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AN EXPLORATORY STUDY OF A LITERATURE-BASED CURRICULUM IN HIGH SCHOOL HOME ECONOMICS CLASSROOMS

The Ohio State University

Ph.D. 1984

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AN EXPLORATORY STUDY OF A LITERATURE-BASED CURRICULUM
IN HIGH SCHOOL HOME ECONOMICS CLASSROOMS

DISSERTATION

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

By

Barbara Louise Chapin Galloway, B.S., M.S.

* * * *

The Ohio State University
1984

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Lena Bailey
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Approved by
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Department of Home Economics Education
AN EXPLORATORY STUDY OF A LITERATURE-BASED CURRICULUM
IN HIGH SCHOOL HOME ECONOMICS CLASSROOMS

By
Barbara Louise Chapin Galloway, Ph.D.
The Ohio State University, 1984
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This study was an outgrowth of a concern for Home Economics teachers to motivate and encourage student awareness of alternatives, consequences, and values that are inherent in living in this complex society. The purpose in this study was to investigate and describe high school home economics literature-based curricula, which focused on the value of reading and the discussion of family issues contained in selected adolescent literature. The questions investigated, in the family living sections of two home economics curricula, were: 1. Can the use of adolescent literature be successfully incorporated into a Home Economics curriculum? Will the teacher be able to represent the Home Economics content through the use of fiction? 2. Does the utilization of trade books within the Home Economics curriculum result in effective and meaningful learning experiences for students? Do student insights reflect relationships between the literature, and course
content? 3. Will a literature-based program affect student attitudes toward reading?

In order to gather the data that were germane to the research questions, the investigator engaged in the collection of observational data, student interview data, teacher interview data and student attitudinal data. These data were gathered during the investigator's time in each of the classes, over a four month period.

Major conclusions stated were: 1) adolescent novels represent a useful means for making aspects of the home economics curriculum more germane and realistic to students, 2) while the teacher requires additional time for planning and interacting with students, the advantages to the teacher of student interest, interaction, and motivation to learn made the use of a literature-based approach a useful learning resource, 3) student attitudes and behaviors toward reading the novels were reflected in their willingness to think of the books as informative and explanatory, as stimulating and fun, and as a way of identifying with the characters and storyline, 4) student interest in reading adolescent novels and the amount of time spent in reading was dependent on the guidance and contact of the teacher with students, the accessibility of the books, and classroom practices, 5) given stimulation and motivation by the teacher students will read more books than they ordinarily read.
ACKNOWLEDGMENTS

I want to express my appreciation to the dissertation committee for their assistance and support throughout this study. The committee provided the necessary encouragement for undertaking an investigation that was novel to home economics; i.e., the value of using adolescent literature in home economics classes. Professor Joan Gritzmacher, the chairperson, believed in the merits of the study and provided the kind of attention and assistance that enabled the researcher to complete the investigation. Professor Lena Bailey was both encouraging and enthusiastic about the value of the study through her continuous support. Professor Frank Zidonis lent his knowledge of adolescent literature and gave helpful suggestions.

My brother, Ross Chapin, contributed the adolescent novels used in the Home Economics classroom libraries from his company, Learning Tree, which is headquartered in Toronto, Canada. For this generous gift, I am most grateful. I owe a debt of gratitude to my mother, Nan Chapin, who taught me a love for books and reading that has extended from my childhood to the present.

This work was also supported by my husband, Charles, who understood what it means to undertake a dissertation. He was both patient and understanding, while providing the necessary encouragement.
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CHAPTER I
INTRODUCTION

Need for the Study

Home Economics was established at the turn of the century with a strong empirical science emphasis and orientation. The emphasis was on developing a body of expertise and knowledge that could be used in an explanatory manner (East, 1980). Home Economists were interested in explaining why events happened, in order to offer new and more effective ways of approaching tasks. When the social sciences were introduced into the home economics curriculum, a different approach to theory led to the value of interpreted and descriptive research (Brown and Paolucci, 1979). The activities of professionals and families were studied from the vantage point of the individual, what was being done, how it was being done, and what meaning it held for the individual.

