the relationship between critical thinking and literature.

In a study designed to evaluate the differential effectiveness of two approaches to teaching of literature upon the development of appreciation in sixth grade pupils, Morris\(^{35}\) found that an unstructured, incidental approach to literature with pupil-teacher planning for oral reading, discussion and individual or small group activities showed a significant change in attitude toward reading in pupils of high and medium intelligence. Findings supported the conclusion that an approach to literature which provides opportunities for individual and small group activities appeared to be more effective in establishing favorable attitudes toward literature in high and middle intelligence groups. Another conclusion supported by the findings was that the amount of time available for recreational reading during the day may be related to the development of favorable attitudes toward reading. Morris measured performance of the two groups on understanding and interpretation of prose and poetry using the Literature Appreciation Test, Experimental Version.

by Miller.  

Miller's purpose was to identify selected teacher competencies and practices recommended by authorities for promoting interest in reading and to determine if there is any observable difference in students reporting amount of books read and "really liked" between classes whose teachers ranked high in performance on selected competencies and classes whose teachers ranked low. Basic teacher competencies were: 1) knowledge of children's books, 2) knowledge of children's interests, 3) sensitivity to what distinguishes a good book from a poor one. Miller selected and constructed instruments to measure 17 teacher performances and practices associated with the recommended competencies. Data were gathered and processed to determine the rankings of teachers from high to low. A comparison was made between the high ranked and low ranked teachers in the number of books their children reported as having read and really liked. The two high ranked teachers had class averages of 3.4 and 2.3 books per student reported read and "really liked" compared with low ranked teachers' classes averaging 1.2 and 1.3 books read with enjoyment. Among the practices virtually neglected by teachers were: using professional selection aids and book reviews, communicating with parents, creating a room environment which evidences that reading good

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books is important, using audio-visual aids for literature purposes, story telling, book talks, and reading children's books for self knowledge. One half of the books listed by teachers as selected for use with their students were not recognized by the panel of judges, or through the selection aids, as being of high literary quality.

One conclusion of Hiller's study was that the instruments used lacked sensitivity to the multiple variables affecting students' enjoyment of reading. These instruments failed to isolate those teachers who seldom practice, or neglected, recommendations of authorities. Miller suggested that even when teachers followed recommendations and fulfilled competencies, there appeared to be a gap between authorities' suggestions and teachers' practices. In the light of the findings of Sirota's study that children read books of quality not found on recommended lists, the effect of this gap is open to question.

In a national study designed to determine what middle grade teachers read to pupils, Tom found that a large proportion of teachers do value reading aloud and do read to their pupils. Teachers read more fiction than non-fiction and the overall quality of the fiction was superior to that of the non-fiction selections. One half of the selections were classified as realistic fiction and the majority of prose and poetry tended to be "old time" favorites. This finding, in

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juxtaposition with Terry's conclusion that children prefer contemporary language and content in poetry is interesting and instructive. Tom's report of background factors relating to teacher preparation included the information that one half of the teachers had not had an undergraduate literature course in eight years, one half had had no inservice course work or attended any conferences in children's literature. Nearly one half of the teachers cited as a reason for not reading to pupils the "need to know more about children's books." Nearly 80% of the teachers cited lack of time as the number one reason for not reading to children. In Terry's study, response to the question "how often do you read poetry to your children?" indicated that 25% of the teachers read poetry to their children only nine times a year and that 50% read it even less. The same study indicated that children prefer poems that are familiar to them.

A category of teacher preparation and practice relevant to this study is that of inservice in general. In a study using a semantic differential with teachers who had requested to be on the staff of an experimental school, Stanley concluded that a nine month inservice program apparently provided the necessary and sufficient conditions for change to occur. The attitude change was in the positive direction and the amount of change was significant. The present study differed

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from the study reported by Stanley in two important features: 1) the teachers involved in the inservice program were selected by school and grade assignment. They consented, as a school group, to become part of the program and 2) the teachers did not anticipate a new assignment or a new school as a result of their involvement in the program. The present inservice program required a commitment of the teachers own time as well as a commitment of school time. These commitments sometimes were perceived as personal and professional hardships.

Another study designed to measure the effectiveness of inservice teacher workshops and one which used a semantic differential technique as a measurement tool, was done by Green. Green's semantic differential, based on performance objectives from workshop leaders, was used for gathering statistical data. A participant-observer's approach was used to gather data of the workshop effects upon the group. Case studies were used to gather general demographic data, a detailed interpretation of the California Personality Inventory and to make comparisons between resource units constructed before the workshop and those completed during the workshop participation experience.

An analysis of variance indicated that there was no significant pretest and posttest difference on the semantic differential and there

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was no significant correlation between it and personality traits as indicated on the California Personality Inventory. An analysis of co-variance indicated that the scales did not show a differential effect of the workshop on participants' attitudes. The other two methods of data gathering revealed that despite negative feelings, workshop participants fulfilled objectives. Therefore one conclusion of the study was that all three approaches were recommended for comprehensive workshop evaluation.

Stanley's study and Green's study illustrated the variations in findings in research related to attitudes of teachers toward selected concepts. The present study used a semantic differential technique to measure attitudes toward activities that were considered to be part of a literature program in the elementary school.

Summary

This review of literature has included four categories of studies concerned with literature, language development, reading, response to literature and reading interests. Two categories dealt with teacher preparation and practice. The first of these was related specifically to reading and literature and the second to general inservice.

The first section of the chapter reviewed studies relating literature to language development. The following general conclusions can be made from the findings of these studies:

1. There is a relationship between exposure to literature and reading achievement.
2. There is a relationship between exposure to literature and language development in young children.

3. Increased exposure to literature and to oral language activities is related to expanding language repertoires in young children.

4. In older children (ages 6-10) the number of reading exposures is related positively to stages of linguistic development in the complex aspects of English syntax.

5. Short term exposure to literature does not reveal significant differences in language development.

The second section dealt with studies relating literature to increased amount of reading. A summary of the findings in this area include:

1. Interest in read aloud programs decreases from grade four to grade six.

2. General interest in reading is high at grade six.

3. Significant differences in vocabulary comprehension and total reading were achieved in a program using high school readers.

4. Significant gain scores resulted in a program using daily oral reading by the teacher.

5. Children read books of quality not found on recommended lists.
Studies in the areas of response to literature revealed the following general conclusions:

1. Readers respond to literature in unique and selected ways.
2. Interaction of factors rather than single causes effect response.
3. Quality of response is unrelated to ratings on standardized tests.
4. Responses of readers continue to change with exposure to school and with exposure to the general culture.
5. There is a difference in response when children listened to prose and poetry and when they read it.
6. Children's responses to poetry and humor differ in degree but not in kind across indices of age, sex, and socio-economic groups.
7. Responses to literature are related to exposure (in types of questions, instructional mode, teacher practice).

In the fourth section, children's interests, the following general conclusions are cited:

1. Children prefer poetry with rhyme, rhythm, humor, sound, contemporary content and language.
2. Children tend not to prefer short poems, haiku, or poems depending on imagery for meaning.
3. Rural, city, and suburban children enjoy the same poems but to different degrees.
4. Creativity in children is related to amount of enjoyment in reading.

5. Boys and girls differ in their preferences for biography, realistic fiction and fantasy.

6. More creative children tended to differ from less creative children in the reasons they gave for liking books.

In the two sections of the chapter reviewing studies of teacher preparation and practice and inservice the following general conclusions are cited:

1. Increased amount of reading is related to accessibility of reading materials.

2. Increased amount, range and quality of reading are related to teacher practices.

3. Instruction in critical thinking is related to reading achievement but not to quality of response.

4. There is a relationship between teacher competencies and children's reading attitudes.

5. The amount of time available for reading may be related to development of favorable attitudes toward reading.

6. Teachers cite lack of time as the number one reason for not reading to children.

7. Statistical data on attitudes toward inservice and other measurements of the effects of inservice programs are inconclusive.
The review of studies relevant to children's literature in elementary schools revealed that literature is used to effect a change in a related area such as reading achievement or language development. These studies are conducted primarily with young children. There are studies relating to teacher practices with middle grade children, some of which indicated that teacher practices have an effect on responses and practices of children. This investigator has not been able to find studies which focus on the effect of a planned literature program in the middle grades with an inservice program for the teachers. It seems appropriate and important to conduct such a study using grade six children and their teachers.
CHAPTER III

PROCEDURES AND METHOD OF INVESTIGATION

This chapter includes a description of the population of the sample, the instruments used in the investigation, and the procedures used in testing and in grouping. The major purpose of this study was to determine the effects of a long term literature program on its participants.

Description of District and Population

The study was conducted in the school district of Northmont, in Montgomery County, Ohio. This school district, adjacent to the city of Dayton, has one high school (1200 students), one junior high school (1800 students), and eight elementary schools. The population of the district lives in four small towns (Clayton, Phillipsburg, Englewood, and Union), on farms, and in suburban housing developments. The criteria for the selection of the district were: 1) a range of socio-economic levels, 2) the availability of 10-24 teachers on a given grade level, 3) the willingness of the central office administration to permit the researcher to work in the district, 4) the cooperation of central office administration and building principals in implementing the requirements of the treatment phase of the research, 5) the agreement of teachers to participate in the program, 6) the agreement that the research data was to be retained by the researcher.
The families in the Northmont district include men and women who are in the professions, owners of small businesses, in corporate business. Also living there are self employed craftsmen and artisans, farmers, factory workers, clerical workers, middle management and unemployed. Northmont is a stable, though rapidly growing community with members of Black, Oriental, Indian minorities represented in the schools but with a dominant number of Caucasian students.

Procedures Used in Meeting with School Personnel

Contact with the district was initiated by the researcher by a letter stating the purpose and description of the proposed study, seeking affirmation of interest and cooperation. The superintendent accepted the invitation and authorized the Director of Curriculum Development to work with the researcher to implement the study.

The decision was made to assign approximately one half of the district to a treatment and one half to a control group. The division was made by a central office administrator. The groups were divided to retain the entire range of socio-economic levels in both groups but to include all grade six classrooms in any building in either the treatment or in the control group. Thus all sixth grades in any given building were either all in the control group or all in the treatment group. This was done to avoid the possibility of contamination of the data.

Principals of the three treatment schools selected were contacted, the program explained and an acknowledgement of interest confirmed. The researcher then met with the grade six teachers in these buildings, explained the program, the responsibilities and provisions. The
teachers were told that their school was selected but the final decision to participate rested with them. This step was taken to eliminate the problems of volunteers and yet to guard against including designated non-willing participants. In some cases teachers agreed to participate because of the advantages perceived for the children, or because other teachers wanted to: the group was not unreservedly committed to the project!

The commitments the teachers were asked to make were:

1. **Time:** to agree to read to the students daily for one half hour (varying from 15 to 45 minutes); to allow the children to read for one half hour daily; and to allow time (from 15 minutes to 45 minutes) daily for follow-up activities.

2. **Recording:** teachers would keep a daily record of the amount of time given to the above activities and write a brief description of the follow-up activities; children would keep journals telling titles of books read, date finished and comments related to books or other thoughts or ideas. Both teachers' journals and students' journals were to be given to the researcher. Children's journals were returned to them. Teachers' journals were retained by the researcher. Teachers would assure children that no grades, corrections or evaluating would be made on journals. No statistical data collection was done with the journals. They were used for information and feedback purposes and for children's written responses to the books they read.
3. **Inservice:** teachers would participate in 70 clock hours of inservice (approximately equal to two 3 quarter hours college courses) beginning in September and ending in April. See Appendix A for schedule of inservice sessions. Time for inservice sessions was allocated from three sources: designated district inservice days (August 28, August 30, January 17), teachers' own time (afternoon sessions), released time with substitutes provided (morning sessions). Substitutes were provided for 10 sessions (35 hours), teachers gave 22 hours of time, district designated time made up the additional 13 hours. The inservice program will be fully described in Chapter IV.

All teachers in the grade six classes in the schools contacted agreed to participate in the program. No other schools were contacted nor were the principals or teachers in other schools informed of the purpose or format of the research. The grade six classes in the control group were used for pre- and posttest purposes only. One school in the district has no sixth grade: students are transported to the nearest building which has six grade six classrooms. This accounts for the discrepancy in group numbers within buildings.

4. **Testing:** Teachers would administer the prescribed tests to their classes. The results of the test would not be available for classroom teachers' use. Data would be retained by the researcher with analysis and interpretation shared with appropriate districts representatives.
Description of Tests

Reading Variable. The California Achievement Test,\(^{40}\) Level 3, Form A, 1970 edition was used to obtain reading comprehension scores. The CAT is a standardized instrument published by CTB/McGraw-Hill designed for the purpose of measurement, evaluation and analysis of school achievement. The emphasis is upon content and objectives in basic curricular areas of reading, mathematics and language. Only the reading section was used in this research. The CAT is designed to measure the skill with which the student performs in curricular tasks which are basic to learning progress. The CAT measures the ability to understand the meaning of the content material presented, the performance of the student in applying rules, facts, concepts, conventions and principles of problem solving in the basic curricular material and the level of performance of the student in using the tools of reading, mathematics and language in progressively more difficult situations.

The standardization of the CAT was accomplished on a nationwide stratified random sample of approximately 203,684 students in the 50 states and the District of Columbia. Two steps were taken to develop an articulated scale for all levels of the test: 1) each level was standardized at each grade for which it is to be used and 2) adjacent levels were administered to the same grade when they overlapped.

The reading vocabulary section contains 40 items each consisting of a stem word in context and a list of four alternative words. The student's task is to choose the alternative that has the best meaning for the boldfaced word in the stem. The reading comprehension section presents two reference skill problems and four reading passages which typify material found in the student's science, social studies, mathematics and general reading texts. The student's comprehension of each of these selections is measured through 42 items which test relationships, inferences, recall of facts, and identification of main ideas. Total approximate administration time for both Reading sections of the CAT is 53 minutes.

The California Achievement Test (CAT) was used because it appeared that it was designed to collect the data necessary for the study and because the administration could be accomplished by classroom teachers.

Literature Appreciation Variable. "A Look At Literature," the NCTE Cooperative Test of Critical Reading and Appreciation, developed under the joint sponsorship of the Research Foundation of the National Council of Teachers of English and Educational Testing Services, copyright 1969, was used to obtain scores on interpretive response to imaginative prose and poetry. The ALAL is intended for use in grades

4, 5, and 6 of the elementary school. The ALAL has two forms, A and B, each of which contains 50 multiple choice questions arranged in two parts of 25 questions each. The questions are based on 14 short literary passages, which include prose and poetry and representing a variety of literary types. Part I of the test is read orally by the teacher while the students follow the text. Part II is read silently by the students. The test is untimed with administration and completion time estimated to be about 70 minutes.

The ALAL was developed as an instrument to be used to gain insight and information regarding children's responses to literature and to stimulate interest on the part of curriculum planners and teachers in the restoration of literature to the curriculum of the upper grades of the elementary school. This test is intended primarily as a research instrument to measure the ability to respond critically to specific literary selections. Among its limitations are the lack of publishers' norms and the restriction in the type of response elicited. Statistical validity has not been established.

"A Look At Literature" is the only published test for literature appreciation which could be used for this grade level.

**Attitude Variable.** A semantic differential technique was used to measure attitudes toward selected activities related to the literature program. The semantic differential technique was used because it permits the flexibility of choice of concepts to be measured and at the same time uses the adjective pairs on which research data are
available and testing has been done. A semantic differential is a highly generalized technique of measurement which is adapted to each research problem to which it is applied to measure the meaning variable in human behavior. It consists of three elements: 1) the concept to be evaluated in terms of its attitudinal properties, 2) the polar adjective pairs anchoring the scales and 3) a series of undefined scale positions. Osgood developed this method of measuring semantic space and factor analyzed pairs of polar adjectives. A major portion of semantic loadings have been found to relate to three principle factors: 1) Evaluative, 2) Potency, and 3) Activity. The construction of a semantic differential requires selection of the concepts which are to be measured, selection of appropriate bipolar adjectives, and the selection of appropriate number of steps for the scale positions.

The concepts selected for the semantic differential used in this research described activities toward which the subjects might be expected to experience an attitude change as a result of the literature program. The concepts in the student SD were:

1. Reading books in school
2. Writing in school
3. Talking about books in school

4. Acting out stories
5. Teacher reading to students
6. Reading books away from school
7. Talking about books away from school
8. Making objects to explain a story

The concepts of the teacher SD were:
1. Students writing as a daily scheduled part of curriculum
2. Students and teachers talking about books as a daily scheduled part of curriculum
3. Students responding to books through drama as a daily scheduled part of curriculum
4. Teachers reading to students daily
5. Students making objects in response to books read
6. Teachers reading children's literature for own enjoyment
7. Teachers participating in regularly scheduled children's literature inservice.

Osgood\textsuperscript{43} writes that though single words may serve, a single unitary semantic concept may require a noun phrase, that concepts judged against a differential may be varied in nature, that the types selected depends chiefly upon the interests of the investigator. The wording selected seemed most succinct and appropriate for the purpose of this investigation.

\textsuperscript{43}Ibid., p. 79.
In the selection of the bipolar adjectives the decision was made to choose those which had been tested through Osgood's factor analysis and which related to the selected concepts. It was found that the adjective pairs appropriate to the concepts were of two factors only: Evaluative and Potency. The SD contains 4 pairs relative to evaluation and 3 related to potency. Following is the listing of adjective pairs as they appeared in the instrument used with teachers and with students.

1. worthless valuable
2. pleasureable painful
3. important unimportant
4. boring interesting
5. serious humorous
6. weak strong
7. free constrained

The decision to use seven alternatives for teachers and five for students was based on the research cited in Osgood. The complete student SD as it was administered appears in Appendix B. Field testing of the SD was accomplished by using selected students in grades 5, 6, 7 for the purpose of determining the clarity of directions and the reference of adjectives to concepts. Similar

Ibid., p. 85.
field testing for the teacher SD (Appendix C) was accomplished with students in a graduate seminar at Ohio State University, Summer, 1974. No scoring was done on the field tested instruments.

There are three sources of variance in an SD: concepts, scales, and subjects. Scores can be analyzed for differences between concepts, between scales, between subjects, or any combination of these. Following is a description of the analysis used in this study.

If two concepts are close together in semantic space they are alike in meaning for the group making the judgments. If they are separated in space, they differ in meaning for the individual or group. A distance cluster analysis, designed to measure distance between concepts, is used when this relationship is the focus of concern. The D-statistic was developed by Osgood and his colleagues to measure the linear distance between any two concepts. The formula for the D-statistic:

\[ D_{ij} = d_{ij}^2 \]

To compute D subtract the assigned values of one concept from the assigned values of another concept, square each of these differences and sum the squared differences, then subtract the square root of this sum. The calculated D's from all of the concepts yield a symmetric matrix which can be analyzed for concepts that cluster together. The smaller the D between two concepts, the closer the concepts are in meaning. If a concept moves in space for the individual or group, in relation to the other concepts studied, it can be hypothesized that the concept has a changed meaning for the respondent.
The D matrix was used to determine if there was a difference in the clusters of the concepts between the treatment and the control groups. When it was determined that there was such a difference, analysis of covariance was used to determine the significance of this difference.

To determine the relationship between the teacher's attitudes and the students' attitudes, the Spearman rank difference procedure was used, taking the difference scores between pretest and posttest of the semantic differential for the teachers and the differences of mean score by classes on pretests and posttest of the semantic differential for the students on the concepts which were comparable on the two tests.

A paired T comparison on the teachers' pretests and posttests total scores of the semantic differential was used to determine a change in teachers' attitudes.

Literary Knowledge

"Taking Inventory of Children's Literary Background," an informal inventory developed by Charlotte S. Huck was used with a randomly selected sample of students in the treatment classrooms to determine gain in knowledge of literature. This inventory, divided into seven parts (Classics; Fairy tales, myths and legends; Modern fantasy; 

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Realistic Stories; Animal Stories; Poetry) consists of multiple choice statements with three possible choices. The inventory was developed as a tool to be used by educators working with individual children or with one classroom of children. The items included are not intended to be inclusive of all literature, or even all best literature, but are designed to give some indication of literary background. The decision was made to use the Inventory without adapting it for recent publications. This was a limiting factor on the gain scores since children read books published since the Inventory was developed. Of students included in the random sample, ten in each classroom, only five were given the pretest to guard against pretesting interaction effects.

**Hypothesis to be Tested**

The questions stated in Chapter I were converted into null hypothesis for the purpose of statistical analysis. An analysis of covariance was used to test each hypothesis. The results are reported in Chapter V.

1. There will be no significant differences in scores on a standardized reading achievement test between grade six children who are exposed to a long term literature program and another group of grade six children who lack exposure to such a program.