The recent practical reasoning emphasis in curriculum originated from critical science theory and research. This emphasis is not merely on what is happening or on how something is best done, but rather on what should be done in a specific situation; that is, integrating knowledge from the values of those involved in a decision as well as what
is best for society (Brown and Paolucci, 1979).

Society has moved into an era of excessiveness. Individuals are bombarded with information and find themselves in situations for which they are unprepared. No longer can the "right way" be discussed with profit, because there are no "right" ways (Naisbitt, 1982). Professionals recognize that problems may be general in nature, but too complex in actual specific situations for easy answers. Either/or decisions in the past have become matters of multiple options in the present. A person's past experiences, expectations, culture, family, peers, all influence the way an individual faces problems and decisions.

Individuals no longer live in homogeneous groups guided by accepted and unquestioned rules. The current culture of the United States is multi-dimensional in ethnic background, economics, status, education, family structure and provides a limitless number of influences. For educators to aid students in the formation of skills and strategies for coping in this multi-dimensional culture they must recognize, that even in apparently homogeneous groups, there are differences in experiences, values, abilities and skills. Critical science can provide educators with a philosophy base to approach the art of educating in a manner which accepts, recognizes and utilizes individual differences and cultural variations.
Self-determination in today's environment is vital for successful living. This can come only from individuals who recognize facts, options, contexts and values inherent in decisions, and who have been enlightened by reflections on past experiences (Brown and Paolucci, 1979).

Home Economics Curriculum in the High Schools

Home Economics is involved in providing services directly and indirectly to families. This service aids in the solution of family problems. The mission of home economics is:

... to enable families, both as individual units and generally as a social institution, to build and maintain systems of action which lead (1) to maturing in individual self-formation and (2) to enlightened, cooperative participation in the critique and formulation of social goals and means for accomplishing them (Brown and Paolucci, 1979, p. 46-47).

Practical problems, concerning families or family members involve values of moral and prudential considerations which require actions that can be taken to solve social problems. These problems make up a vital part of a home economics high school curriculum and are extremely real and evident to high school students.

Adolescents involved in a high school Home Economics program are at a time of discovery in their lives. During this time, teenagers are not only experiencing rapid and unstable physical changes but seeking status and recognition as individuals. Rapid social changes have created a particularly difficult adolescent period. Today, the
teenager has not only his/her own problems to which to make adjustments, but the many societal changes as well.

**Philosophy for Literature-based Curriculum**

A literature-based curriculum evolves from the philosophy that reading and the discussion of literature will aid students in the development of thinking skills, in the expansion of experiences and imaginations, and in the recognition of relevancies of information and consequences of decisions. The utilization of literature in a curriculum represents to students influences present in decisions from society, individuals and subject matter.

Through the reading of literature a student can begin to understand and recognize how experiences can vary in their value and interpretation (Purves, 1972). Literature can take students to the limit of their experience and then stretch them further (Meek, 1982). Through reading and discussion about literature, students can be presented with opportunities to practice oral and written skills.

The subject matter of home economics represents the areas where important and difficult decisions must be made in the family (East, 1980). There is no one life style for students to anticipate (Harriman, 1982). A family unit can involve childless adults, parents and children, single parent and children, step-parents, siblings, step-siblings, or multi-generations. Teachers of home economics in the high school are faced with representing life styles
never experienced by themselves. As East (1980) stated that Home Economists are generally organized, middle-class, nurturing doers. How can they be expected to comprehend other life-styles and their contexts and consequences? Literature can provide for students realistic representations of various life styles and family situations and conflicts.

**Student Gains From Literature**

Through the reading of literature, adolescents are provided the comfort of knowing that other individuals have problems similar to their own. Reading places events into perspective because human dramas and stories that are well written express views about human experience that people cannot talk about easily (Donelson and Nilsen, 1980). Reading brings the participant back to an awareness of commonalities among human beings.