2. There will be no significant difference in scores on a literature appreciation test between grade six children who are exposed to a long term literature program and those who lack exposure to such a program.
3. There will be no gain in knowledge for grade six children who have been exposed to a long term literature program.

4. There will be no changes in attitudes toward selected activities in children who are exposed to a long term literature program.

5. There will be no change in attitude of teachers who participate in a long term literature inservice program.

6. There will be no relationship between the attitudes of teachers who participate in a long term literature program and the attitudes of the children in the program.

Data Analysis

The procedure used for data analysis for the test scores on the California Reading Achievement Test (total and subtests) and the A Look at Literature (total and subtests) was analysis of covariance. Pretest and posttest scores were used to determine differences between the treatment and control groups, between boys of treatment and control groups, and between girls of treatment and control groups.

After it was determined with a D matrix that there was a difference in the clusters of the concepts between the treatment group and the control group, the total scores and the scores for each concept were processed by means of analysis of covariance to determine the source of variance. Since the distance cluster analysis indicated minimal differences in the Evaluative and Potency factors no analysis of variance was computed on these scores.
Pretest scores from five students in each treatment group classroom and posttest scores from 10 students in each treatment group classroom were used to compute gain in total score. Gains were computed on the basis of sex and total group.

**Summary of Procedures, Sample, Tests and Data Analysis**

The research was conducted in the grade six classrooms in one school district with all treatment classes contained in three schools. The remaining four schools contained all of the control group classrooms. The following table describes the sample.

**TABLE 1**

**DESCRIPTION OF THE SAMPLE**

<table>
<thead>
<tr>
<th></th>
<th>Treatment</th>
<th>Control</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Girls</td>
<td>136</td>
<td>118</td>
<td>254</td>
</tr>
<tr>
<td>Boys</td>
<td>140</td>
<td>107</td>
<td>247</td>
</tr>
<tr>
<td>Total Ss</td>
<td>276</td>
<td>225</td>
<td>501</td>
</tr>
<tr>
<td>Teachers</td>
<td>11</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Classes</td>
<td>11</td>
<td>9</td>
<td></td>
</tr>
</tbody>
</table>

The teachers in the treatment group agreed to commitments of inservice time and to classroom time for specified activities for their students.
1. **Inservice time**

Treatment group teachers participated in 70 clock hours of inservice beginning with school opening and continuing until April 23. See Appendix A for the calendar of inservice sessions. The complete description of activities and concepts developed in the inservice sessions is contained in Chapter Four.

2. **Classroom Time**

   A) **Reading.** Teacher read to students one half hour a day. Students read one half hour a day.

   B) **Activities.** Students spent 15-45 minutes a day in follow-up activities including discussion, drama, pantomime, music, art.

   C) **Recording.** Teachers recorded amount of time spent reading to students, amount of time students spent reading, students' spontaneous responses, and their own comments and reactions. Students kept journals; recording books read, data of reading, and thoughts, activities or ideas. There was no time requirement for journal writing. Students' journals were read by the researcher and returned to students; teachers' journals were retained by researcher. No statistical data analysis was done with journals. Selected responses of teachers and students are included in Chapter Four.

   D) **Books.** Multiple copies of books were provided. See Appendix E for a listing of these paper books. The resources of public, school, university, and personal libraries were used.
3. **Test Administration**

Teachers and principals agreed to administer selected tests to the children prior to the beginning of the program and again in April when the inservice sessions were completed. Appendix H shows the calendar for the administration of the tests.

4. **Tests**

Table 2 shows the names of the tests and the groups to whom they were administered. Note that only students in the treatment group were given the "Taking Inventory of Children's Literary Background." The children taking this test were randomly selected, with one half of the selected students taking the pretest to guard against pretesting interaction effects.
Table 2
Names of the Tests and the Groups to Whom They Were Administered

<table>
<thead>
<tr>
<th>When Administered</th>
<th>Name of Test</th>
<th>Group Taking Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pretest and Posttest</td>
<td>California Achievement Test, Level 3, Form A, 1970, Reading Section</td>
<td>Treatment and Control Students</td>
</tr>
<tr>
<td>Pretest and Posttest</td>
<td>A Look at Literature NCTE/ETS, 1969, Forms A and B</td>
<td>Treatment and Control Students</td>
</tr>
<tr>
<td>Pretest and Posttest</td>
<td>Semantic Differential</td>
<td>Treatment and Control Students</td>
</tr>
<tr>
<td>Pretest</td>
<td>Taking Inventory of Children's Literary Background</td>
<td>5 Students Each Treatment Classroom</td>
</tr>
<tr>
<td>Posttest</td>
<td>Taking Inventory of Children's Literary Background</td>
<td>10 Students Each Treatment Classroom</td>
</tr>
<tr>
<td>Pretest and Posttest</td>
<td>Semantic Differential</td>
<td>Treatment Teachers</td>
</tr>
</tbody>
</table>

5. Analysis of covariance was used to process the data from the California Achievement Tests, A Look at Literature, and the concepts of the semantic differential for students. Gain scores were computed for the test "Taking Inventory of Children's Literary Background." A rank difference correlation was used to compare teachers' attitudes with students and a paired T comparison on total teacher scores for teachers' attitude change.
CHAPTER IV

THE INSERVICE PROGRAM

The purpose of this study was to determine the effects of a long term literature program on its participants. All of the sixth grade classrooms, a total of 521 students, from a suburban district were divided into two assigned groups, treatment and control. The control group students were administered tests but participated in no other way in the study. There were 9 classrooms in four schools in the control group, 11 classrooms in three schools in the treatment group. One school in the treatment group had six grade six classrooms because students from a neighboring school were transported there. The remaining schools in the treatment group had three and two classrooms each.

Division of the district was made to retain the entire socio-economic range in both treatment and control groups. Central office administrators made the division and assigned the schools which were to become the treatment group. The teachers in the schools selected to participate were given an explanation of the program and asked if they wished to participate. All teachers agreed to become part of the program. Teachers were not unanimously enthusiastic about the program but accepted, in some cases, because advantages in the form of increased availability of books were perceived for their students. Some teachers agreed to participate because the other teachers in the building on the grade level were interested and participation of all classes within a school was required.
Inservice time for the program was allocated from three sources. Ten morning sessions of three and one half hours each were planned with substitutes provided by the district for the classrooms. Eleven afternoon sessions of two hours each were planned with teachers coming after school on their own time. Three sessions were planned for district designated inservice days. Two of these days were prior to school opening and one was between semesters, in January. The total number of hours for inservice sessions was seventy which is about equal to two college courses of three hours credit each. Time was taken from inservice sessions in August and again in April for administration of pretests and posttests. Time was also provided during each session for the return and selection of books.

Books

Multiple copies of paperback books were available for teachers to use in the inservice course and in the classrooms. These books were purchased with funds provided by the district. Selection was made by the investigator based on 1) the interests of children, 2) purpose for use, 3) availability in paperback. Not all of the books selected were delivered nor were all of the delivered books used in the inservice or in the classrooms. Books used in the inservice sessions were selected from the investigator's library, university libraries, and public libraries as well as from the paperbacks which were purchased. Teachers used public libraries, personal libraries, school libraries, and classroom libraries to secure additional books for classroom use.
During December teachers participated in selecting books from paperback catalogs. This served to replenish the supply of books and to exercise selection criteria. An interesting incident on the question of supply and demand of books occurred about this time and when Judy Blume's *Are You There, God, It's Me, Margaret* was discovered by the girls. Ten copies were available. All ten disappeared. The kids refused to give them up. Teachers bought replacement copies which immediately went the way of the first ten. It was as this same time that one girl started writing to God in her journal - in Hebrew!

**Purpose of the Inservice Program**

Because the selection and use of children's books in the elementary school classroom requires skills, knowledge and judgment of the teachers, and because the undergraduate requirements of most teacher education programs have only one children's literature course, a course combined with language arts, or no course at all, it was necessary to provide inservice opportunities to develop the expertise needed for instruction in a literature program. The purpose of the inservice work was to provide exposure to children's books and to activities to use in the classroom. The broad goals of the inservice program were:

1. To help teachers develop criteria for selecting books to use with children
2. To expose teachers to a variety of children's books of all genre
3. To help teachers select activities to enrich and extend concepts introduced and developed in books.
Format of the Course

The course was designed to acquaint teachers with suggested titles of books, to provide them with experiences which could be utilized in their classrooms, and to make available the books for student and classroom use. All of the classroom teachers in the study agreed to a program of daily reading to the students, to use follow-up activities appropriate to the books read and to provide a daily reading time for students and teachers. The inservice program was developmental in nature. That is, the instructor of the course had goals and objectives and planned activities but the pace of the introduction of new activities and objectives was adjusted to meet the needs of the teachers. The teachers were, in turn, responsible to the needs and interests of the students in their classrooms and adjusted the involvement in the classrooms accordingly. Time in each session was spent in sharing classroom experiences, reactions of students, and plans for future direction.

Learning Activities in the Inservice Program

Learning activities were based on the principles and practices of the graduate course in children's literature developed at Ohio State University by Charlotte Huck. In this class, teachers became involved with books, working in small groups or in pairs, culminating each session with sharing and discussion. A typical learning period would involve close examination of one or two books, comparison with similar or different books, suggestions of related books, discussion of the books' strengths and possible ways of introducing, sharing and
exploring the book with students in the classrooms. Learning activities for the teachers were those which could be implemented, with appropriate modification, in the classrooms with children.

Involvement with books and materials for their interpretation plus peer interaction were considered to be important aspects of all learning activities. Because new concepts, experiences and thoughts are processed with language and become part of one's view of reality only after such processing, growth and development are dependent upon the expressive use of language. When events are experienced through literature, opportunities should be provided for peer or teacher interaction.

**Conceptual Statements of Inservice Sessions Goals**

The broad goals of the Inservice Program were translated into conceptual statements that were related to activities. These statements are listed below followed by a description of each teaching session.

1. Books selected to be used with children should be selected according to the book's strengths and for the purpose for which it is to be used.

2. Teachers and students can recognize books of literary quality.

3. Comparison of books according to specific criteria facilitates growth in awareness of that criteria.

4. Criteria for selection of books includes attention to style, format, characters, plot, theme, and setting.
5. Wordless picture books and picture storybooks can be used in a variety of ways and can be used in the middle grade classrooms.

6. Picture storybooks can have significant themes.

7. Art in picture books is integral to the books and awareness of that art is implicit to understanding and appreciating the books.

8. A variety of media is employed in the art in picture books.

9. Understanding of the art in picture books can be developed through experimenting with media.

10. The use of audio-visual media is one way to expand and enrich concepts developed by lectures, presentations and experience.

11. Teachers and students can create and bind their own books.

12. The knowledge and suggestions from research may be applied in classrooms.

13. Periodicals, magazines, journals and educational organizations provide current information and resources for classroom teachers.

14. Poetry may be found in everyday language and may be used everyday.

15. Children's interests are a prime consideration for selecting materials for classroom activities.

16. Sensory activities can serve as a springboard for creative expression.
17. Close attention to details in books may be developed by creating scenes, objects or characters in the story.

18. Book discussion is an appropriate technique to enhance understanding of a book.

19. Book discussion is different from "round robin" reading with questions and answers.

20. Drama is a mode of expression and an activity which may enhance understanding of events and characters in books.

21. Pantomime, role playing and creative dramatics are parts of drama.

22. Drama can be used to enhance understanding for the students in the classroom: there is not often a need to "put on" a play for others.

23. Authors write out of their own experience and needs: background knowledge of an author may contribute to appreciation of the work.

24. Puppets can be made and used to extend understanding of books.

25. The exploration and study of a unifying theme or element can be accomplished by grouping or pairing books.

26. There are different genre in children's books. Books in each genre contribute to a literature program.

27. Realistic books are often favorites of middle grade children.

28. The study of traditional literature provides a unique format for middle grade students to identify elements and recurring themes in literature.
29. A literature "web" can serve as a useful way to organize instructional opportunities emanating from books.

30. A timeline is a useful device for building understanding of relationships of events through time. Fictional characters and events as well as actual events and lives can be portrayed.

31. Children's literature is a living, growing discipline. The growth of a discipline is related to other historical developments.

Session I - Topic: Picture Books and Wordless Picture Books

Activities

1. Take pretest: Teachers' Semantic Differential

2. View film "The Lively Art of Picture Books," (Weston Woods)

3. Examine picture books: paired books, several books by one author, books grouped by topic or theme

4. Talk about the books from previous activity.

5. Select books to read for discussion in later sessions

_Call It Courage_

_Island of the Blue Dolphins_

_The Greyhound_

_Julie of the Wolves_

_Dorp Dead_
Teachers' Resources

Children's Literature in the Elementary School. (Huck and Kuhn)

Chapter 3

Partial Listing of Books Used

William's Doll (Zolotow)

I'm Glad I'm A Boy, I'm Glad I'm a Girl (Darrow)

Stevie (Steptoe)

Uptown (Steptoe)

Train Ride (Steptoe)

Nothing Ever Happens on My Block (Raskin)

Rosie's Walk (Hutchins)

Look What I Can Do (Aruego)

The Silver Pony (Ward)

Fortunately (Charlip)

The children's books listed as used in the in-service sessions will be listed in Appendix F.

Session II - Topic: Art in Picture Books

Activities

1. Participate in a workshop to experiment with media
   a) making cardboard cuts
   b) making scratchboard illustrations
   c) making marbelized paper
   d) making things with thumbprints
   e) making collages
Partial Listing of Books Used

Once a Mouse (Brown)
The Snowy Day (Keats)
Passt! Doggie (Keats)
The King's Fountain (Alexander)
John Tabor's Ride (Lent)
Chanticleer and the Fox (Cooney)
Peter and the Wolf (illustrated by Haacken) (Prokofiev)
Peter and the Wolf (illustrated by Smimzu) (Prokofiev)
The Wave (Lent)
This Thumbprint (Krauss)

Teachers' Resources

The Horn Book, Volume XXXX

Session III - Topic: Creating and Binding Books and Continuing Art in Picture Books

Activities

1. Continue activities from Session II.
2. Bind a book using dry mount press or iron.
3. Create a book.

Examples Used

Look Again (Hoban)
Someday (Zolotow)
Fortunately (Charlip)
Session IV - Topic: Book Discussions; Applying Research Findings in the Classroom

Activities

1. Presentation of Tom's research findings
2. Discussion of books children will read
3. Book discussion; Call It Courage (Sperry)

Session V - Topic: Continue Research Findings

Activities

1. Listen to summary of Terry's research on poetry
2. Listen to tape recorded poetry
3. Make selections according to criteria of research finding
4. Share poetry in books. Discuss which can be used in classrooms with children.
5. Discuss The Big Wave. Compare The Burning Rice Fields (Bryant) and The Wave (Lent) with The Big Wave (Buck)

Partial Listing of Poetry Books

First Voices (Summerfield)

The Puffin Book of Magic Verse (Causley, ed.)

Poems Children Will Sit Still For (de Regniers)

Piping Down the Valleys Wild (Larrick, ed.)

Mad, Sad and Glad (Dunning)

Reflections on a Gift of Watermelon Pickle (Dunning)
**Teachers' Resources**

Children's Poetry Preferences: A National Survey of Upper Elementary Grades (Terry)

See Appendix D for bibliography of poetry available for classroom use.

Session VI - Topic: Sensory Awareness

Activities

1. Participate in sensory workshop
2. Sharing and discussion

**Teachers' Resources**

The Seeing Eye (Victor B. Scheffer)

See Appendix I for sensory activities.

Session VII - Topic: Close Reading and Creating Scenes

Activities

1. Working in pairs and using the book as a resource and guide, create a scene from The Greyhound (Griffiths). Materials used: cardboard boxes, wallpaper, construction paper, plastic, paint, crayon, sticks, pipe cleaners, magazines
2. Sharing and discussion

Session VIII - Topic: Book Discussion and Sharing Classroom Projects

Activities

1. Participate in discussion of The Greyhound.
2. Share projects created by students in classrooms and discussion of value of such activities.
Session IX - Topic: Drama in the Classroom

Activities

1. Participate in pantomime, role playing, and drama
2. Watch performance of play "Sausage on the End of the Nose" by Beverly Cleary (from Children's Book Council for book week, 1974), presented by students from one grade six classroom. (Appendix G)
3. Discussion; It's Like This, Cat

Teachers' Resources

Creative Dramatics in the Classroom (MacCaslin) Chapters 3, 4, 5
Role Playing Methods in the Classroom (Chesler)

Session X - Topic: Book Strengths and Awareness of Authors

Activities

1. Sharing of information about Virginia Hamilton
2. Discussion; The House of Dies Drear (Hamilton)
3. Sharing classroom projects
4. Watch television "Time for Fiction" introducing The Best Christmas Pageant Ever (Robinson)

Session XI - Topic: Style and Format

Activities

1. Discussion of From the Mixed-Up Files of Mrs. Basil E. Frankweiler (Konigsburg)
2. Sharing of the experiences of one teacher who took class to the Dayton Art Institute after reading the book in the classroom.
Session XII - Topic: Introduction to Puppet Making

Activities

1. Participate in puppet making workshop
2. Discussion; Dog on Barkham Street and Bully of Barkham Street (Stolz)

Teachers' Resources

See Appendix J.

Session XIII - Topic: Relating Literature to Other Classroom Activities

Activities

1. Visit Aullwood Farm (outdoor education center). The trip was made so that the teachers in the group could see what the teachers and two classrooms of students from one school experienced and produced during a one week camping experience. Teachers had used the book My Side of the Mountain (George), prior to the experience.

Session XIV - Topic: Themes in Books

Activities

1. Examination of survival theme through the discussion and sharing of:

Island of the Blue Dolphin (O'Dell)
Julie of the Wolves (George)
Dorp Dead (Cunningham)
Call It Courage (Sperry)
Session XV - Topic: Introduction to Traditional Literature; Book Selection from Catalogs

Activities
1. Presentation on traditional literature
2. Discussion of past experiences with folk and fairy tales
3. Sharing of classroom projects: batik and silk screen

Teachers' Resources

Children's Literature in the Elementary School (Huck and Kuhn)
Chapter 4
"What is Folklore" American Red Cross Youth News, February, 1974
"The Great Glass Slipper Search" Elementary English, November, 1974
"Teaching Motifs Through Fables, Myths, Fairy Tales and Other Folk Tales" Elementary English, October, 1971

See Appendix F.

Session XVI - Topic: Traditional Literature

Activities
1. Compare versions of well-known folk stories
2. Discussion

Partial Listing of Materials Used

Cinderella Theme:

Cinderella translated and illustrated by Marcia Brown
"Cinderella" from Tales from Grimm (Gag)
Cinderella from the opera by Geocchina Rossins (Montressa)
Nomi and the Magic Fish, A Story from Africa (Phumla)
"The Poor Turkey Girl" A Book of Children's Literature (Hollowell)
PLEASE NOTE:

This page not included in material received from the Graduate School. Filmed as received.

UNIVERSITY MICROFILMS
Africa:

*The Tiger's Whisker* (Courlander)

*Olode the Hunter and other Tales from Nigeria* (Courlander)

*The Clever Turtle* (Roche)

*Tales of Mogho, African Stories from Upper Volta* (Guirma)

*Kulumi the Brave* (Seed)

Russia:

*The Fire Bird Russian Fairy Tales* (Yershav and Yershova)

Japan:

*The Funny Little Woman* (Mosel)

*Men from the Village Deep in the Mountains and Other Japanese Folktales* (Bang)

Hungary:

*The Three Poor Tailors* (Ambrus)

Celtic:

*Peronnique, A Celtic Folk Tale from Brittany* (Dansac)

Armenia:

*Three Apples Fell From Heaven Armenian Tales* (Tashjian)

*Once There Was and Once There Was Not Armenian Tales Retold* (Tashjian)

*One Fine Day* (Hogrogian)
Scandinavia:

- **Andersen's Fairy Tales** (Andersen, illustrated by Lawrence Beall Smith)
- **East of the Sun and West of the Moon and Other Tales** (Abjornsen and Moe)
- **Thumbelina** (Andersen, illustrated by Adams)
- **The Three Billy Goats Gruff** (Galdone)
- **The Stolen Necklace** (Rockwell)
- **Fairy Tales Told in Norway** (Haviland)

Shetland Islands:

- **Greyling** (Yolen)

Yugoslavia:

- **The Magic Ring** (Valjavec and Vipotnik)

England:

- **Dick Whittington and His Cat** (Brown)
- **Lazy Jack** (Wilkinson)
- **A Choice of Magic** (Manning-Sanders)

France:

- **The White Cat and other French Fairy Tales** (D'Aulnoy)

Germany:

- **Snow White and the Seven Dwarfs** (Jarrell)
Session XVIII - Topic: Historical Fiction and Biography

Activities

1. Read and discuss resource information from selected children's literature resource books.

2. Examine books for characteristics illustrative of this background material.

3. Discuss these characteristics and compare to social studies texts used in schools.

Partial Listing of Books Used

Abraham Lincoln (Daughtery)
Daniel Boone (Daughtery)
Poor Richard (Daughtery)
Marcus and Narcissa Whitman (Daughtery)
Mark Twain Boy of Old Missouri (Mason)
Mark Twain (Eaton)
America's Mark Twain (McNeer and Ward)
Samuel Clemons (Daughtery, Charles M.)
Me and Willie and Pa, The Story of Abraham Lincoln and His Son Tad (Monjo)
Abraham Lincoln (d'Aulaire)
Abraham Lincoln for the People (Colver)
Daniel Boone (Averill)
Holding the Fort with Daniel Boone (Meadowcroft)
Narcissa Whitman Pioneer of Oregon (Eaton)
Penn (Gray)

William Penn: American Pioneer (Haughey)
William Penn Founder and Friend (Haviland)
Benjamin Franklin (Judson)

Social Studies text brought from classrooms
See Appendix K.

Session XIX - Topic: Historical Fiction and Biography

Activities

1. Continue with books from previous session to build a time line.

2. Develop web of related ideas and activities.
See Appendix L for Literature Webs.

Session XX - Topic: Historical Fiction and Biography

Activities

1. Share projects from classroom.

2. Discuss literature webs and time lines as tools for relating literature to other events.

Session XXI - Topic: Art in Children's Literature

Activities

1. View slides and participate in presentation by resource leader, Mary Harbage. Presentation of art influences in American literature with emphasis on the work of Arthur Rackham.
Session XXII - Topic: Newbery Award Winner Virginia Hamilton

Activities

1. Attend reception and listen to presentation of Virginia Hamilton at Wright State University.

Session XXIII - Topic: Informational Books

Activities

1. This session was cancelled because of conflicts within the school district.

Session XXIV - Topic: Posttests and Culminating Activities

Activities

1. Take posttests.
2. Return books and arrange for redistribution of books owned by the district.
3. Dinner party

Journals

Teachers and students kept journals throughout the time of the inservice program. Students were asked to record the title of the book read, whether they liked or disliked the book, whether they would recommend it to a friend. They were also given time to write in journals daily. The teachers did not read the students' journals but gathered them periodically to give to the investigator. The number of books each child had read was recorded in a class record. Each journal was read for references to books or for any indication that a book was related to personal life experience. While the major purpose of the student journals, from the researcher's point of view,
was to gain some insight into what was happening in the classrooms, it was thought that there might be some interesting items of response to literature in the written narrative.

Since the amount of classroom time given to the journals and the way in which teachers used journal writing time varied considerably, there were extreme differences in the journals themselves. One teacher would give journal writing time every day and have the students bind or put a cover on even a minimal effort. The journals from this class were given to the investigator at frequent intervals and tended to maintain a freshness with literature-oriented content. Another teacher gave "points" for total number of pages written for a given number of weeks. Pages and pages were filled from this classroom during these weeks. Those students tended to write about their boy-girl relationships and peer group interactions. Another teacher would ask his class to write in the journal just after a discussion of an interesting incident in a book or just before the conclusion of a tense scene in a book. Those pages of the journals from that classroom were often very interesting and very much focused on literature and books.

Recording the number of books a student read proved to be difficult and at times inaccurate. Sometimes a student would record the book being read by the teacher, a film or a television story. There is no way of knowing when students recorded books and didn't turn in the journal, or when they didn't remember to record the title of a book which had been read. Reading the journals did provide
the researcher with some insight into classroom activity, and an extensive look into the mental-social life of grade six students in 1974.

Some journals were exact transcriptions of phrases, sentences or even paragraphs in a book. It appeared that the student just liked the feel of the language used and wanted to use it for herself because it felt good to do so. An example of this occurred in one girl's entries on successive days when she was reading Pippi Longstocking.

September 24

Pippi was funny in that book today. She took off her shoes and neatly laid them on the bread plate, broke off a bull's horn, etc...

September 25

Pippi went to a coffee party at Tommy and Ankia's house. She saw a piece of candy on a cream pie and darted down to pick it up with her teeth. She darted too hard and her face went right into the pie.

Some entries included the retelling of an incident in a book and revealed the reader's emotional involvement. The following are examples of this kind of response.

"Today I was reading The Happy Orphelines. I was verry verry surprised when the girls said they didn't want to be adopted. A lady was on a bus with the Orphelines, she had two children of her own and one of them was going toward them and the lady said, 'don't get too near the Orphelines, Alain, you might catch something from them.' Then Genevieve said to the Orphelines, 'Don't get too near the lady with her children they might catch good manners from you.
When I read that it really made me mad as it was as though I was there. If I was there I think I would have torn her face off."

"I think that they had to go on and on about Silver Streak saying that he got killed. I think I am a person with a soft heart for Silver."

Some entries indicated that an incident in a book triggered a recollection of a personal experience of the reader.

"I picked the book called Reggie's No-Good Bird. When school was out Joey and Reggie race down to a old junky house and they messed around for a while before Reggie threw a rock at the old building and busted a window. Soon as I read that I just remembered what happened about a year and half ago, in Dayton. Right down the street there was a old house and almost every day I threw a rock and busted out a window. After awhile they tore down the house."

September 9

"While I was reading the Reluctant Pitcher I remembered my first year in football it was at the end of the baseball season and both my parents wanted me to play football so I said I'd try it out and so in our first game I played tight end and I got three passes and made a touchdown."

September 11

"I've read three more chapters, and I am still thinking of the time my Mom and dad both wanted me to play, so after half the season was over I already wanted to quit. But I didn't want my Mom to know because I was doing so well."

September 12

"By the end of the season we had won the league with the record of 7-0 and I had five touchdowns and I got ten passes and I recovered three fumbles."
(My Dad Lives in a Downtown Hotel) "I liked the book a lot so I read it in one day. I couldn't stop at all. I thought it was because he felt different so he thought everyone would think he was different. When his Mom would cry that was sad because I could remember when my Mom and Dad got a divorce. I just can't understand that they really were and I was like Joey I thought it was my fault but my Mom told me and explained to me. And now it's normal for me to go home and my Dad come.

Sometimes a student seemed to be living in the world of the book. Since the teacher read daily to the students and students read their own books, these worlds occasionally intermingled. The following single paragraph is copied just as it was in one student's journal.

"I hope the eater of men don't start over to Mafatu's Island. I hope Mafatu makes it back to his real island. I bet they won't believe all the things Mafatu did. I feel sorry for Onion John because his house fell down because he accidently put a newspaper in his new electrical stove. I hope Onion John doesn't die. I hope the x-rays don't show anything bad with Onion John. I like Onion John very much. I wonder what Onion John means by the goat. I wish I knew. Maybe it's some kind of spell breaker. I like Mafatu. I like his dog also. I don't like the eaters of men very well at all. I would hate to find out what it feels like with a beam on you and you can't get out. I like Andy very very well, now. At first I didn't."

The entries of one student's journal often indicated an unusual awareness of form and style. The following excerpts are from his journals.
September 5 (Blue Jacket)

"The large print and diary form of this book make it very easy to understand. However, many Indian words are hard to pronounce and difficult to understand unless you are told later on in the book what they mean, which you are most of the time told."

September 6 (The Cricket in Times Square)

"There are a variety of different personalities on the record. Mario and Chester the Cricket both with high voices have very similar personalities. They are both shy."

September 8 (Island of the Blue Dolphin)

"This book to me expressed a variety of emotions. The author expressed these emotions very well, when the person was excited you were excited, when the person was lonely, you were lonely. It was almost as you were a part of the person."

September 10 (From the Mixed-Up Files of Mrs. Basil E. Frankweiler)

"Claudia and Jamie Kincaid give me the impression of being very brave and outgoing. So far the story has been exciting to me. I like Jamie because he is cheap and saves his money."

September 11 (Rabbit Hill)

"There are a variety of different personalities in Rabbit Hill. So far up to page 31 Rabbit Hill has been a good book but I've got to read further. The drawings are great."

September 18 (By the Great Horn Spoon)

"This book is part comedy and adventure."
September 30 (Twenty-one Balloons and Rats of NIMH)

"Today two persons are telling stories of their travels or parts of their lives. Nicodemus in Mrs. Frisby and the Rats of NIMH is telling Mrs. Frisby about the laboratory of NIMH. Professor is telling of his travels in his balloon the "Glob."

October 1

"I have just finished reading Mr. Frisby and the Rats of NIMH. It was a very sad story at the end when two rats die from cyanide gas, the story doesn't tell you which rats die in the end it lets you make up your own ending for the story.

An occasional journal entry indicated that a student had definite ideas about what made a book good and about others who would enjoy reading it.

Laugh Your Head Off - It is a real good book. I recommend it to Barry.

The Tomten - The Tomten is a good book and I wish it was true. Well it was about a tomten that ....

My Brother Stevie - It was a good book but it was a book that went real slow. Recommend to Steven Wolf.

Your a Pal, Snoopy - It's a good book about a lot of coincidences (sic) in it. I think that everyone should read it.

Andy and the Lion - It's a real good book if you like books that go real fast. I recommend it to Larry.

The Emperor's New Clothes - I didn't like it but some other people might like it but the reason I didn't like it was because it was a slow book for me to read. And I don't like reading slow books but on the other hand it was a real good book. Recommend the whole class.
Two Lonely Ducks - It is a good book. In the last comment I said that I didn't like slow books but this was a good book. This went fast and it was about a duck...

Numerous journal entries found a similar theme:

Katie John is a good book. I'm almost finished with it. I am going to try to get Honestly, Katie John.

I think you ought to read the Molone books.

I wish there was a series of books about Queenie. That book was the funniest book I ever read. I wish I could read it over but it would take too long. I wonder if there are any more Queeny Peavy books.

I've read all the Cleary books.

Students respond to the author:

I really like books by Beverly Cleary.

November 14

I think J.D. Fitzgerald is a very good children's book writer.

November 15

I am still reading. And I'll read and read. As long as it's a book by Fitzgerald.

Students respond to the genre:

I think history books are neat. Because they get you right at the place.

I enjoyed this book because of the history in it. This contributed in making this book a fun book to read.

There are repeated entries throughout the journals of students expressing emotional involvement and predicting what they might do in similar situations:
"I feel as if the book I am reading is me. When I read the book I read becomes part of me. Like The House of Dies Drear. The book is good and it's spooky. And since Halloween is coming up it's the right kind of book to read. It's just getting to the good part."

"If I were Jane I would think I was the greatest person on the earth. I mean she gets to ride in the front of the wagon and hold the reins and also direct the horses. That would be fun."

"If I were Tessie and going to a new school in a different place, trying to make new friends and being the first colored kid to go to that school on a scholarship, I would be very scared."

"Mr. _____ finished the book today. It ended about how I planned it to. Anyway it was a good book. In some parts I could pick out some of the fiction parts and some of the non-fiction parts."

"I thought of Sara as a well understanding girl the way she takes care of her brother Charlie. I always wanted to take care of someone that is retarded like Charlie. I would like to know what he thinks about."

"When they mentioned walking softly, you could hear him..."

"The further I get in this book the better it is. I could imagine how it would be like living like a hobo. If I did live like one I would rather die. I think running away is like becoming a hobo."

"I feel that Queenie realizes that she was wrong that she had been bad and she thinks everything will change when her father comes home. But I think they will be worst (sic) because her father may not do some of the things she had dreamed... If I were Queenie I would be in lots of trouble by my Mom and Dad."
"Today we ended the book. It made me feel sad and happy. Most of all it made me feel afraid for Janey and her parents."

"When I can't read I feel funny because words mean something to me. Some people don't care about words but when I read, I read like I'm there, like I'm one of the characters."

"Queenie's dad is home. I think she won't change much. Maybe she could use her throwing skills for hunting or she might consider a sling shot."

Students' responses included their feelings about writing.

October 8

"I think I'll write a poem about cops and greasers and socks. I don't like the way that the teacher changes my poems."

October 9

"Nobody ever sees the meaning of my poems. I don't see why."

"I like this idea of keeping a diary about books we read, it fun writing down what we think about the book."

"Dear Whoever reads these journals. I am not a writing person. I am a drawing person. That's why there is more drawing in this journal than writing. I hope you don't mind."

"Hello, you out there in Paper Land."

Two journal entries about the same book indicate the range of abilities in written communication skills and remind one that emotional and intellectual responses aren't limited to students with advanced skills. Both excerpts are as they appeared in the students' journals.
Student A

January 9, 1975

Well I, think He did the right thing to go out to the sea to veable his coure (courage) to the boys that he not scare of the sea. I think he hate the other boys because one boys said he is a chicken of the sea.

January 10, 1975

I think that the boy is not scare of the sea because he is use to the sea. I think he is afraid of the Island. Because he thinks it's danger.

Student B

January 12

Hello, me again. I the book Call it Courage the kid name Hafato is on an island and he's all alone. That's also the same thing that happened in Island of the Blue Dolphins.

January 13

Today I read further in my book. Although keeping track of the two books the one the teacher is reading and the one I'm reading is pretty hard because they are so much alike. They're both stuck on an island. They both make weapons. They both try to get off the islands, they both have pets. They both kill animals, and are both scared. Their pets almost both got killed because one got in a fight and the other fell in the ocean and was almost killed by a tiger shark.
Teachers' Journals

Teachers were asked to keep journals recording the amount of time spent daily in reading to students, the nature of the follow-up activity, and the amount of time their students spent in silent reading. In addition they were asked to record any comments or incidents related to the children and books.

Journal keeping proved to be a burdensome task for most teachers. There was almost as much variability in teachers' journals as in those of the students. One teacher recorded activities for 118 days. Two other teachers' journals recorded activities for 28 and 29 days respectively. These teachers reported that they just couldn't remember to do it or that there was no time. Time pressures in an elementary classroom are an ever present reality.

Like the students, the teachers responded in various ways to books and the literature program. Notations early in the year indicated excitement:

"I just discovered some of my children are taking their books to read on the playground at noon! I never had that happen before.

"I am quite pleased with the progress of the discussions. I've always in previous years shied away from them as I've never really felt comfortable as I had difficulty in leading the students in the directions I had planned. Each day, now, as we discuss the reading it is beginning to come much easier and the discussions are going much more smoothly. This is also helping me in communicating with the youngsters on a one-to-one basis. There has always before been a real distance between me and the students."
"Gave them their silent reading time and four people asked for more time. Jackie G. told me that this is the only time she ever has to read. Gave them time to write in their journals but I don't think anybody did."

"I can't believe that in all the years I've taught I've had so few books in my classroom depending entirely on other libraries and my own books."

"I've never been so involved with books and book things. I'm glad for the exposure."

"Jenny says she reads about two hours every morning."

"We finished The Cay and I truly feel I am blessed indeed to have read it and shared it with the children."

Teachers were interested in their students' responses:

(Reading It's Like This, Cat) Using descriptive words we described what New York might look like. The children all said they would rather be Mafatu than Dave because Dave had more to worry about. I thought this was a rather strange comparison and opinion. Mafatu's relationship with his father was also compared to Dave's. Again the children felt Dave had more problems because he didn't have as much respect for his father.

Teachers' personal responses to books were included:

"I spent an hour reading House of Dies Drier and I found out that I did like the book after all."

"I read Brady for a while, but it is one of those books that does not hold my interest for very long. We talked today about what we might do if we don't like a book. The kids wanted to know why I kept on reading when I don't like a book. I told them I thought it might get interesting after a while."
Teachers responded to the excitement of the students:

"I began reading Call It Courage to the children. They were quiet, but I couldn't tell whether they were interested or not. It was the first day of school. They did a follow-up activity of drawing. They wanted to show the fierceness of the sea as Mafatu might have felt it. Some of the results were excellent. I was especially interested in the way the sunset affected them. It seemed to show up on all of their pictures. We had paint and glue available and the children utilized orange and yellow to make beautiful sunsets."

"Call It Courage was asked for today. I couldn't believe it! We read about Mafatu crossing the sea. The kids wanted to experience the ocean in calmness. They stood and swayed up and down. Then the hurricane. Most of the class said they were afraid. They didn't think Mafatu was a coward because he was afraid of the sea."

"Began another chapter of the book today. Got cut short of time. Eric was upset because I stopped."

"I read for ten minutes today, then we were interrupted for an assembly. It was amazing how disappointed the kids were. They wanted to know if we could get back to it."

"We talked about foreshadowing and tried to find out some of the part that foreshadowed Jamie's troubles. Every time I tried to stop reading--forget it! They wanted to hear more."

The major purpose served by the teachers' journals was keeping the investigator aware of what was happening in the classrooms. The recorded information of amount of time spent reading and the nature of the follow-up activity was helpful for that purpose but not as a means of tabulating data.
Summary

The purpose, format and content of the inservice sessions were described. Conceptual statements of inservice sessions goals, the topics, activities and resource material were given. Excerpts from children's and teachers' journals were included in this chapter.
CHAPTER V
ANALYSIS OF THE DATA

The purpose of this study was to determine the effects of a literature program on the participants. The participants were the sixth grade students from eleven classrooms and their teachers. All of the grade six classes in one suburban school district were divided into two groups with the division made to retain the entire socio-economic range in both groups. One group was assigned as the treatment group, the other control by The Central Office Administration. The treatment group consisted of eleven grade six classrooms in three schools. The control group consisted of nine grade six classrooms in four schools.

The teachers in the treatment group participated in seventy hours of inservice instruction from September until April. The students in the treatment group read daily for about one half hour; teachers read to the students for about one half hour and about one half hour was spent in follow-up activities. Teachers recorded in journals the amount of time spent in each of the activities. Students recorded the titles of the books they had read and wrote their ideas and thoughts in journals.

Tests were administered to treatment and control groups to gather statistical data on the effects of the literature program in the areas of knowledge of literature, reading, literature appreciation and

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attitude toward selected activities. The tests were California Achievement Test, Level 3, Form A; A Look at Literature; and a Semantic Differential. A randomly selected group of students in the treatment group received the "Taking Inventory of Children's Literary Background." To guard against interaction effect, the pretest was administered to only five of the ten students per classroom of the randomly selected sample. Posttests were administered to all ten students in the random sample. Teachers in the treatment group were administered a teacher semantic differential. This chapter will present the results of the statistical analysis of these tests.

The questions which this study was designed to answer were:

1. What will be the differences in scores on a standardized reading achievement test between children who are exposed to a long term literature program as compared to a group of children lacking exposure to such a program?

2. What will be the differences in scores on a literature appreciation test between children who are exposed to a long term literature program as compared to a group of children lacking such exposure?

3. What will be the gains in knowledge of literature for grade six boys and girls who have been exposed to a long term literature program?

4. Will grade six children who are exposed to a long term literature program manifest changes in attitudes toward selected activities as measured by a semantic differential?
5. Will teachers exposed to a children's literature inservice program demonstrate attitude changes toward selected activities?

6. Will there be a correlation between teachers' attitudes toward a literature program and students' attitudes as measured by the selected instruments?

The questions were converted to null hypotheses for the purposes of data analysis.

Data Analysis

Reading Achievement. The hypothesis stating "There will be no significant differences in scores on a standardized reading achievement test between grade six children who are exposed to a long term literature program and those who lack exposure to such a program" was not rejected. There was no significant difference between the total treatment group scores and the control group scores on the reading achievement test on either subtest or on the test as a whole. The analysis by sex when treatment group boys were compared with control group boys and treatment group girls were compared with control group girls showed no significant differences.

This variable was measured by obtaining pretest and posttest scores on the California Achievement Test, Reading Section, Level 3, Form A, 1970 edition. The pretests were administered to 521 students. Posttest were administered to 498 students. Twenty of the missing cases were students who had moved from the school district. Three of the students were absent from school during the days when this
test was given. The analysis of covariance data reported is for the 498 students who received both pretests and posttests.

Table 3 shows the analysis of covariance on the total Reading Section of the California Achievement Test. An F ratio of 3.86 is necessary for .05 level of significance. The F ratios do not indicate a significant difference between the treatment and control groups, between boys of the treatment and control groups nor between girls in the treatment and control groups. Table 4 shows the adjusted means for the Reading Section of the CAT for the treatment and control groups and the means for boys and girls in each group.
TABLE 3
ANALYSIS OF COVARIANCE OF TREATMENT AND CONTROL GROUPS
ON CALIFORNIA ACHIEVEMENT TEST, READING TOTAL:
TOTAL GROUP, BOYS AND GIRLS

<table>
<thead>
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<th>Source of Variation</th>
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<th>Mean Square</th>
<th>F</th>
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<td><strong>Total Group</strong></td>
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<td></td>
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</tr>
<tr>
<td>Covariates</td>
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<td>59132.664</td>
<td>1793.754</td>
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<tr>
<td>Between Groups</td>
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<td>0.539</td>
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<tr>
<td>Within Groups</td>
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<tr>
<td>Total</td>
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<td>497</td>
<td>151.813</td>
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<tr>
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<td></td>
<td></td>
</tr>
<tr>
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<td>Within Groups</td>
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<td>Total</td>
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<tr>
<td><strong>Girls</strong></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
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<td>133.614</td>
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F ratio of 3.86 significant at .05
Table 4 shows the adjusted means of the treatment and control groups on the California Achievement Test, reading total.

<table>
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<tr>
<th>Treatment N</th>
<th>Means</th>
<th>Control N</th>
<th>Means</th>
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<tr>
<td>274</td>
<td>63.95</td>
<td>Total Group</td>
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<td>138</td>
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<td>136</td>
<td>64.74</td>
<td>Girls</td>
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Table 5 shows the analysis of covariance of the Vocabulary portion of the Reading Section of the CAT. The F ratio obtained in this test was below the level of significance for the total group, for boys and for girls. An F ratio of 3.86 at the .05 level was necessary for a significant difference to be indicated. Table 6 shows the adjusted means for the Vocabulary portion of the Reading Section of the CAT for total groups, and for boys and for girls.
TABLE 5
ANALYSIS OF COVARIANCE OF TREATMENT AND CONTROL GROUPS
ON CALIFORNIA ACHIEVEMENT TEST, READING VOCABULARY:
TOTAL GROUP, BOYS AND GIRLS

<table>
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<td>Within Groups</td>
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<td>Total</td>
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Boys

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Girls

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<th>Mean Square</th>
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F ratio of 3.86 significant at .05
Table 6 shows the analysis of covariance of the Comprehension portion of the Reading Section of the California Achievement Test. The F ratio obtained in this test was below the 3.86 necessary to indicate a significant difference at the .05 level between the treatment and control groups or between boys in the two groups or between girls in the two groups. Table 8 shows the adjusted means for the comprehension portion of the Reading Section of the CAT.

The results of the analysis show no significant differences between the treatment group students and the control group students. Therefore the null hypothesis was not rejected.
TABLE 7

ANALYSIS OF COVARIANCE OF TREATMENT AND CONTROL GROUPS
ON CALIFORNIA ACHIEVEMENT TEST, READING COMPREHENSION:
TOTAL GROUP, BOYS AND GIRLS

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<tr>
<td><strong>Total Group</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Covariates</td>
<td>13167.324</td>
<td>1</td>
<td>13167.324</td>
<td>763.664</td>
</tr>
<tr>
<td>Between Groups</td>
<td>7.348</td>
<td>1</td>
<td>7.348</td>
<td>.426</td>
</tr>
<tr>
<td>Within Groups</td>
<td>8534.945</td>
<td>495</td>
<td>17.242</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>21709.617</td>
<td>497</td>
<td>43.681</td>
<td></td>
</tr>
<tr>
<td><strong>Boys</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Covariates</td>
<td>7173.395</td>
<td>1</td>
<td>7173.395</td>
<td>397.031</td>
</tr>
<tr>
<td>Between Groups</td>
<td>1.066</td>
<td>1</td>
<td>1.066</td>
<td>.059</td>
</tr>
<tr>
<td>Within Groups</td>
<td>4354.289</td>
<td>241</td>
<td>18.068</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>11528.750</td>
<td>243</td>
<td>47.443</td>
<td></td>
</tr>
<tr>
<td><strong>Girls</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Covariates</td>
<td>5965.246</td>
<td>1</td>
<td>5965.246</td>
<td>362.022</td>
</tr>
<tr>
<td>Between Groups</td>
<td>7.485</td>
<td>1</td>
<td>7.485</td>
<td>.454</td>
</tr>
<tr>
<td>Within Groups</td>
<td>4135.871</td>
<td>251</td>
<td>16.478</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>10108.602</td>
<td>253</td>
<td>39.955</td>
<td></td>
</tr>
</tbody>
</table>

F ratio of 3.86 significant at .05
TABLE 8
ADJUSTED MEANS OF THE TREATMENT AND CONTROL GROUPS
ON CALIFORNIA ACHIEVEMENT TEST, READING COMPREHENSION

<table>
<thead>
<tr>
<th>Treatment N</th>
<th>Means</th>
<th>Control N</th>
<th>Means</th>
</tr>
</thead>
<tbody>
<tr>
<td>274</td>
<td>31.41</td>
<td>224</td>
<td>31.65</td>
</tr>
<tr>
<td>138</td>
<td>31.07</td>
<td>106</td>
<td>31.21</td>
</tr>
<tr>
<td>136</td>
<td>31.73</td>
<td>118</td>
<td>32.07</td>
</tr>
</tbody>
</table>

Literature Appreciation Variable. The second hypothesis was stated as follows: There will be no significant difference in scores on a literature appreciation test between grade six children who are exposed to a long term literature program and those who lack exposure to such a program. The test "A Look At Literature" was used to measure this variable. Pretests were administered to 516 students. Posttests were administered to 486 students. Twenty of the missing cases were students who had moved from the school district, ten were absent from school during the days when the test was given. Since administration of this test required the teacher to read parts to the students it was extremely difficult for teachers to provide make-up sessions for students. This accounts for the difference between students missing from this test as opposed to the CAT.
Table 9 shows the analysis of covariance on Part I (Listening) and Part II (Reading) of the A Look at Literature Test. The F ratio of 3.86 required for a significant difference at the .05 level between the groups was not obtained for treatment and control group, nor for boys or girls. Table 10 shows the means of the experimental and control groups, and of boys and girls.
TABLE 9
ANALYSIS OF COVARIANCE OF TREATMENT AND CONTROL GROUPS
ON A LOOK AT LITERATURE, PARTS I AND II:
TOTAL GROUP, BOYS AND GIRLS

<table>
<thead>
<tr>
<th>Source of Variation</th>
<th>Sums of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total Group</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Covariates</td>
<td>17121.016</td>
<td>1</td>
<td>17121.016</td>
<td>743.764</td>
</tr>
<tr>
<td>Between Groups</td>
<td>46.203</td>
<td>1</td>
<td>46.203</td>
<td>2.007</td>
</tr>
<tr>
<td>Within Groups</td>
<td>11118.379</td>
<td>483</td>
<td>23.019</td>
<td>58.321</td>
</tr>
<tr>
<td>Total</td>
<td>28285.598</td>
<td>485</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Boys</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Covariates</td>
<td>8890.602</td>
<td>1</td>
<td>8890.602</td>
<td>369.281</td>
</tr>
<tr>
<td>Between Groups</td>
<td>44.718</td>
<td>1</td>
<td>44.718</td>
<td>1.857</td>
</tr>
<tr>
<td>Within Groups</td>
<td>5705.883</td>
<td>237</td>
<td>24.075</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>14641.203</td>
<td>239</td>
<td></td>
<td>61.260</td>
</tr>
<tr>
<td><strong>Girls</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Covariates</td>
<td>8071.922</td>
<td>1</td>
<td>8071.922</td>
<td>364.404</td>
</tr>
<tr>
<td>Between Groups</td>
<td>6.441</td>
<td>1</td>
<td>6.441</td>
<td>0.291</td>
</tr>
<tr>
<td>Within Groups</td>
<td>5382.703</td>
<td>243</td>
<td>22.151</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>13461.066</td>
<td>245</td>
<td></td>
<td>54.943</td>
</tr>
</tbody>
</table>

F ratio of 3.86 significant at .05
Table 10 shows the analysis of covariance of Part I (Listening) of the ALAL. The F ratio did not reach the necessary 3.86 to indicate a significant difference at the .05 level between the treatment and control groups, nor between boys and girls. Table 12 shows the adjusted means for both treatment and control groups, and for boys and girls.
**TABLE 11**

**ANALYSIS OF COVARIANCE OF TREATMENT AND CONTROL GROUPS**

**ON A LOOK AT LITERATURE, PART I (LISTENING):**

**TOTAL GROUP, BOYS AND GIRLS**

<table>
<thead>
<tr>
<th>Source of Variation</th>
<th>Sums of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total Group</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Covariates</td>
<td>2473.877</td>
<td>1</td>
<td>2473.877</td>
<td>299.472</td>
</tr>
<tr>
<td>Between Groups</td>
<td>4.100</td>
<td>1</td>
<td>4.100</td>
<td>0.496</td>
</tr>
<tr>
<td>Within Groups</td>
<td>3989.964</td>
<td>483</td>
<td>8.261</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>6467.941</td>
<td>485</td>
<td>13.336</td>
<td></td>
</tr>
<tr>
<td><strong>Boys</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Covariates</td>
<td>1085.095</td>
<td>1</td>
<td>1085.095</td>
<td>127.133</td>
</tr>
<tr>
<td>Between Groups</td>
<td>3.241</td>
<td>1</td>
<td>3.241</td>
<td>0.380</td>
</tr>
<tr>
<td>Within Groups</td>
<td>2022.822</td>
<td>237</td>
<td>8.535</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>3111.158</td>
<td>239</td>
<td>13.017</td>
<td></td>
</tr>
<tr>
<td><strong>Girls</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Covariates</td>
<td>1404.698</td>
<td>1</td>
<td>1404.698</td>
<td>175.752</td>
</tr>
<tr>
<td>Between Groups</td>
<td>1.182</td>
<td>1</td>
<td>1.182</td>
<td>0.148</td>
</tr>
<tr>
<td>Within Groups</td>
<td>1942.173</td>
<td>243</td>
<td>7.992</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>3348.053</td>
<td>245</td>
<td>13.666</td>
<td></td>
</tr>
</tbody>
</table>

_F ratio significant at .05_
TABLE 12
ADJUSTED MEANS OF THE TREATMENT AND CONTROL GROUPS
ON A LOOK AT LITERATURE, PART I (LISTENING)

<table>
<thead>
<tr>
<th>Treatment</th>
<th>N</th>
<th>Means</th>
<th>Control</th>
<th>N</th>
<th>Means</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Group</td>
<td>270</td>
<td>16.66</td>
<td>Total Group</td>
<td>216</td>
<td>16.48</td>
</tr>
<tr>
<td>Boys</td>
<td>137</td>
<td>16.54</td>
<td>Boys</td>
<td>103</td>
<td>16.31</td>
</tr>
<tr>
<td>Girls</td>
<td>133</td>
<td>16.78</td>
<td>Girls</td>
<td>113</td>
<td>16.64</td>
</tr>
</tbody>
</table>

Table 13 shows the analysis of covariance for Part II (Reading) on the ALAL. The F ratio for the total group and for boys indicates a significant difference at the .05 level for the total group and at the .05 level for boys. The significance difference favors the control group on the reading variable. Investigation into the possible causes of this result indicated that one school in the control group had initiated an individualized reading program in all three grade six classrooms. This reading program consisted of series of paperback books, with storycards for individual students to answer questions, conference cards for the teacher to use to conduct conferences, and workbooks concentrating on literary analysis questions and reference skill practice. The ALAL is a literary analysis type test which could measure the growth of students who had received instruction in this aspect of literature. Further discussion of this result and the means for the total groups, boys and girls is in Chapter VI.
The results of the analysis show that there was a significant difference at the .05 level on the Reading portion (Part II) of the literature appreciation test. The F ratio of 4.431 for the total group and of 5.618 for the boys exceeds the F ratio of 3.86 which is significant at the .05 level. This significance favors the total control group and the control group boys. When the two parts of the test were taken together and when Part I (Listening) was taken separately there were no significant differences. The null hypothesis was rejected. Table 14 shows the adjusted means for both treatment and control groups, and for boys and girls.
TABLE 13
ANALYSIS OF COVARIANCE OF TREATMENT AND CONTROL GROUPS
ON A LOOK AT LITERATURE, PART II (READING):
TOTAL GROUP, BOYS AND GIRLS

<table>
<thead>
<tr>
<th>Source of Variation</th>
<th>Sum of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total Group</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Covariates</td>
<td>5412.547</td>
<td>1</td>
<td>5412.547</td>
<td>470.339</td>
</tr>
<tr>
<td>Between Groups</td>
<td>50.996</td>
<td>1</td>
<td>50.996</td>
<td>4.431*</td>
</tr>
<tr>
<td>Within Groups</td>
<td>5558.250</td>
<td>483</td>
<td>11.508</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>11021.793</td>
<td>485</td>
<td>22.725</td>
<td></td>
</tr>
<tr>
<td><strong>Boys</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Covariates</td>
<td>3183.667</td>
<td>1</td>
<td>3183.667</td>
<td>272.161</td>
</tr>
<tr>
<td>Between Groups</td>
<td>65.720</td>
<td>1</td>
<td>65.720</td>
<td>5.618*</td>
</tr>
<tr>
<td>Within Groups</td>
<td>2772.359</td>
<td>237</td>
<td>11.698</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>6021.746</td>
<td>239</td>
<td>25.196</td>
<td></td>
</tr>
<tr>
<td><strong>Girls</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Covariates</td>
<td>2145.297</td>
<td>1</td>
<td>2145.297</td>
<td>189.696</td>
</tr>
<tr>
<td>Between Groups</td>
<td>4.332</td>
<td>1</td>
<td>4.332</td>
<td>0.383</td>
</tr>
<tr>
<td>Within Groups</td>
<td>2748.121</td>
<td>243</td>
<td>11.309</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>4897.750</td>
<td>245</td>
<td>19.991</td>
<td></td>
</tr>
</tbody>
</table>

*F ratio of 3.86 significant at .05
TABLE 14
ADJUSTED MEANS OF THE TREATMENT AND CONTROL GROUPS
ON A LOOK AT LITERATURE, PART II (READING)

<table>
<thead>
<tr>
<th>Treatment N</th>
<th>Means</th>
<th>Control N</th>
<th>Means</th>
</tr>
</thead>
<tbody>
<tr>
<td>270</td>
<td>13.99</td>
<td>Total Group</td>
<td>216</td>
</tr>
<tr>
<td>137</td>
<td>13.37</td>
<td>Boys</td>
<td>103</td>
</tr>
<tr>
<td>133</td>
<td>14.62</td>
<td>Girls</td>
<td>113</td>
</tr>
</tbody>
</table>

Literary Background. The third hypothesis was stated as follows: There will be no gain in knowledge for grade six children who have been exposed to a long term literature program. This hypothesis was rejected. "Taking Inventory of Children's Literary Background" was used to determine the gain in literary knowledge. This informal inventory was developed to be used by educators working with individual children or with one classroom of children. The items included are not intended to be inclusive of all literature or even all best literature but to give some indication of literary background. The Inventory was used without adapting it for recent publications. This test was used with a randomly selected sample in the treatment group. The pretests were administered to five subjects in each of the treatment classrooms, a total of 55 subjects. One of these students moved from the school district. The posttests were administered to the pretested subjects and five additional students in each classroom.
The total subjects included in this randomly selected sample, with both pretests and posttests, were 109.

Table 15 shows the gain in mean scores for these students, the range and the median for the total group and for boys and for girls separately. The gain for the group considered together is 9.11 with girls showing greater gain than boys. The figures for the range, 20-78 for the pretest, and 28-77 for the posttest indicate that the top scores remained relatively stable while the bottom scores show marked increase. For the girls, the bottom figure for the range moved from 23 to 39, an increase of 16 points. The bottom figure in the range for the boys moved from 20 to 28, an increase of 8 points. The gain in the median for the total group, 8 points, reflects these gains in scores. Chapter VI includes discussion of these results.
TABLE 15

STUDENT MEAN SCORES AND GAIN ON
HUCK INVENTORY OF LITERARY BACKGROUND

<table>
<thead>
<tr>
<th></th>
<th>Pre</th>
<th>Post</th>
<th>Gain</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys</td>
<td>47.51</td>
<td>55.72</td>
<td>8.21</td>
</tr>
<tr>
<td>N = 31</td>
<td></td>
<td>N = 54</td>
<td></td>
</tr>
<tr>
<td>Girls</td>
<td>49.87</td>
<td>59.58</td>
<td>9.71</td>
</tr>
<tr>
<td>N = 24</td>
<td></td>
<td>N = 55</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>48.54</td>
<td>57.65</td>
<td>9.11</td>
</tr>
<tr>
<td>N = 55</td>
<td></td>
<td>N = 109</td>
<td></td>
</tr>
</tbody>
</table>

Grand Total

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys</td>
<td>1473</td>
<td>3009</td>
</tr>
<tr>
<td>Girls</td>
<td>1197</td>
<td>3277</td>
</tr>
<tr>
<td>Total</td>
<td>2670</td>
<td>6286</td>
</tr>
</tbody>
</table>

Range

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys</td>
<td>20-75</td>
<td>28-77</td>
</tr>
<tr>
<td>Girls</td>
<td>23-78</td>
<td>39-77</td>
</tr>
<tr>
<td>Total</td>
<td>20-78</td>
<td>28-77</td>
</tr>
</tbody>
</table>

Median

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys</td>
<td>51</td>
<td>57</td>
</tr>
<tr>
<td>Girls</td>
<td>52.5</td>
<td>60</td>
</tr>
<tr>
<td>Total</td>
<td>51</td>
<td>59</td>
</tr>
</tbody>
</table>
Attitude Variable. The fourth null hypothesis was stated as follows: There will be no changes in attitudes toward selected activities in children who are exposed to a long term literature program. Table 16 shows the analysis of covariance for all concepts of the semantic differential. The pretest of the semantic differential was administered to 521 students. Of these pretests, one group from students in the control group were marked in such a way that it was impossible to score. Discounting these tests, there were 501 semantic differentials in the pretests. Twenty students moved from the school district and 1 student was absent when the posttests were administered. There were 480 subjects included in the final data computations for the semantic differential.

On the total score of the semantic differential the F ratio which was obtained for the boys was 4.004, greater than the necessary 3.86 to indicate a significant difference at the .05 level between control group boys and treatment group boys. The boys in the treatment group who had participated in literature reading and in follow-up activities showed significantly more positive attitudes toward those activities than boys who had not had such experiences.

The F ratio for the total group and for the girls does not indicate this significant difference at the .05 level. This finding and its implications will be further discussed in the next chapter. The means for the total groups, for boys and for girls are shown in Table 18.
TABLE 16
ANALYSIS OF COVARIANCE OF TREATMENT AND CONTROL GROUPS
ON SEMANTIC DIFFERENTIAL: ALL CONCEPTS
TOTAL GROUP, BOYS AND GIRLS

<table>
<thead>
<tr>
<th>Source of Variation</th>
<th>Sums of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total Group</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Covariates</td>
<td>127208.937</td>
<td>1</td>
<td>127208.937</td>
<td>137.099</td>
</tr>
<tr>
<td>Between Groups</td>
<td>2274.250</td>
<td>1</td>
<td>2274.250</td>
<td>2.451</td>
</tr>
<tr>
<td>Within Groups</td>
<td>442590.187</td>
<td>477</td>
<td>927.862</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>572073.375</td>
<td>479</td>
<td>1194.308</td>
<td></td>
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<td><strong>Boys</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Covariates</td>
<td>50900.008</td>
<td>1</td>
<td>50900.008</td>
<td>53.613</td>
</tr>
<tr>
<td>Between Groups</td>
<td>3801.797</td>
<td>1</td>
<td>3801.797</td>
<td>4.004*</td>
</tr>
<tr>
<td>Within Groups</td>
<td>222158.812</td>
<td>234</td>
<td>949.396</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>276860.625</td>
<td>236</td>
<td>1173.138</td>
<td></td>
</tr>
<tr>
<td><strong>Girls</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Covariates</td>
<td>69959.625</td>
<td>1</td>
<td>69959.625</td>
<td>77.639</td>
</tr>
<tr>
<td>Between Groups</td>
<td>78.000</td>
<td>1</td>
<td>78.000</td>
<td>0.087</td>
</tr>
<tr>
<td>Within Groups</td>
<td>216260.875</td>
<td>240</td>
<td>901.087</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>286298.500</td>
<td>242</td>
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</table>

*F ratio of 3.86 significant at .05
TABLE 17
ADJUSTED MEANS OF THE TREATMENT AND CONTROL GROUPS
ON SEMANTIC DIFFERENTIAL: ALL CONCEPTS

<table>
<thead>
<tr>
<th>Treatment Means</th>
<th>Control Means</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>Means</td>
</tr>
<tr>
<td>---</td>
<td>-------</td>
</tr>
<tr>
<td>272</td>
<td>200.99</td>
</tr>
<tr>
<td>139</td>
<td>198.08</td>
</tr>
<tr>
<td>133</td>
<td>203.85</td>
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</tbody>
</table>

Tables 18-33 show the analysis of covariance concept by concept and the means for the concepts as attained by the total group, for boys and for girls. The concepts have been ranked according to mean from high to low. The F ratios of 4.01 for the concept Teacher Reading to Students and of 4.44 for the concept Talking About Books in School were significant at the .05 level. The F ratio of 5.92 on the concept Teacher Reading to Students was significant at the .05 level for the girls. The F ratios of 6.75 for the concept Acting Out Stories and of 9.11 for the concept Talking About Books in School were significant at the .01 level. All of these significant differences indicated more positive attitudes for the treatment group boys and girls.

The results of the analysis show a significant difference at the .05 level the treatment group boys and the control group boys on the total score of the semantic differential (all concepts). On selected concepts significant differences were shown for boys and for girls. The null hypothesis was rejected.
TABLE 18
ANALYSIS OF COVARIANCE OF TREATMENT AND CONTROL GROUPS
ON SEMANTIC DIFFERENTIAL CONCEPT: READING BOOKS IN SCHOOL
TOTAL GROUP, BOYS AND GIRLS

<table>
<thead>
<tr>
<th>Source of Variation</th>
<th>Sums of Squares</th>
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<th>Mean Square</th>
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<tr>
<td><strong>Total Group</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Covariates</td>
<td>2808.401</td>
<td>1</td>
<td>2808.401</td>
<td>105.061</td>
</tr>
<tr>
<td>Between Groups</td>
<td>28.865</td>
<td>1</td>
<td>28.865</td>
<td>1.080</td>
</tr>
<tr>
<td>Within Groups</td>
<td>12750.762</td>
<td>477</td>
<td>26.731</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>15588.031</td>
<td>479</td>
<td>32.543</td>
<td></td>
</tr>
<tr>
<td><strong>Boys</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Covariates</td>
<td>1513.757</td>
<td>1</td>
<td>1513.757</td>
<td>47.724</td>
</tr>
<tr>
<td>Between Groups</td>
<td>0.495</td>
<td>1</td>
<td>0.495</td>
<td>0.016</td>
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<tr>
<td>Within Groups</td>
<td>7422.238</td>
<td>234</td>
<td>31.719</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>8936.492</td>
<td>236</td>
<td>37.866</td>
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</tr>
<tr>
<td><strong>Girls</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Covariates</td>
<td>1195.332</td>
<td>1</td>
<td>1195.332</td>
<td>55.560</td>
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<tr>
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<td>36.748</td>
<td>1.708</td>
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<td>Within Groups</td>
<td>5163.398</td>
<td>240</td>
<td>21.514</td>
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</tr>
<tr>
<td>Total</td>
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<td>242</td>
<td>26.428</td>
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</tr>
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</table>

F ratio of 3.86 significant at .05
### TABLE 19
ADJUSTED MEANS OF THE TREATMENT AND CONTROL GROUPS
ON SEMANTIC DIFFERENTIAL CONCEPT: READING BOOKS IN SCHOOL

<table>
<thead>
<tr>
<th>Treatment</th>
<th>Means</th>
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<th>N</th>
<th>Means</th>
</tr>
</thead>
<tbody>
<tr>
<td>272</td>
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<td>208</td>
<td>27.66</td>
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</tr>
<tr>
<td>133</td>
<td>27.74</td>
<td>Girls</td>
<td>110</td>
<td>28.63</td>
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</table>
TABLE 20

ANALYSIS OF COVARIANCE OF TREATMENT AND CONTROL GROUPS
ON SEMANTIC DIFFERENTIAL CONCEPT: READING BOOKS AWAY FROM SCHOOL
TOTAL GROUP, BOYS AND GIRLS

<table>
<thead>
<tr>
<th>Source of Variation</th>
<th>Sums of Squares</th>
<th>df</th>
<th>Mean Square</th>
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<tbody>
<tr>
<td>Total Group</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Covariates</td>
<td>2664.234</td>
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<td>2664.234</td>
<td>66.866</td>
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<tr>
<td>Between Groups</td>
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<td>20.005</td>
<td>0.502</td>
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<tr>
<td>Within Groups</td>
<td>19005.691</td>
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<td>39.844</td>
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<td>Total</td>
<td>21689.931</td>
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<td>45.282</td>
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</tr>
<tr>
<td>Boys</td>
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<td></td>
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<td>Covariates</td>
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<td>11124.883</td>
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</tr>
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<td>Total</td>
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<td>52.668</td>
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</tr>
<tr>
<td>Girls</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Covariates</td>
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<td>1322.557</td>
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</tr>
<tr>
<td>Between Groups</td>
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<td>102.590</td>
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<tr>
<td>Within Groups</td>
<td>7687.531</td>
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</table>

F ratio of 3.86 significant at .05
<table>
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<td>Means</td>
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<tr>
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<td>27.09</td>
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</table>

TABLE 21

ADJUSTED MEANS OF THE TREATMENT AND CONTROL GROUPS

ON SEMANTIC DIFFERENTIAL CONCEPT: READING BOOKS AWAY FROM SCHOOL
TABLE 22
ANALYSIS OF COVARIANCE OF TREATMENT AND CONTROL GROUPS
ON SEMANTIC DIFFERENTIAL CONCEPT: TEACHER READING TO STUDENTS
TOTAL GROUP, BOYS AND GIRLS

<table>
<thead>
<tr>
<th>Source of Variation</th>
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<th>Mean Square</th>
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<tr>
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</tr>
<tr>
<td>Covariates</td>
<td>2069.571</td>
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<td>2069.571</td>
<td>42.964</td>
</tr>
<tr>
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<td>193.263</td>
<td>4.012*</td>
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<td>Within Groups</td>
<td>22976.809</td>
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<td>48.169</td>
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<td>52.692</td>
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<td>8.007</td>
<td>0.169</td>
</tr>
<tr>
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<td>49.871</td>
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</tr>
<tr>
<td><strong>Girls</strong></td>
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<td></td>
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<td></td>
</tr>
<tr>
<td>Covariates</td>
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</tr>
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<td>Between Groups</td>
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<td>284.755</td>
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</tr>
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<td>48.910</td>
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*F ratio of 3.86 significant at .05
<table>
<thead>
<tr>
<th>Treatment</th>
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<th>Means</th>
<th>Control</th>
<th>N</th>
<th>Means</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Total Group</td>
<td>272</td>
<td>26.52</td>
<td></td>
<td>208</td>
<td>25.23</td>
</tr>
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<td>Boys</td>
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<td>26.12</td>
<td></td>
<td>98</td>
<td>25.75</td>
</tr>
<tr>
<td>Girls</td>
<td>133</td>
<td>26.95</td>
<td></td>
<td>110</td>
<td>24.76</td>
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</tbody>
</table>
### TABLE 24

**ANALYSIS OF COVARIANCE OF TREATMENT AND CONTROL GROUPS**

**ON SEMANTIC DIFFERENTIAL CONCEPT: MAKING OBJECTS TO EXPLAIN A STORY**

**TOTAL GROUP, BOYS AND GIRLS**

<table>
<thead>
<tr>
<th>Source of Variation</th>
<th>Sums of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total Group</strong></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Covariates</td>
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<td>2133.313</td>
<td>48.078</td>
</tr>
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<td>45.494</td>
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<td>Within Groups</td>
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<td>44.372</td>
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<td>479</td>
<td>48.735</td>
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<td><strong>Boys</strong></td>
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<td></td>
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<tr>
<td>Covariates</td>
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<td>764.311</td>
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<td>109.838</td>
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</tr>
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<td>53.072</td>
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</tr>
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<td><strong>Girls</strong></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Covariates</td>
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<td>1426.357</td>
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</tr>
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<td>1.887</td>
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<td>242</td>
<td>44.407</td>
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</tr>
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</table>

F ratio of 3.86 significant at .05
TABLE 25

ADJUSTED MEANS OF THE TREATMENT AND CONTROL GROUPS ON SEMANTIC DIFFERENTIAL CONCEPT: MAKING OBJECTS TO EXPLAIN A STORY

<table>
<thead>
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<th>Treatment N</th>
<th>Means</th>
<th>Control N</th>
<th>Means</th>
</tr>
</thead>
<tbody>
<tr>
<td>272</td>
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<td>208</td>
<td>25.57</td>
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<tr>
<td>139</td>
<td>26.30</td>
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<td>133</td>
<td>26.43</td>
<td>110</td>
<td>26.61</td>
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### TABLE 26

**ANALYSIS OF COVARIANCE OF TREATMENT AND CONTROL GROUPS ON SEMANTIC DIFFERENTIAL CONCEPT: WRITING IN SCHOOL**

**TOTAL GROUP, BOYS AND GIRLS**

<table>
<thead>
<tr>
<th>Source of Variation</th>
<th>Sums of Squares</th>
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<th>Mean Squares</th>
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<td></td>
</tr>
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<td>2518.128</td>
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<td>75.303</td>
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</tr>
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<td>36.780</td>
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</tr>
<tr>
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</tr>
<tr>
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<td>1343.169</td>
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<td>48.165</td>
<td>1.323</td>
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<td>Within Groups</td>
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<td>975.504</td>
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F ratio of 3.86 significant at .05
### TABLE 27

**ADJUSTED MEANS OF THE TREATMENT AND CONTROL GROUPS**

**ON SEMANTIC DIFFERENTIAL CONCEPT: WRITING IN SCHOOL**

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<th>Control</th>
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### TABLE 28

**ANALYSIS OF COVARIANCE OF TREATMENT AND CONTROL GROUPS**

**ON SEMANTIC DIFFERENTIAL CONCEPT: ACTING OUT STORIES**

**TOTAL GROUP, BOYS AND GIRLS**

<table>
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<th>Mean Square</th>
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</tr>
<tr>
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<td></td>
</tr>
<tr>
<td>Covariates</td>
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<td>784.686</td>
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</tr>
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<td>370.070</td>
<td>6.755**</td>
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<td>54.786</td>
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<tr>
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<td>59.215</td>
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<td></td>
<td></td>
</tr>
<tr>
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</tr>
<tr>
<td>Between Groups</td>
<td>70.210</td>
<td>1</td>
<td>70.210</td>
<td>2.291</td>
</tr>
<tr>
<td>Within Groups</td>
<td>7354.879</td>
<td>240</td>
<td>30.645</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>10214.480</td>
<td>242</td>
<td>42.209</td>
<td></td>
</tr>
</tbody>
</table>

F ratio of 3.86 significant at .05

**F** ratio of 6.70 significant at .01
TABLE 29

ADJUSTED MEANS OF THE TREATMENT AND CONTROL GROUPS
ON SEMANTIC DIFFERENTIAL CONCEPT: ACTING OUT STORIES

<table>
<thead>
<tr>
<th>Treatment</th>
<th>N</th>
<th>Means</th>
<th>Control</th>
<th>N</th>
<th>Means</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Total Group</td>
<td></td>
<td>208</td>
<td>23.52</td>
</tr>
<tr>
<td></td>
<td>272</td>
<td>24.17</td>
<td>Boys</td>
<td>98</td>
<td>21.14</td>
</tr>
<tr>
<td></td>
<td>139</td>
<td>23.68</td>
<td>Girls</td>
<td>110</td>
<td>25.71</td>
</tr>
<tr>
<td></td>
<td>133</td>
<td>24.63</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### TABLE 30

**ANALYSIS OF COVARIANCE OF TREATMENT AND CONTROL GROUPS**

**ON SEMANTIC DIFFERENTIAL CONCEPT: TALKING ABOUT BOOKS IN SCHOOL**

**TOTAL GROUP, BOYS AND GIRLS**

<table>
<thead>
<tr>
<th>Source of Variation</th>
<th>Sums of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total Group</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Covariates</td>
<td>3067.535</td>
<td>1</td>
<td>3067.535</td>
<td>63.817</td>
</tr>
<tr>
<td>Between Groups</td>
<td>213.626</td>
<td>1</td>
<td>213.626</td>
<td>4.444*</td>
</tr>
<tr>
<td>Within Groups</td>
<td>22928.105</td>
<td>477</td>
<td>48.067</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>26209.270</td>
<td>479</td>
<td>54.717</td>
<td></td>
</tr>
<tr>
<td><strong>Boys</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Covariates</td>
<td>1091.385</td>
<td>1</td>
<td>1091.385</td>
<td>22.258</td>
</tr>
<tr>
<td>Between Groups</td>
<td>446.683</td>
<td>1</td>
<td>446.683</td>
<td>9.110**</td>
</tr>
<tr>
<td>Within Groups</td>
<td>11473.879</td>
<td>234</td>
<td>49.034</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>13011.949</td>
<td>236</td>
<td>55.135</td>
<td></td>
</tr>
<tr>
<td><strong>Girls</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Covariates</td>
<td>2094.138</td>
<td>1</td>
<td>2094.138</td>
<td>45.341</td>
</tr>
<tr>
<td>Between Groups</td>
<td>0.180</td>
<td>1</td>
<td>0.180</td>
<td>.004</td>
</tr>
<tr>
<td>Within Groups</td>
<td>11084.637</td>
<td>240</td>
<td>46.186</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>13178.957</td>
<td>242</td>
<td>54.458</td>
<td></td>
</tr>
</tbody>
</table>

*F ratio of 3.86 significant at .05

**F ratio of 6.70 significant at .01**
### TABLE 31

ADJUSTED MEANS OF THE TREATMENT AND CONTROL GROUPS
ON SEMANTIC DIFFERENTIAL CONCEPT: TALKING ABOUT BOOKS IN SCHOOL

<table>
<thead>
<tr>
<th>Treatment</th>
<th>N</th>
<th>Means</th>
<th>Control</th>
<th>N</th>
<th>Means</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Group</td>
<td>272</td>
<td>23.58</td>
<td></td>
<td>208</td>
<td>22.24</td>
</tr>
<tr>
<td>Boys</td>
<td>139</td>
<td>24.36</td>
<td></td>
<td>98</td>
<td>21.56</td>
</tr>
<tr>
<td>Girls</td>
<td>133</td>
<td>22.79</td>
<td></td>
<td>110</td>
<td>22.84</td>
</tr>
</tbody>
</table>
TABLE 32

ANALYSIS OF COVARIANCE OF TREATMENT AND CONTROL GROUPS
ON SEMANTIC DIFFERENTIAL CONCEPT: TALKING ABOUT BOOKS AWAY FROM SCHOOL
TOTAL GROUP, BOYS AND GIRLS

<table>
<thead>
<tr>
<th>Source of Variation</th>
<th>Sums of Squares</th>
<th>df</th>
<th>Mean Square</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total Group</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Covariates</td>
<td>3753.555</td>
<td>1</td>
<td>3753.555</td>
<td>72.410</td>
</tr>
<tr>
<td>Between Groups</td>
<td>25.826</td>
<td>1</td>
<td>25.826</td>
<td>.498</td>
</tr>
<tr>
<td>Within Groups</td>
<td>24726.461</td>
<td>477</td>
<td>51.837</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>28505.844</td>
<td>479</td>
<td>59.511</td>
<td></td>
</tr>
<tr>
<td><strong>Boys</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Covariates</td>
<td>1144.225</td>
<td>1</td>
<td>1144.225</td>
<td>20.975</td>
</tr>
<tr>
<td>Between Groups</td>
<td>0.042</td>
<td>1</td>
<td>0.042</td>
<td>0.001</td>
</tr>
<tr>
<td>Within Groups</td>
<td>12765.043</td>
<td>234</td>
<td>54.551</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>13909.312</td>
<td>236</td>
<td>58.938</td>
<td></td>
</tr>
<tr>
<td><strong>Girls</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Covariates</td>
<td>2535.457</td>
<td>1</td>
<td>2535.457</td>
<td>52.205</td>
</tr>
<tr>
<td>Between Groups</td>
<td>76.403</td>
<td>1</td>
<td>76.403</td>
<td>1.573</td>
</tr>
<tr>
<td>Within Groups</td>
<td>11656.055</td>
<td>240</td>
<td>48.567</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>14267.918</td>
<td>242</td>
<td>58.958</td>
<td></td>
</tr>
</tbody>
</table>

F ratio of 3.86 significant at .05
Table 33

Adjusted Means of the Treatment and Control Groups
On Semantic Differential Concept: Talking about Books Away from School

<table>
<thead>
<tr>
<th>Treatment</th>
<th>Means</th>
<th>Control</th>
<th>Means</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td></td>
<td>N</td>
<td></td>
</tr>
<tr>
<td>Treatment</td>
<td></td>
<td>Control</td>
<td></td>
</tr>
<tr>
<td>N</td>
<td></td>
<td>Means</td>
<td></td>
</tr>
<tr>
<td>Total Group</td>
<td>272</td>
<td>208</td>
<td>21.17</td>
</tr>
<tr>
<td>Boys</td>
<td>139</td>
<td>98</td>
<td>20.13</td>
</tr>
<tr>
<td>Girls</td>
<td>133</td>
<td>110</td>
<td>22.30</td>
</tr>
</tbody>
</table>

Teacher Attitude. The fifth hypothesis was stated as follows: "There will be no change in attitudes of teachers who participate in a long term inservice program." On a T test for paired observations a result of .28 was obtained. This was below the necessary 2.228 for significance at the .05 level. There was no significant change in the attitudes of teachers. The hypothesis was accepted.

Relationship of Teacher Attitude and Student Attitude. The sixth hypothesis was stated as follows: "There will be no relationship between the attitudes of teachers who participate in a long term literature program and the attitudes of children in the program." Table 34 shows the results of the analysis using the change scores of the teachers and the students' mean scores by classes in a Spearman rank correlation. The hypothesis was accepted. There is no relationship indicated between the attitudes of the teachers and that of the students in their classes.
TABLE 34
ANALYSIS USING THE CHANGE SCORES OF THE TEACHERS
AND THE STUDENTS' MEAN SCORES BY CLASSES
IN A SPEARMAN RANK CORRELATION

<table>
<thead>
<tr>
<th>Concept</th>
<th>$\rho$</th>
</tr>
</thead>
<tbody>
<tr>
<td>Talking About Books in School</td>
<td>-.49</td>
</tr>
<tr>
<td>Acting Out Stories</td>
<td>-.30</td>
</tr>
<tr>
<td>Teacher Reading to Students</td>
<td>.23</td>
</tr>
<tr>
<td>Making Objects to Explain a Story</td>
<td>.14</td>
</tr>
<tr>
<td>Writing in School</td>
<td>-.04</td>
</tr>
</tbody>
</table>

Coefficient of correlation .506 significant at .05

Summary of Data Analysis

**Reading Variable.** The hypothesis stating there will be no significant differences in scores on a standardized reading achievement test between grade six children who are exposed to a long term literature program and those who lack exposure to such a program was not rejected. There was no significant difference between the treatment group scores and the control group scores.

**Literature Appreciation Variable.** On the subtests Part I (Listening) there were no significant differences at the .05 level between treatment group scores and
control group scores. The analysis by sex showed no significant differences at the .05 level between treatment and control group boys nor between treatment and control group girls.

On the subtest Part II (Reading) there was a significant difference at the .05 level between the treatment group scores and the control group scores. Analysis by sex showed a significant difference at the .05 level between treatment group boys and control group boys with the difference in favor of the control group. There was no significant difference at the .05 level between the treatment group girls and the control group girls.

**Literary Background.** The third hypothesis "there will be no gain in knowledge of literature for grade six children who have been exposed to a long term literature program" was rejected. There was a gain in knowledge of books for the total group, for boys and for girls.

**Student Attitude.** The hypothesis stating "there will be no changes in attitudes toward selected activities in children who are exposed to a long term literature program" was rejected. There was no significant difference between the total scores for the treatment group and the control group. However, analysis by sex indicated a significant difference in treatment group boys over control group boys. There was no significant difference between treatment group girls and control group girls.
The analysis of the semantic differential data, concept by concept indicates significant differences as follows:

**TABLE 35**

**SUMMARY OF CONCEPT ANALYSIS**

<table>
<thead>
<tr>
<th>Concept</th>
<th>Total Group F Ratio</th>
<th>Boys F Ratio</th>
<th>Girls F Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading Books in School</td>
<td>1.08</td>
<td>.02</td>
<td>1.70</td>
</tr>
<tr>
<td>Reading Books Away From School</td>
<td>.50</td>
<td>.42</td>
<td>3.20</td>
</tr>
<tr>
<td>Teacher Reading to Students</td>
<td>4.01*</td>
<td>.17</td>
<td>5.82*</td>
</tr>
<tr>
<td>Making Objects to Explain a Story</td>
<td>1.03</td>
<td>2.21</td>
<td>.05</td>
</tr>
<tr>
<td>Writing in School</td>
<td>2.05</td>
<td>1.32</td>
<td>1.03</td>
</tr>
<tr>
<td>Acting Out Stories</td>
<td>1.12</td>
<td>6.76**</td>
<td>2.29</td>
</tr>
<tr>
<td>Talking About Books in School</td>
<td>4.44*</td>
<td>9.11**</td>
<td>.04</td>
</tr>
<tr>
<td>Talking About Books Away From School</td>
<td>.50</td>
<td>.00</td>
<td>1.57</td>
</tr>
</tbody>
</table>

*F ratio 3.86 significant at .05

**F ratio 3.86 significant at .01**

The mean scores on the concepts indicated differences in students' attitudes toward these activities. The concepts are listed in their rank order from high to low on the basis of the treatment group scores.

**Teacher Attitude.** The hypothesis stating "there will be no change in the attitudes of teachers who participate in a long term
literature program" was accepted. There was no significant difference at the .05 level between the teachers' pretest scores and the post-test scores of the semantic differential on a T test for paired observations.

**Relationship of Teacher Attitude and Student Attitude.** The hypothesis stating "there will be no relationship between the attitudes of teachers who participate in a long term literature program and the attitudes of children in the program" was accepted. A Spearman rank correlation between the change scores of teachers and the change scores of the class means did not indicate significant differences at the .05 level.
Summary

Summary

Purposes of the Study. The purpose of this study was to determine the effects of a long term literature program on its participants. Six questions were asked:

1. What will be the differences in scores on a standardized reading achievement test between grade six children who are exposed to a long term literature program as compared to another group of grade six children lacking exposure to such a program?

2. What will be the differences in scores on a literature appreciation test between children who are exposed to a long term literature program as compared to a group of children lacking such exposure?

3. What will be the gains in knowledge of literature for grade six boys and girls who have been exposed to a long term literature program?

4. Will grade six children who are exposed to a long term literature program manifest changes in attitudes toward selected activities as measured by a semantic differential?
5. Will teachers exposed to a children's literature inservice program demonstrate attitude changes toward selected activities?

6. Will there be a correlation between teachers attitudes toward a literature program and students' attitudes as measured by the selected instruments?

Population of the Study. Participants in the study were the grade six students in eleven classrooms, in three schools in one suburban district and their teachers. The remaining nine grade six classrooms in this school district were in a control group. The school district was divided by a central office administrator to retain the entire socioeconomic range represented in the district and school were assigned to each group.

Methods and Procedures. Pretests were administered to all of the students in the grade six classrooms by the teachers during the beginning weeks of school. These tests were: 1) California Reading Achievement, 2) A Look at Literature, 3) Semantic Differential and 4) Taking Inventory of Children's Literary Background. This last test was administered to five students in each of the treatment group classrooms. 5) A Semantic Differential was administered to the eleven teachers in the treatment group.

At the end of the inservice program the posttests were administered to the students and to the teachers. A total of ten students (including the original five) in each treatment group classroom took the "Taking A Look at Literary Background."
Inservice Program. The inservice program for the teachers began with the opening of school and ended in April. There were 23 sessions planned with time allotted from district wide inservice days, morning sessions when substitute teachers were provided for the classrooms, and afternoon sessions after school. The total time planned for the inservice program was 70 hours. Beside participating in the inservice program, teachers agreed to spend one half hour a day reading to their students, to spend about one half hour a day in follow-up activities and to allow students about one half hour a day for silent reading. Teachers recorded the amount of time spent on each of these activities in a journal and students recorded the names of books read, whether or not they liked the book and any other information they chose to write. Teachers did not read the journals but gave them to the investigator for information purposes.

Analysis of the Data. Analysis of covariance was used on the scores of the pretests and posttests to determine differences between the treatment groups and the control groups and between boys and girls in the groups. Gain scores only were computed for the Taking A Look At Children's Literary Background.

Major Findings. Hypothesis One: There will be no significant differences in scores on a standardized reading achievements test between grade six children who are exposed to a long term literature program and those who lack exposure to such a program. This hypothesis was not rejected. There were no significant differences between the total treatment group scores and the control group scores on the reading achievement test on either subtest or on the test as a whole. The
analysis by sex when treatment group boys were compared with control
group boys and treatment group girls were compared with control group
girls showed no significant differences.

Hypothesis Two: There will be no significant difference in
scores on a literature appreciation test between grade six children
who are exposed to a long term literature program and those who lack
exposure to such a program. This hypothesis was rejected. There was
a significant difference between the treatment group scores and the
control group scores. The difference favored the control group. The
analysis by sex showed a significant difference in favor of the con­
trol group boys on the total literature appreciation test.

On the subtest Part I (Listening) there were no significant
differences between treatment group scores and control group scores.
The analysis by sex showed no significant differences between treat­
mament and control group boys nor between treatment and control group
girls.

On the subtest Part II (Reading) there was a significant diff­
ference between the treatment group scores and the control group scores.
Analysis by sex showed a significant difference between treatment
group boys and control group boys with the difference in favor of the
control group. There was no significant difference between the treat­
mament group girls and the control group girls.

Hypothesis Three: There will be no gain in knowledge of litera­
ture for grade six children who have been exposed to a long term
literature program. This hypothesis was rejected. There was gain
in knowledge for the total group, for boys and for girls.
Hypothesis Four: There will be no changes in attitudes toward selected activities in children who are exposed to a long term literature program. This hypothesis was rejected. While there was no significant difference between the total scores for the treatment group and the control group, analysis by sex indicated a significant difference in treatment group boys over control group boys. There was no significant difference between treatment group girls and control group girls.

The analysis of the semantic differential concept by concept indicates significant differences for the total group on Teacher Reading to Students and Talking About Books in School, for boys on the concepts Acting Out Stories and Talking About Books in School, for girls on the concept Teacher Reading to Students.

Hypothesis Five: There will be no change in the attitudes of teachers who participate in a long term inservice program. This hypothesis was not rejected. There was no significant difference between the teachers' pretest scores and the posttest scores on the semantic differential as measured by a paired T observation.

Hypothesis Six: There will be no relationship between the attitudes of teachers who participate in a long term literature program and the attitudes of children in the program. This hypothesis was not rejected. The results of the analysis using the change scores of the teachers and the change scores of the class means of the students in a rank correlation indicated no significant relationship.
Interpretation of Tested Hypotheses and Results

The first hypothesis was accepted. The analysis of the data showed no significant differences between the treatment group and the control group, nor between boys and girls.

Because scores on reading achievement tests are viewed by many educators and parents as a measure of success in school, it is important that the scores of the students involved in the literature program indicated no loss in reading achievement. In this study, the classroom time usually allocated to skill group instruction or other reading instruction activities was spent in silent reading or listening to the teacher read in the treatment group classrooms. These activities were apparently sufficient to maintain the rate of achievement comparable to the students who received traditional classroom instruction.

There is some question concerning the appropriateness of the California Achievement Test for this group of students. In the Vocabulary subtest, 14 students attained a perfect score of 40. These scores were represented equally in the treatment group and in the control group. On the posttests 32 students achieved a perfect score of 40. Of the students with perfect scores, 22 were in the treatment group. Statistically these numbers are not significant yet this seems to indicate that the test was not challenging enough for some of these students. The posttest mean scores on the total reading test for both groups was 63.98 which is above the grade equivalent
score of 61 for six years, eight months in school. This leaves some question about the appropriateness of using this test for students whose reading achievement level is higher than average.

**Literature Appreciation.** The second hypothesis was rejected. Analysis of the data indicated a significant increase in the scores on the reading portion of this test for the control over the treatment group and for the control group boys over the treatment group boys. This was an unexpected result. An interview with a teacher in the control group indicated that the sixth grade classes in one school were involved in an individualized reading program. In this individualized reading program students read paperback books and used story-cards to answer questions relating to the story. Conference cards were used by the teachers to conduct conferences and students used workbooks which contained questions on literary analysis and practice exercises for reference skills. The results of the statistical analysis indicated that the skills developed in these activities were, at least in part, the skills tapped by the questions on the Literature Appreciation Test. These skills are viewed by this writer as appropriate for a well-developed appreciation of literature. Traditionally, this analysis approach to literature instruction has been practiced in the junior high and secondary schools to the virtual exclusion of an informal approach which emphasizes response and personal involvement. The ALAL does measure the kind of appreciation that can be measured with analysis type questions. Since this writer is unaware of any other test which purports to measure literature appreciation
for this age level, this test was used. Further development of a means for measuring literature appreciation and response is needed.

There is ambivalence between this need and the values of literature as perceived by this writer. The values of literature for an individual concern the shaping of an approach to life which includes providing vicarious experiences, providing opportunities for decentering and changing perspectives, providing for expanding the time and space boundaries of the objective world, providing enjoyment and relaxation. These values are difficult, if not impossible, to measure with objective tests and statistical data within the time-space limitations of the school year. Yet there is need for research which focuses on the effects of a literature program as related directly to literature, not on a corollary affect.

**Literary Knowledge.** The third hypothesis was rejected. There was a gain in the literary knowledge for the students who had daily exposure to literature. The range of the scores, from 20-78, on the pretest to 28-77 on the posttest, and the movement of the median from 51 to 59 indicates that the students who scored lowest showed the most gain on the test. This might be indicative that those students had experienced little prior exposure to literature. This Inventory, which was copyrighted in 1967, was not adapted for recent publications. Since much of the reading of the students was in the realistic genre, and with relatively new publications, it is possible that the test did not measure the new knowledge of some of the students.
Addition of facts, such as titles, characters' names, and events of literature is a necessary part of a literature program and the results of the test indicate that the students did benefit from the exposure of the literature program in this area.

**Student Attitudes.** The fourth null hypothesis was rejected. There was a significant difference between the treatment group boys and the control group boys for the semantic differential taken as a whole. When the concepts were analyzed individually there were significant differences in selected concepts for the total group, for girls, or for boys.

**Concepts in Which the Total Group Showed Significant Differences.**

- Teacher Reading to Students
- Talking About Books in School

The means for all groups placed the three concepts which relate directly to reading (Reading Books in School, Teacher Reading to Students and Reading Books Away from School) as the first three in the rank ordering of all concepts. This indicated that the students considered that reading is valuable, pleasureable, important, serious, strong, and free. While the concept "Reading Books in School" did not show a significant change, it was first in the rankings on the pretests and remained so on the posttests. The two concepts on which there was a significant attitude change for the treatment group "Teacher Reading to Students" and "Talking About Books in School" related to the two activities which received the most time and emphasis during the literature program. The nature of the time
commitment of the program, and some discussion of classroom phenomena seems appropriate here.

Teachers were asked to read one half hour daily to their students. They were also asked to provide at least one half hour for follow-up activities. It appeared (from verbal reports and from journals) that the follow-up activity was often a discussion immediately following the reading for the entire class. This was one of the first activities introduced in the inservice sessions and teachers seemed to feel comfortable in conducting these book discussions.

In a classroom this type of activity becomes a "set," welcomed by both teachers and students as an expected and accepted habit. Middle grade school children ranked "discussion" high on a list of favorite activities. It is possible that they feel they learn from it in addition to the sometimes (perceived) benefit that it "keeps you from doing your work." Whatever the reasons, the students responded favorably to the concept of "Talking About Books in School" and this particular concept is perceived to be a valuable activity in increased understanding in literature and in the ideas and experiences of life.

The statistical significance of the students' attitude change is important for further research and for teachers. Important too, is the ranking of the concepts according to the students' attitude toward them. The ranking is as follows:

- Reading Books in School
- Reading Books Away from School
- Teacher Reading to Students
Making Objects to Explain a Story

Writing in School

Acting Out Stories

Talking About Books in School

Talking About Books Away From School

Teachers who attempt to develop a literature program using an informal approach should be aware that the attitudes of children are influenced by what they consider interesting, valuable, pleasureable and important. They were able to discriminate between those values in their responses. The following example of a frequent response pattern to one concept will illustrate:

Worthless _____:_____:_____:_____:____:X Valuable
Pleasureable _____:_____:_____:_____:_____:X Painful
Important X:_____:_____:_____:_____ Unimportant
Boring X:_____:_____:_____:_____ Interesting

This pattern indicates that while the activity is considered valuable and important, it is boring and painful to practice. The activity "Writing in School" received a number of responses in this pattern. It is unlikely that a student who finds an activity painful and boring will independently seek opportunities to participate in it.

Teachers who wish to encourage their students to write as a means of mediating experiences in response to literature or other personally experienced events will want to find ways to make classroom writing pleasureable and interesting rather than painful and boring.
The activities "Acting Out Stories" and "Making Objects to
Explain A Story" were often marked in the following pattern:

Worthless  X:_____:_____:_____:_____ Valuable
Pleasureable X:_____:_____:_____:_____ Painful
Important _____:_____:_____:_____ X Unimportant
Boring _____:_____:_____:_____ X Interesting

Students considered these activities interesting and pleasureable,
but worthless and unimportant. Teachers who understand the value of
manipulative materials and sensory involvement in cognitive develop­
ment will want to help their students and the parents of those stu­
dents understand and accept the purpose and validity of those activities.

Teachers' Attitude and Relationship of Teachers' Attitude and
Students' Attitude. The fourth and fifth hypotheses were accepted.
The statistical measures used did not indicate significant differences
in these areas. More information is needed in this area as related
to appropriate measuring instruments.

Conclusions

The major conclusions of this study of the effects of a long
term literature program on its participants are as follows:

1. Sixth grade boys who participated in literature reading
   and follow-up activities showed significantly more
   positive attitudes toward those activities than boys who
   had not had such experiences.
2. Boys who had participated in the literature program demonstrated more positive attitudes on the concepts Acting Out Stories and Talking About Books in School than boys who had not participated in such a program.

3. Girls who had participated in the literature program demonstrated significantly more positive attitudes on the concept Teacher Reading to Students than girls who had not participated in such a program.

4. The treatment group who had participated in a literature program demonstrated significantly more positive attitudes toward the concepts Teacher Reading to Students and Talking About Books in School than a comparable group of students who had not participated in such a program.

5. Of the eight concepts on the semantic differential, the students ranked highest those directly related to reading: Reading Books in School, Reading Books Away From School, and Teacher Reading to Students.

6. Students responses on the concept Writing in School reflected a pattern that indicated they considered that activity "valuable" and "important" but "boring" and "painful."

7. Students responses on the concepts Acting Out Stories and Making Objects to Explain A Story indicated they considered those activities "interesting" and "pleasant" yet "unimportant" and "worthless."
8. Students' entries in journals indicated a variety of responses including emotional involvement, predicting outcomes, identifying with characters, relating events to their own lives, and recognition of form and style.

9. Students' responses in journals indicate an interest in reading all of the books by a particular author and a desire to read several books with the same character.

10. Students who participated in a literature program in grade six classrooms maintained reading achievement levels comparable to students who received traditional reading instruction.

11. A literature program in grade six classrooms did result in gains in literary knowledge.

12. An informal approach to an elementary literature program did not produce a significant difference in literature appreciation as measured by a literary analysis literature test.

13. There was no significant change in teachers' attitudes toward activities associated with implementing a literature program in elementary classrooms.

14. The study did not establish a relationship between teachers' attitudes and students' attitudes.
Recommendations

Considering the findings and conclusions of this study the following recommendations seem apparent to this writer:

1. Students' attitudes toward activities in school are influenced by their perception of the value and importance of the activity. In implementing a literature program it is important that teachers understand the purposes for follow-up activities and communicate these purposes to students and their parents.

2. Students' attitudes toward activities in school are influenced by what they find boring and painful. Reconsideration of initial instruction and maintenance practice is important for the teachers of middle grade students who plan to implement literature programs.

3. Participating in a year long inservice program and implementing a literature program in the classroom at the same time requires tremendous effort and commitment on the part of classroom teachers. Efforts should be made to provide support structures for teachers who want to develop literature programs in their classrooms. This support might be in the form of resource persons as well as materials and books.

4. Teachers who implement literature programs in their classrooms need books to meet the needs of their students and books to accommodate their interests. The books should be readily available in a central school library and in classrooms.
5. Teachers need selection guides and exposure to children's literature to develop skills in choosing books for their students.

6. Children's journal entries included a range of responses from emotional involvement to analysis of form. Teachers can use students' journals to determine the kinds of responses children are making to books. Knowledge of these responses can serve as a basis for planning instruction.

Suggestions for Further Research

Considering the findings and conclusions of this study, the following suggestions are made for further research:

1. The attitude variable seemed to indicate an increasing enjoyment of activities related to books. Therefore it might be appropriate to initiate a study with middle grade children which extended over a longer period of time to determine the longitudinal effects of such a program on literature appreciation and the activities associated with it.

2. Previous studies (Tom, Terry, Porter) have indicated differential degrees of interest and appreciation of reading and literature in fourth, fifth and sixth grades. A study of the effects of a literature program in the young middle grades might be interesting and provide data for curriculum planning.
3. This study was implemented with teachers who were selected, because of their school assignment, to participate. A study using teachers who volunteer to participate might be initiated with middle grade students.

4. A study of the effects of a literature program which involved all of the middle grade classes in one school would be interesting and useful for determining effects on a concentrated population.

5. A follow-up study of the students involved in this study might be done to determine the long term effects of the literature program.

6. An interesting study might be a follow-up with the teachers who were involved in the inservice program. Such a study might focus on the amount of reading teachers are doing with the children in their classes this year as well as to determine if they allow the children time for silent reading.

7. The use of a literary analysis test to measure the growth in literature appreciation may not be appropriate when an informal approach to a literature program has been used. Further work needs to be done to develop an appropriate measure for such an approach to literature.

8. There is need for further research in the area of relationships between attitudes of teachers and the attitudes of students. Instruments should be developed to measure these attitudes.
9. Reading achievement levels were maintained by the above average students in this study. Further research is needed to determine the effects of a literature program on the reading achievement of students who are not reading on grade equivalent levels as measured by standardized tests.
APPENDIX A

CALENDAR FOR INSERVICE SESSIONS
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APPENDIX B

STUDENT SEMANTIC DIFFERENTIAL
INSTRUCTIONS

Student's Name________________
Teacher's Name________________

Please complete the checklist on each of the following pages. Check the space between dots on each pair of opposite words which you believe best describes how you feel about the activity. If the scale seems inappropriate to the activity check the middle space. However, in most cases, you will try to avoid the middle space. Do not spend a long time thinking about each one but go through all of the pages at a comfortable speed.
| 1. worthless                   | valuable               |
| 2. pleasureable               | painful                |
| 3. important                  | unimportant            |
| 4. boring                     | interesting            |
| 5. serious                    | humorous               |
| 6. weak                       | strong                 |
| 7. free                       | constrained            |

| 1. worthless                   | valuable               |
| 2. pleasureable               | painful                |
| 3. important                  | unimportant            |
| 4. boring                     | interesting            |
| 5. serious                    | humorous               |
| 6. weak                       | strong                 |
| 7. free                       | constrained            |
# Talking About Books in School

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# Acting Out Stories

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</table>
1. worthless

2. pleasureable

3. important

4. boring

5. serious

6. weak

7. free

valuable

painful

unimportant

interesting

humorous

strong

constrained

READING BOOKS AWAY FROM SCHOOL

1. worthless

2. pleasureable

3. important

4. boring

5. serious

6. weak

7. free

valuable

painful

unimportant

interesting

humorous

strong

constrained
| 1. worthless | : : : | valuable |
| 2. pleasureable | : : : | painful |
| 3. important | : : : | unimportant |
| 4. boring | : : : | interesting |
| 5. serious | : : : | humorous |
| 6. weak | : : : | strong |
| 7. free | : : : | constrained |

**Making Objects to Explain a Story**

| 1. worthless | : : : | valuable |
| 2. pleasureable | : : : | painful |
| 3. important | : : : | unimportant |
| 4. boring | : : : | interesting |
| 5. serious | : : : | humorous |
| 6. weak | : : : | strong |
| 7. free | : : : | constrained |
APPENDIX C

TEACHERS' SEMANTIC DIFFERENTIAL
INSTRUCTIONS

Name

eease complete the checklists on each of the following pages.
ck the space between dots on each pair of opposite words which best
cribes how you feel about the activity. If the words seem inappropriate
 the activity check the middle space. However, in most cases, you will
y to avoid the middle space. Do not spend a long time thinking about
ch one but go through all of the pages at a comfortable speed.
### STUDENTS WRITING AS A DAILY SCHEDULED PART OF CURRICULUM

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### STUDENTS AND TEACHERS TALKING ABOUT BOOKS AS A DAILY SCHEDULED PART OF CURRICULUM

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### STUDENTS MAKING OBJECTS IN RESPONSE TO BOOKS READ

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### TEACHERS READING CHILDREN'S LITERATURE FOR OWN ENJOYMENT

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</table>


de Regniers, Beatrix Scheck, Moore, Eva, and White, Mary Michaels, eds., *Poems Children Will Sit Still For*, New York: Citation Press, 1969.


**References for the Teacher**

Hopkins, Lee Bennett, *Pass the Poetry, Please*, New York: Citation Press, 1972 (paperback).


APPENDIX E

BIBLIOGRAPHY OF CHILDREN'S LITERATURE

MULTIPLE COPIES FOR CLASSROOMS


de Angeli, Marguerite, The Door In the Wall, New York: Scholastic Book Services, 1949.


Levitin, Sonia, Journey to America, Bloomfield, Conn.: Atheneum, 1970.


McSwigan, Marie, Snow Treasure, New York: Scholastic Book Services, 1942.


Neville, Emily, It's Like This, Cat, New York: Young Readers Press, Inc., 1963.


Serrailler, Ian, Selected Stories From the Enchanted Land, New York: Scholastic Book Services, 1964.


APPENDIX F

BIBLIOGRAPHY OF BOOKS USED IN THE
IN-SERVICE SESSIONS


Darrow, Whitney, Jr., I'm Glad I'm a Boy, I'm Glad I'm a Girl, New York: Simon and Shuster, 1970.


Daughtery, James, Abraham Lincoln, New York: The Viking Press, 1943.


________, Marcus and Narcissa Whitman (story and pictures), New York: The Viking Press, 1953.

________, Poor Richard, illustrated by the author, New York: The Viking Press, 1941.


Gag, Wanda, Tales From Grimm, New York: Coward, McCann and Geohega, 1936.


Thompson, Stith, One Hundred Folktales, Bloomington, Ind.: Indiana University Press, 1974.


APPENDIX G

A PLAY FOR BOOK WEEK

BY

BEVERLY CLEARY
A school library with a globe of the world on one table and a Book Week poster on the wall. Homer Price lies on floor with head propped on fist. Fairy Tales stands with back to audience. Except for Mary Poppins, books lean against wall or tables.

MARY POPPINS: Spit-spot, into our proper places! The librarian will want the shelves tidy for Book Week.

RAMONA: I want to be first. (Steps in line ahead of High King) It isn't fair for High King always to be first in line and winner of the Newbery Medal, too.

MARY POPPINS: Manners, Ramona. High King is first because his author's name begins with A.

RAMONA: Mary Poppins, you aren't my mother. You can't tell me what to do.

HOMER PRICE: I would rather lie here on the shelf than have somebody drop me in the mud like my last reader.

COOK BOOK: I know what you mean. A girl who was reading one of my recipes dropped an egg on me. She wiped it off, but the stain is there forever.

PADDINGTON: My last reader's little brother wrote on me in crayon. My pages hurt when their mother tried to erase it. I don't want to be read.

MARY POPPINS: Someone with dirty hands laid me face down on a desk. My spine ached for days.

RAMONA: Somebody left a lollypop on my first page. It hurt like adhesive tape when the librarian pulled it off.

HUMAN BODY: Someone traced my illustrations and bored down so hard with a pencil that painful dents were left on my pages.

ART: The same thing happened to me. The dents will never come out.

HIGH KING: And I have been dropped on my head. Such handling is evil and beneath the dignity of a king.

HISTORY: Down with readers!

BOOKS: Yes! Down with readers!

RAMONA: How come he isn't saying anything? Turn around. Book, and say something.

HISTORY: Have we a traitor in our midst? (Fairy Tales shakes head)

HIGH KING: As King of Prydain, I command you to turn around! (Fairy Tales turns slowly, revealing sausage on end of nose)

RAMONA: He has a sausage on the end of his nose! That is worse than a lollypop. (Books move closer to stare. Homer Price gets to feet)

MARY POPPINS: Remove that sausage from your nose at once!

FAIRY TALES: I cannot. It is stuck fast.

HOMER PRICE: I bet I can pull the sausage off. (Goes to Fairy Tales and pretends to tug at sausage) It really won't come off!
FAIRY TALES: The bell rang and the fair daughter of the poor TV repairman returned the book to the shelf without finishing the story.

RAMONA: Homer means what happened in the story.

FAIRY TALES: That I cannot tell you because the fourth-grade maiden did not read the story to the end.

BOOKWORM: There you have your answer. The sausage sticks because the girl read that far in the story and then stopped. Until a story is read, it is nothing but letters on a page. Reading brings the story to life.

HOMER PRICE: I never thought of it that way.

HIGH KING: This knowledge is a priceless treasure!

FAIRY TALES: Then the last part of the story must tell how to get the sausage off my nose! All we have to do is get someone to read me.

HOMER PRICE: What about the rest of us? My io if nobody reads us?

MARY POPPINS: We will stand on the shelves until we turn to dust. Reading is the magic that makes us live.

PADDINGTON: I hear someone coming down the hall. I hope it is someone who likes to read about a bear who gets into meses. Turning to dust is worse than being scribbled on in crayon.

HUMAN BODY: I hope it is someone who wants some facts.

MARY POPPINS: I am certain that it will be someone who wants to read about a nanny who slides up banisters.

COOK BOOK: If he doesn’t want to read, maybe he will want to cook.

RAMONA: My mother wouldn’t like it if I turned to dust.

BOOKWORM: You books have minds, points to themselves, whisper. “Me! Me! Pst! Take me!” Boy ignores books, leans on table and begins to spin globe. Books are silent and disappointed.

COOK BOOK: (In flat voice) Look. Look at the boy. Look at the boy spin the globe.

BOY: Who are you?

BOOKWORM: I am a worm. I am a bookworm. I come out in Book Week.

BOOKWORM: A real bookworm wouldn’t talk like a first grade reader. Bookworms are supposed to like books, and nobody likes a first grade reader except first graders.

BOOKWORM: I thought I would start at the beginning. Is this any better? (Jumps from table)

Wiggle, wiggle, brainy worm. (Wiggles)

How I wiggle, how I squirm

Through the pages as I munch

Yummy, yummy books for lunch.

BOY: Terrible!

BOOKWORM: How about this? Once upon a time there was a handsome prince —

BOY: I don’t like stories about handsome princes. They always get married in the end.

BOOKWORM: How’s this? The post office plays an important part in our daily lives. If we did not have a post office, there would be no — (Boy groans)

BOY: We get that kind of book in social studies.
BOOKWORM: (In dramatic voice) It was a dark and stormy night. The wind howled and the shutters creaked. The moon was full—

OY: I always skip description. It's boring. If I have to read, I want to know what happens next.

BOOKWORM: You're hard to please.

OY: I know. I don't like to read. I'm what they call a non-reader.

BOOKWORM: Then why are you here?

OY: My teacher sent me to choose a book. (Spins globe) I don't want a book. (Books boo and hiss)

BOOKWORM: Books, be quiet. Remember, you need books.

FAIRY TALES: I need him most of all.

OY: (Notices sausage) How come you have a sausage on the end of your nose?

FAIRY TALES: I cannot tell. You must read me to find out.

OY: Aw, you're just trying to trick me into reading. Hey, you, how come he is wearing a sausage on his nose?

BOOKWORM: He told you how to find the answer. It was in the bathroom door, right there.

OY: (To Books) Come on, somebody, tell me. (Books boo away)

ADDITION: Excuse me, but we cannot tell you anything unless you read us.

OY: You're just being mean. (Goes to Fairy Tales and_miners sausage) It really is stuck. (Angrily to Bookworm) I could tell you if you wanted to. (When Bookworm comes to read, he addresses Fairy Tales) I know one thing, he's not going to let you stand around with a sausage this end of your nose. Do you know what she will do when she discovers a sausage stuck to a library book?

RAMONA: She will say he is greasy.

OY: She will take a rubber stamp and stamp “Discarded” on your pocket and throw you away.

HIGH KING: What you say is true. My heart is uneasy. Variations do then work well.

FAIRY TALES: (Cowering) Not! Not! Don't let her lay it on me. Don't let her stamp “Discarded” on my pocket. I have had enough. I'm tired of nagging. I don't want to read.

BOOKWORM: There was a non-reader running around.

HISTORY: United we stand, divided we fall! (Books once toward boy, Mary Poppins shakes umbrella)

BOOKS: Save him! Save him!

OY: I don't like to read and you can't make me read!

HOMER PRICE: My Uncle Ulysses would know what to do about you!

MARY POPPINS: Young man, you got out of bed on the wrong side this morning.

OY: I don't like people who tell me I got out of bed on the wrong side. And I especially don't like a book to tell me what to do.

MARY POPPINS: Really, Ramona! Such behavior! King out one's tongue is no way to save Fairy Tales.

OY: It's better than nagging. Can't anyone answer a simple question about a sausage on the end of a nose? (Books shake their heads)

HOMER PRICE: You've got to read the book.

BOY: Who says so?

MARY POPPINS: That is called being contrary.

HIGH KING: The child speaks wisdom. Listen well.

HOMER PRICE: Okay, let's ignore him and see what happens. (All books except Fairy Tales look away. Boy gives globe one more spin, books to see if he is being watched. Tires to Fairy Tales, pulls him forward, pretends to open large book, and after looking around once more, begins to read.)

PADDINGTON: (In whisper) He's reading!

OTHER BOOKS: Shh!

BOY: (Reading aloud) Then the woodcutter saw that he must wish in a hurry, and so he wished and the sausage came off his nose (Pulls sausage from nose) and he and his good wife had a fine sausage for supper.

BOOKS: He did it! He did it!

HIGH KING: Fairy Tales is saved! The librarian cannot lay our good friend with her rubber stamp. Let us rejoice!

FAIRY TALES: My thanks to you for saving me.

OY: Aw, it wasn't anything. I just wanted to find out what happened.

MARY POPPINS: A very good reason for reading.

PADDINGTON: If you please, may I have the sausage?

BOY: Sure, Bear. (Hands sausage to Paddington) For a bear you're awfully polite.

PADDINGTON: Yes, but I get into terrible messes. I write on the bathroom floor with shaving cream. Read me and find out what happens.

BOY: The teacher said I had to choose a book. I was going to take Fairy Tales because the stories are short, but now I don't know.

PADDINGTON: You could take us both. That would surprise your teacher.

BOY: Good idea! She'll probably faint when she sees me walk in with two books.

RAMONA: (Stamps foot) That's not fair! I get into messes, too, and I am a kindergarten dropout besides. You should take me!

BOY: Two books are enough the first time. I don't want to overdo this thing. (Exits with Fairy Tales and Paddington)

HIGH KING: I have patience, my child. He will read, he will enjoy, and seeking pleasure and knowledge, he will return.

HOMER PRICE: (Lies down and puffs up head with fist) I'll just wait my turn. When he hears how good I am from his friends, he'll come back for me. He won't want to miss the part about the doughnut machine.

MARY POPPINS: A sensible idea. (Books find proper places and stand quietly)

BOOKWORM: There was a non-reader running around.

By grownups who scolded and nagged
Till he found the right book
And then shouted, "Look!
It's time your nagging is gagged!"

BOOKS all cheer.

CURTAIN
APPENDIX H

CALENDAR FOR ASSESSMENT INSTRUMENT ADMINISTRATION
<table>
<thead>
<tr>
<th>School</th>
<th>April 15</th>
<th>April 16</th>
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<tbody>
<tr>
<td>Clayton</td>
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<td>A Look at Literature</td>
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<td>2) Semantic Differential</td>
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| September 5| Clayton           | 1) California Reading Achievement  
                        |            | Edgington         | 1) California Reading Achievement  
                        |            | Englewood Elem.  | 1) California Reading Achievement  
                        |            | Englewood Hills  | 1) California Reading Achievement  
                        |            | Phillipsburg     | 1) California Reading Achievement  
                        | September 6|                | A Look at Literature |            |                | A Look at Literature |
| September 12| Northmoor        | 1) California Reading Achievement  
                        |            | Northwood         | 1) California Reading Achievement  
                        |            |                  | A Look at Literature |            |                | A Look at Literature |
| September 13|                | 1) California Reading Achievement  
                        |            |                  | 1) California Reading Achievement  
                        |            |                  | 2) Semantic Differential |            |                | 2) Semantic Differential |
APPENDIX I

DEVELOPING SENSORY AWARENESS
1. "Look Through the Window"

1) Working in pairs - let one person look out a window and describe everything he sees. His partner records his observations.
2) Now the partner looks through the window - what does he see? Record this.
3) Now look again - describe it differently. What is the biggest thing you can see? How big is it? What is the smallest? How small is it?
4) What other categories can you make besides size? What is the prettiest thing you see?, etc.
5) Select one object and personify it. How does the tree feel, the building, the steps?

2. What Do I Hear?

1) Work in pairs for about 15 minutes.
2) Using a tape recorder, see how many different sounds you can find to record.
3) Now record some created sounds.
4) Meet with the other group - listen to their sounds and write your response to them. First identifying if possible, then describing the sounds.
5) Now play your sounds for them. Repeat process under #4.

3. How Does It Taste?

1) Working in pairs, let one person taste the first item and describe how it tastes - do not identify it! Let his partner write down his comments.
2) Now trade places and, try it again.
3) Taste it again - can you describe it differently?
4) What is the sweetest taste you know? The sourest? The richest? Record your responses. What other categories can you develop?
4. How Does It Feel?

1) Work in pairs. Let one person feel in the bags and describe how the object feels. Do not identify but describe. His partner records his comments.
2) Trade places and let the recorder do the describing. Again, do not identify.
3) Try it again, but use different descriptions this time.
4) Analyze your responses - what has happened to them?
5) Take one object and list all the descriptions you gave. If you have time put these on a chart.

5. What Is Your Favorite Color?

1) Working in pairs, decide upon a particular color and collect as many objects as you can find of that color. Arrange them in a display.
2) How does that color make you feel?
3) How does that color taste?
4) Create captions for your display

6. Outside Exploration - 10 minutes duration

1) With a partner, go outside. Stay within 50 feet of the door. How many discoveries can you make?
2) Take turns describing and listing them.
3) Come inside and analyze your observations. Do they fit into any patterns, categories, etc.?
4) Make a display of your discoveries and descriptions.

7. Outside Exploration

2) Now follow the directions for group #6.
3) Compare your discoveries with those of group #6. How did looking at the book help you? Hinder you?
Puppet Construction

**Paper Sack Puppets.** A paper sack puppet is made by painting the face of a person or an animal on the folded end of a closed paper bag. The mouth of the face should be divided with the upper lip on the bottom of the paper bag and the lower lip on the bag itself. When the hand is placed inside the bag with fingers inside the flap, the puppet will open and close its mouth as the hand is opened and closed. Hair, ears, clothing, and other features may be made by gluing on bits of cloth, colored construction paper, costume jewelry, artificial flowers, or buttons and braid.

A puppet stage may consist of a chair or sofa, a table turned on its side, a doorway draped with a sheet, a chart rack, or a large cardboard carton.

**Rubber Ball Puppets.** The head of this type of puppet is made by cutting a hole inside a hollow rubber ball large enough for the puppeteer's index finger. Facial features are added to the ball with paint or with felt pieces glued on. The body of the puppet is made by draping a handkerchief over the hand. Rubber bands twisted around the third finger and thumb will hold the handkerchief securely in place and provide the puppet with two flexible arms.

A styrofoam ball may be used instead of a rubber ball to form a puppet head. It will be necessary to hollow out a depression in the foam large enough for the index finger to be inserted. Colored thumb tacks make suitable features for the styrofoam ball puppet.

**Sock Puppets.** A sock puppet is made by inserting an oval cardboard approximately five inches by three inches into the foot of the sock as an innersole. The cardboard should extend from the toe to the heel of the sock. The cardboard is then folded across the center, forming the upper and lower jaws of the puppet. When the puppeteer's hand is placed inside the sock with fingers above the top fold of the cardboard and thumb below the bottom fold, the puppet's mouth will open and close as the thumb and fingers are brought together. Features may be made with brads and scraps of colored paper or felt.

**Box Puppets.** Box puppets are made by taping two small, deep boxes together with the openings of both boxes facing the puppeteer. A face is painted on the bottom of the two boxes with the mouth divided between the two. The upper half of the mouth goes on one box, and the lower half on the other. When the puppeteer's fingers are placed in the upper box and his thumb in the lower box, the puppet's mouth will open and close as the thumb and fingers are brought together.

**Fruit and Vegetable Puppets.** Puppets may be made from oranges, apples, pears, potatoes, carrots, and turnips by impaling the fruit or vegetable on a stick. (Children usually need help with this step.) Features for the puppet may be made of thumb tacks, brads, push pins, gold stars, and paper reinforcements.

The body of the fruit or vegetable puppet is made by inserting the stick through a small hole in the center of a handkerchief used to cover the puppeteer's hand. Fruit and vegetable puppets are, of course, perishable, but they will last for several days.

**Cylinder Puppets.** A cylinder puppet may be made by using a three-inch section cut from a paper towel tube. Hair, eyes, ears, nose, mouth, and clothing may be cut from felt or colored paper and glued in place on the cylinder. The puppet will move when the puppeteer's index and third fingers are placed inside the cylinder and bent forward.

**Stick Puppets.** The easiest of all puppets to construct and operate are the stick puppets. Pictures of people, animals, machines, furniture, and toys are cut from magazines. The shapes are glued on thin cardboard and cut out a second time. The stiffened shape is then taped to a stick or plastic drinking straw. The puppeteer grasps the stick and moves the puppet back and forth behind a screen. The audience sees only the body of the puppet above the screened area.

The art work of children may also be used to make very effective stick puppets.
Shadow Puppets. Shadow puppets for the overhead projector may be made by cutting silhouettes of storybook characters from black paper and taping them to a thin, stiff wire. By holding the wires, the puppeteer is able to move the shapes across the glass surface of the overhead projector without his hands being visible to the audience. The black paper blocks out the light and causes large images to appear on the screen.

Backgrounds for this type of shadow puppet may be made by drawing scenes on transparencies with colored felt point pens. Colored acetate may also be used effectively.

Humanette Puppets. The humanette is a variation of the comical puppets used years ago to entertain vaudeville audiences. The humanette is a large cardboard cutout in the shape of a person, animal, plant, or machine. It is usually painted with tempera paints.

Openings are cut in the cardboard to allow the puppeteer's face and arms to come through. A finished humanette will fit children of all sizes, and may be used over and over to give all the children an opportunity to dramatize various character parts. No stage is needed.

Mask Puppets. Masks are made and worn by people to disguise, to transform, and to protect themselves. Children in the primary classroom usually make and wear masks to entertain themselves and others, yet they also can appreciate the fact that some people wear them for very serious reasons.

There is probably no exhibit easier to assemble than a display of masks, and none that provides more implications for cultural understanding. The ways in which masks are worn for protection by miners, firemen, skiers, welders, divers, motorcyclists, chemists, surgeons, and various other people makes a fascinating study for young children.

Practically any character from children's literature may be depicted by means of a simple, child-made mask. The easiest of all is made by stretching a nylon stocking over a wire coat hanger that has been slightly bent to form a face shape. Features are made by gluing felt, jewelry, buttons, or paper to the nylon. The puppeteer holds the mask in front of his face by grasping the hook of the coat hanger.
HOW TO DRAW CARTOON PEOPLE

1. Draw an oval or a circle with a crayon or felt pen.
2. Draw a smaller circle or two dots for a nose in the center of the larger circle or oval.
3. Locate the eyes and draw two small dots to represent them.
4. Locate the mouth and draw a curved line to represent it.
5. Does the face look like one of those in Figure 1? Practice making different faces. Remember that a face can start with an oval or circle and facial expressions can be added by straight lines, circles, crescent shapes, and curved lines.
6. Make some changes in the characteristics of the faces.
7. Eyebrows can be added by drawing loops over the eyes. (See Figure 2.)
8. A mustache can be added by using one of the examples shown in Figure 2.
9. Add two circles to the sides of the head for ears, as in Figure 3.
10. Start again with a happy face. Add some long curved lines on the side of the face for hair, as in Figure 3. Also add small curved lines on the forehead for bangs.
11. Put a bow on top of the head by making a larger circle on either side of a smaller circle. Color can be added to the bow, the cheeks, the nose, and the hair.
12. The characteristics can be altered by using the suggestions for hair styles, eyes, noses, mustaches, hats, and mouths in Figure 2. For example, eyeglasses and loops for curls will make the face like a grandmother's as in Figure 3.
13. Make the neck of a man by adding two lines under the face. Draw a large circle for the body that will connect to the neck. Add legs and feet, arms and hands. (See Figure 4.) Arms and hands may be placed in various positions.
14. Decorate the cartoon man with clothing. Figure 5 illustrates some examples of the different types of clothing that can be used. Remember, color can make the clothing more attractive.
15. Make a cartoon girl. Make the neck of a girl by adding two lines under the face. Instead of drawing a circle for the body, draw a triangle for a dress. Use a short triangle for a small girl and a long triangle for a woman. (See Figure 6.)
16. Add arms, hands, legs, and shoes to the body.
17. Decorate the cartoon girl or woman with clothing. Figure 6 illustrates some examples of the different types of clothing that can be used. Use color if possible.
18. A variety of people can be made from geometric shapes. (See Figure 7.) Rectangles, triangles, and circles can be arranged and rearranged. Geometric shapes in a variety of sizes can be cut from construction paper by young children and then manipulated so that they form people.

HOW TO DRAW SIMPLE ANIMALS

1. Select a pencil (soft lead), crayon, or felt pen that will work easily on drawing paper.

2. On a piece of scrap paper, practice drawing loops, straight lines, and curved lines, as in Figure 8-A.

3. Combine some of these loops and curved lines into some basic body shapes, of animals or insects as in Figure 8-B. Remember, these shapes are to be made into cartoon-type figures and not realistic-looking figures. The simple figure may be a butterfly, pig, giraffe, turtle, or dog. Think of such questions as the following when drawing the body:
   a. Does it have a long-body?
   b. Does it have a long neck?
   c. Is it fat like a pig?
   d. Is it small like an ant?

4. Finish the body of the animal or insect by adding a head, tail, or other characteristics, as in Figure 8-C.

5. Figure 9 illustrates how these simple animals or insects can be utilized by teachers and children to develop exciting instructional materials.
Prose and Poetry Which Can Be Adapted for Puppet Drama:

**Primary Level**

Andy and the Lion (James Daugherty)
Angus and the Ducks (Marjorie Flack)
Babar Stories (Jean de Brunhoff)
Hansel and Gretel
The Little Red Hen
Mother Goose Verses

The Runaway Bunny (Margaret Wise Brown)
Snipp, Snapp, Snurr Stories (Maj Lindman)
Story of Ferdinand (Munro Leaf)
Any of the "Three" Stories (Bears, Pigs, Goats Gruff)
Tiger in the Cherry Tree (Glen Dines)
Winnie-the-Pooh (A.A. Milne)

**Intermediate Level**

Aladdin and Other Arabian Nights' Tales
Charlotte's Web (E.B. White)
A Christmas Carol (Charles Dickens)
The Dark and Bloody Ground: Stories of the American Frontier (Phyllis Fenner)
The Enormous Egg (Oliver Butterworth)
Fairy Tales (Hans Christian Andersen)
Gone is Gone (Wanda Gag)
Johnny Tremain (Esther Forbes)

Judy's Journey (Lois Lenski)
Just So Stories (Rudyard Kipling)
The Lion, the Witch, and the Wardrobe (C.S. Lewis)
The Merry Adventures of Robin Hood (Howard Pyle)
Thee Hannah! (Marguerite de Angeli)
Treasure Island (Robert Louis Stevenson)
Wind in the Willows (Kenneth Grahame)

Books and Stories That Offer Potential for Informal Dramatization:

**Primary Level**

Andy and the Lion (James Daugherty)
Ask Mr. Bear (Marjorie Flack)
Bremen Town Musicians (Brothers Grimm)
Caps for Sale (Esphry Slobodkina)
Cinderella (Charles Perrault)*
Elves and the Shoemaker (Brothers Grimm)
Epaminondas (many versions)*
Five Chinese Brothers (Claire Bishop)
Golden Goose (many versions)*
Hansel and Gretel (Brothers Grimm)

Henny Penny (Joseph Jacob's edition)
Jack and the Beanstalk (many versions)
Just So Stories (Rudyard Kipling)
Little Pear (E.F. Lattimore)
Little Toot (Hardie Gramatky)
Millions of Cats (Wanda Gag)
Mother Goose Rhymes
Painted Pig (Elizabeth Morrow)
Pelle's New Suit (Ella Beskow)
Peter Rabbit (Beatrix Potter)
Three Bears (many versions)
Primary Level Continued

Poppy Seed Cakes (Margery Clark)
Red Riding Hood (Charles Perrault)*
Rumpelstiltskin (Brothers Grimm)*
Sleeping Beauty (Charles Perrault)*
Snow White and the Seven Dwarfs
(Brothers Grimm)
Story of Ferdinand (Munro Leaf)
Tar Baby (Joel Harris)

Three Little Kittens (many versions)
Three Little Pigs (many versions)
Walter, the Lazy Mouse (Marjorie Flack)
Wolf and the Seven Little Kids
(Brothers Grimm)

Intermediate Level

Adam of the Road (Elizabeth Gray)
Adventures of Pinocchio (Barlo Lorenzini)
Aladdin (many versions)*
Ali Baba and the Forty Thieves
(many versions)
Augustus and the River (Eddie LeGrand)
Ben and Me (Robert Lawson)
Benjamin West and His Cat Grimalkin
(Marguerite Henry)
Caddie Woodlawn (Carol Brink)
500 Hats of Bartholomew Cubbins
(Dr. Suess)
Golden Touch (Nathaniel Hawthorne)
Homer Price (Robert McCloskey)
Huckleberry Finn (Mark Twain)
Johnny Appleseed (many versions)
King's Stilts (Dr. Suess)
Lentil (Robert McCloskey)
Many Moons (James Thurber)
Mary Poppins (Pamela Travers)*
Miss Pickerell Goes to Mars
(Elgen MacGregor)
Moffat Stories (Eleanor Estes)
Mr. Popper's Penguins (Florence Atwater)
Mrs. Piggle Wiggle Stories
(Betty MacDonald)
Penrod (Booth Tarkington)
Pied Piper of Hamelin (Robert Browning)
Rapunzel (many versions)*
Robin Hood (Howard Pyle)
Robinson Crusoe (Daniel Defoe)
Secret Garden (Frances Burnett)
Spice and the Devil's Cave
(Agnew Hewes)
Swiss Family Robinson (Johann Wyss)
Tom Sawyer (Mark Twain)
Treasure Island (Robert Stevenson)
Wind in the Willows (Kenneth Grahame)
Winnie-the-Pooh (A.A. Milne)

*This story, as well as many others, has been adapted and published as a formal play for children's theatre. Catalogs of such plays may be obtained by writing to the following companies: (1) Baker's Plays, 100 Summer Street, Boston, Mass.; (2) Children's Theatre Press, Coverlot, Anchorage, Ky.; (3) Coach House Press, 53 West Jackson Blvd., Chicago, Ill.; (4) Plays, Inc., 8 Arlington Street, Boston, Mass.; (5) Samuel French, 25 West 45th Street, New York, N.Y. The Grade Teacher Magazine and The Instructor Magazine are also excellent sources of plays, particularly of the story for informal dramatization.
HANDPUPPET STAGE CURTAINS

MATERIALS:
- ox. 5 1/4 - 5 1/2 yds. pleater tape (3" wide)
- ox. 5 yds. of 45" material for curtains
- ox. 2 yds. of 45" semi-opaque black material for background curtain
- 4 yds. snap tape
- 4 prong hooks (both 4-prong pleater hooks and single drapery hooks)

Set the width of the material which is hemmed and which has the pleater tape added.

IT AND LEFT SIDE CURTAINS

Eats each

a 55 1/4" length of material. Turn under 1" of the material on the wrong side stitch the pleater tape to the material at both the top and bottom of the tape... keeps the tape firmly anchored to the material for a nice pleat.

WRONG SIDE OF CURTAIN

the bottom of the curtain by turning under 1/2" and then turning under another

"space" for the hem and stitch.

Note: All measurements are approximate. You should check the curtain against your own stage to make sure the length is correct.

in pleater hooks, allowing 1 "space" between the pleats. There will be two

hooks left over at one end. Make this the outside edge of the curtain, bringing the curtain around the end of the rod to make a nice finished edge. Single drapery hooks shall be put in the end spaces and hung on the rod so that the curtain does not op at the ends.

(Left end)

Loop end around rod.
The handpuppet stage used is the stage #OL-115 available through the Dayton Board of Education.

To make the stage portable, each of the two sides were sawed 26" from the floor. Hinges were put on the back of the stage. A hole large enough for a long nail was drilled at a 45° angle through both the top and the bottom of the stage on the sides so that by inserting the nail into the hole, the top of the stage would be held up (see drawing).

A piece of wood stripping was nailed to the top of the stage. The stripping should be no more than 1" wide and should be about 1/2" - 3/4" high. It should extend the width of the stage. When nailing the stripping on, leave about 1/4" of nail sticking up out of the stripping. The top flat curtain rod will slide over the nail heads and thus stay in place.

The top flat curtain rod should extend to 51 1/2" (about 5 3/4" should extend on both sides of the stage). This will give the performers more room backstage. A curtain rod that is 8" deep and about 37 3/4" long is attached to the top back of the stage. A curtain rod that is about 2" deep and 34 1/4" long is attached to the front of the stage about 1 1/4" below the opening.

A shelf was attached to the top of the bottom of the stage opening by building up the area behind the opening with wood stripping. A 22" x 3 1/2" x 1" white board was then screwed onto the stripping on the back.

Snap tape is attached above the curtain rod on the back of the stage. Approximately 8 3/4" is used. Allow some slack in attaching the tape or the snaps will not stay snapped when the curtain is attached.

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[Diagram of the handpuppet stage with annotations]
**3P CENTER CURTAIN**

Cut 9 1/4" length of material. Turn under 1" at the top. Stitch pleater tape on at the top and bottom of the tape. For the hem, turn under 1/2" and then turn under another 3/4" and stitch. Put in hooks as follows:

```
  space  space  space  space
```

**BOTTOM CENTER CURTAIN**

Cut piece 31 1/4" long. Turn under 1" at top and stitch pleater tape at the top and bottom of the tape. Hem the bottom of the curtain by turning under 1/2" and then other 3 1/4" and stitching in place.

Place pleats as in side curtains.

**BACKGROUND CURTAIN**

Cut 1 length 36 7/8" long. Turn 1/4" over to the right side. Center snap tape (8 3/4" long) and attach to the right side over the turned-over portion. In the bottom by turning under 1/2" and then 2" more on the wrong side. The snap tape and the hem will be on opposite sides of the material.

Cut another length 28 1/4" long. Cut into 2 pieces 10 1/2" - 10 3/4" wide so that the side of each piece is the selvage. Turn under 1/4" twice on the side that is the raw edge and stitch (this should completely enclose the raw edge and prevent raveling). Turn under 1/2" at hem edge and then turn under 2" and hem. Turn under 1/2" at top. Snap the background curtain to the stage and drape the material over the curtain rod at the back. The two sides should be "open".

In the side pieces to the curtain so that the entire background is covered. The corners will need to be mitered. When the curtain has been pinned satisfactorily, stitch it in place at the top only. Do not sew up the sides.
BACKGROUND FOR TEACHERS

Guide for selecting and using

Historical Fiction and Biography

Theme: "Probably the most important element for differentiating historical stories, theme carries the broad central ideas basic to human nature."

Georgiou Children and their Literature

"Underlying all biography is the author's interpretation of his subject. The selection of facts that a biographer chooses to present may limit the dimensions of his portraiture, or highlight certain features. The outward facts, whether from known deeds, letters, diaries, pictures, canceled checks or other memories must always be interpreted. The interpretation and emphasis become the theme of a biography."

Huck and Kuhn Children's Literature in the Elementary School

"The biographer begins by assembling all the documents and examining all the evidence. He must choose those which he thinks will most truly reveal the man as the author has come to know him. It is in this matter of selection and organization that the biography ceases to be purely history and becomes a work of art. For the author, through his reading and his weighing of all the evidence, gradually develops a theme. Around this theme he organizes the facts so that they not only reveal the man but give unity to the life and to the book. If he selects his theme before he examines the evidence, he will write a biased, subjective biography. If he sees no theme emerging out of the chaos of events, he will write a chronological record which may lack wholeness and charm."

Arbuthnot Children and Books

Examine several biographies of one person. What themes are developed? How does this fit with your broader knowledge of the person?

Compare the treatment of events in different versions. Discuss how each contributes to the theme development.
Plot: "In well written historical stories, major facts of the time in which the story is set are adhered to with scrupulous accuracy so that the story will ring true to its period and seem indivisible from its setting. Minor details, however, may be imaginative creations that support the story as it weaves through the facts of history.....Some historical stories use a plot that consists of events and episodes in chronological sequence. For younger readers this plot structure is less difficult than one that uses many flashbacks. No matter how the plot is constructed a logical sequence and a basis for the cause and effect in the occurrences is important."

Georgiou (selected)

"Of prime importance in any work of fiction is the plot. The plot is the plan of the story; it tells what the characters do and what happens to them. It is the thread that holds the fabric of the story together and makes the reader want to continue reading. A well constructed plot is organic and interrelated. It grows logically and naturally from the actions and decisions of the characters in given situations. The plot should be credible and ring true rather than depend upon coincidence and contrivance. It should be original and fresh rather than trite, tired and predictable."

Huck, Kuhn

Does the book tell a good story? Are the facts in the story accurate? Does the time period seem accurately portrayed? Is the development of plot appropriate to the conceptual level of the age for which the book is designed?
Style: "In historical literature a very significant style characteristic is the picturesque language used. Interesting words, colorful dialogue, suitable names, choice human interest details, all well blended, lend credence to the story and help to create a sense of living in another age.

There is appealing romance in archaic language as well as in idioms and expressions that have now become obsolete. Books that make a wise use of the fine differences of language can preserve the dignity of the past if overindulgence in grandiloquence or out-of-date usage is avoided. These devices help to catch the flavor and drama appropriate to the theme. In this way many fine books recounting historical events provide the flavor of the period in the telling of the story that still preserves a way of viewing the past and go beyond mere historical details.

Georgiou

... style is the "auditory effect of prose." The prose must be good to read and it must be appropriate to the subject matter and to the mood of the story.

Arbuthnot

"Three kinds of style are presented in children's literature:
1) authentic biography 2) fictionalized biography and 3) biographical fiction. Authentic biography corresponds to that written for adults. It is well-documented and researched account of a person's life. Fictionalized biography is the generally accepted form for juveniles. This type of biography is grounded in thorough research but allows the author more freedom to dramatize certain events and personalize the subject than does the straight reporting of authentic biography. In fictionalized biography the author may invent dialogue and even include unspoken thoughts of the subject. When biography consists entirely of imagined conversation and reconstructed action, it becomes biographical fiction."

Huck and Kuhn

"In writing for children, the biographer uses the novelist's technique rather than the manner of historical report and analysis. He dramatizes certain traits and events and may even invent some episode and dialogue provided he keeps these psychologically true to life and historically probable. This formula is called fictionalized biography.

Hollowell A Book of Children's Literature

Examine the biographies you have. Find examples of language which characterized a period or plan. Find examples of the styles discussed by Huck and Kuhn. What are the strengths of each?
Characterization:

"Characterization in well written historical stories brings into sharp relief memorable personages who serve as vehicles to communicate the underlying themes and also to call up universal feeling. Such convincing characters, not merely cardboard ones dressed in historical costumes, can deepen insights regarding universal human needs, and provide for the identification that strengthens involvement in the story which taps the essence of life in some other era."

Georgiou

"Characterization of the subject must be true to life. The reader should have the opportunity not only to know about him but to know him as a human being with both shortcomings and virtues. Biography must not degenerate into mere eulogy; neither should it include "debunking." Worthy subjects should be selected and then portrayed so that they come alive for the readers. The background of their lives, their conversations, their thoughts and their actions should be presented as faithfully to the facts as possible. The subject should be seen in relationship to his times, for no man can be "read" in isolation."

Huck and Kuhn

"To rediscover the whole man and reveal him to this generation is the crowning achievement of modern biography... while it may be all right to give adults the whole truth about a man, his vices, the tragedies in his life, his failures—still children cannot and should not have the full account. Juvenile biographies should be true as far as they go, with no falsifications, but the whole adult truth may not be within younger adults range of comprehension and judgement... Little incidents and big ones which reveal the spirited human being who will not be downed and who travels his own unique way bring the individual to life for the reader. Revealing details are the very essences of a good biography."

Arbuthnot

The biographer must use insight, a form of creative thought, to define his character. Biography concerns itself with a kind of imagination that academic historians do not use. Biographers subjects are characters they would like to create had they been novelists. The biographer recreates a real world, one that actually happened, and attempts to give something of the charm of illusion.

Anderson & Groff  A New Look at Children's Literature

Examine the books you have. How much of the central character's life (span) is included? Has the author developed a "whole person?" How? Is the character virtuous beyond belief? How would you handle such a characterization with boys and girls?

What strengths(s) do you find in the book or books you have examined? Would you use it in the classroom? How?
BIBLIOGRAPHY


Use one dimension discussed in the accompanying Background Guide.
Review the books you have with that dimension (or element) in mind.

Rank the books according to strength in this dimension as you evaluate it.
Give examples.

Would you have ranked differently if you had been using another dimension?
Which? How?

Which of these would you use in your classroom? Why? How?
APPENDIX L

LITERATURE WEBS
Related Literature

Other books with survival theme
- Julie of the Wolves - George
- Island of the Blue Dolphin - O'Dell
- My Side of the Mountain - George

Other books - South Seas
- Kon-Tiki - Heyerdahl
- Aku Aku - Heyerdahl

What is your reaction to the story?
- Have you ever felt like Hafatu?
- What did you do?
- Did any other person help you?
- Do you think you have changed?

What made Hafatu risk his life to prove his courage?
- Was this a wise decision?
- If you had been one of the boys in his village what would you have done?
- Do you think his father could have done anything differently? What? Why?

Writing

1) Suppose Hafatu kept a diary.
   - Write some of his entries.
2) Write the story in ballad form.
3) Write to Hafatu.

Art Activities

Create the Island's village, boat, etc., using clay, or other objects.
Create the scene of the maneater's sacred spot.

Drama

Dramatize the scene with Kano early in the book.
Dramatize the ending scene with Kano as an important character.
- What does he say? do?
- Portray the scene in the village when Hafatu is first discovered missing.

Poetry

Piping Down the Valleys Wild - Nancy Larrick, editor
- "A Summer Morning" - Rachel Field
- "The Night" - Hyra Cohn Livingston
- "Night" - Patricia Hubbell

The Way Things Are and Other Poems -
- Hyra Cohn Livingston
- "Beach"

Related Information

Who are the Polynesian people?
- Locate their area on a map.
- Describe the climate, geography.

Literary Awareness

How does the author tell you about Hafatu?
- Find all the ways
  (Telling about the character)
  (Describing the character in his surroundings)
  (Letting the character talk)
  (Showing what others say to the character)
  (Revealing the character's thoughts)
  (Showing what others say about the character)
  (Showing the reactions of others to the character)

Character Development

1) How did Hafatu change?
2) What were the events that caused Hafatu to develop courage?
3) How did Hafatu feel toward Uri?
   - How do you know?
4) When does Hafatu begin to have

Considering Alternatives

How would this story have been different if Hafatu had lived in his village in modern times?
What would have happened if he had not decided to make the trip?
Could this story have happened in our school?
Art Activities

- Make a picture of how you "kill time."
- Make a crayon resist painting.
- Make a collection of various artists' illustrations of trees - arrange a display.
- Make and illustrate a book of haiku.

Literary Awareness

- Character Development
  - What made Chibi become Crow Boy?
  - Did the other children change?
- Point of View
  - What did the other children think about Chibi?
  - What did the adults think of him?
  - What did Mr. Isobe think of him?

Drama

- Dramatize the children at play when Chibi comes along. What do they say? Do?
- Be one of the parents who had heard Crow Boy's imitations of crows. Tell your husband about the event.
- Interview an adult Crow Boy about his memories of school, or Mr. Isobe. What would he say? How would he say it?

Personal Response

- What is your reaction to the story?
- Have you ever felt like Chibi?
- Who helped you?
- Can you recall ever changing your mind about a person? Did you think you have changed?

Value Clarification

- What made Chibi continue to come to school everyday?
- Was school good for Chibi?
- Were the children fair to Chibi?
- If you could have done one thing to help Chibi, what would it have been?
- What did Mr. Isobe do for Chibi that no one else had ever done?

Writing

- Suppose Chibi kept a diary; write some of his entries.
- May want to write about a time you felt like Chibi.

Related Literature

- Compare and contrast with Pocketful of Cricket - Caudill
- Other books by Yashina
  - Village Tree
  - The Youngest One
  - Upsrella
  - Seashore Story
- Other books with theme of peer alienation
  - The Hundred Dresses-Istes
  - How Many Miles to Babylon? - Fox
  - The Greyhound-Griffiths
  - Sum-or Birds-Farmer
- Japanese Folktales
  - The Crane Maiden-Matsutani
  - The Golden Crane-Yamaguchi
  - The Wave-Hodges
  - The Funny Little Woman-Hosel

Poetry

- In A Spring Garden-Lewis
- Hood of the Earth-Atwood
- Don't Tell the Scarecrow-Iss
- "To Look At Anything"-Hoffett

Developing Observation Skills

- Try to see six things that you haven't seen before on your way home. Draw or describe them in detail.
- Have class listen for three minutes. Record all the sounds they hear.
- Play the game "I'm thinking of a person" and then describe him.

Considering Alternatives

- How would this story have been different if Chibi had lived in the village?
- What would have happened if Mr. Isobe had not come?
Books


Journals


Unpublished Material