Literature can also serve as a stimulus to thought, while at the same time opening up channels of communication. It can serve as a conversation topic while rapport and understanding grow between an adult and a teenager or among members of a group. It can peel back the limitations that culture, experience and personalities place on a way of thinking and enable individuals to consider points of view that vary from their own.

Adolescent literature, or any literature, cannot cure emotional illness, guarantee that readers will behave in
socially approved ways or directly solve readers' problems. Adolescent literature can provide a common frame of reference for the following outcomes: serve as a social discussion topic without focus on students' personal situations; give confidence to young readers as they encounter alternatives to problems; increase understanding of the world; comfort students by showing that others have similar fears and doubts and provide insight into adolescent psychology and values (Donelson and Nilsen, 1980).

Teaching in a literature-based curriculum becomes a matter of improving students' capacity to evoke meaning from a text by leading them to reflect self-critically (Rosenblatt, 1968). A book by itself is nothing. Value only comes by the light it brings to a student's eye (Meek, 1978).

Problem Statement

This study was an outgrowth of a concern for home economics teachers to motivate and encourage student awareness of alternatives, consequences, and values that are inherent in living in this complex society. The purpose in this study was to design and implement a home economics curriculum at the high school level which focused on the value of reading and the discussion of family issues contained in selected readings in adolescent literature. The study identified teacher and student response in the use of a literature-based program. The questions researched in
the implementation of a literature-based program, in family living sections of home economics curricula:

1. Can the use of adolescent literature be successfully incorporated into a home economics curriculum?
   a) Will the teachers and students identify with the books?
   b) Will the students read the adolescent literature assignments?
   c) Will the teachers be able to represent the home economics content through the use of fiction?
   d) What classroom practices seem to provide encouragement for growth and development of reading practices?
   e) When high school home economics students are placed in a setting with encouragement, opportunity and time to read and interact with literature, what behaviors occur?
   f) What behaviors, including conversation, writing, and other classroom behaviors, reflect perceptions about and experience with literature?
   g) What are the specific characteristics of high school student responses to literature?
   h) What role does the teacher play in a literature-based program?

2. Does the utilization of trade books within the home economics curriculum result in effective and meaningful
learning experiences for students?
a) Do student insights reflect relationships between the literature, course content and family life?
b) Do students participate in rich discussions from their readings of adolescent literature?
3. How will a literature-based program in a high school home economics class affect student attitudes toward reading?
a) Do students read the book assignments?
b) Do students read books not assigned?
c) Do students score significantly higher on a reading attitude scale after experiencing the use of literature in a home economics class (post-test) than before the introduction of literature in a class (pre-test)?
d) Do students acknowledge and verify that reading can be pleasureable, interesting and informative?

Assumptions

The assumptions underlying this research were:
1. The participating programs and teachers in this study represented strong home economics programs that were taught by experienced, competent and successful teachers.
2. The participating teachers recognized the benefit of the use of literature in their classes and were committed to the study of its use in their classrooms.
Definitions of Terms

The following definitions were used in this research:

1. Literature-based curriculum implied the use of trade books or adolescent novels, rather than textbooks, for supplementary student reading materials.

2. Response represented the behavior of an individual, verbally, nonverbally or written, as a result of her/his interaction with an activity or aspect of the literature-based program.

3. Adolescent Literature refers to that realistic and contemporary American fiction which teenagers can find aesthetically and thematically satisfying, and which is written for adolescents (Mertz and England, 1983).

Method

Procedures for Study

The purpose in this qualitative study was to describe the classroom events and behavioral patterns that emerged when a literature-based program was used in home economics classrooms. The focus on the collection of data was classroom setting, social environment, program activities, student behaviors and informal activities. The variables involved were student learning experiences, student behaviors and responses to the literature-based program, teacher behaviors and response to the program, literature and reading as an intrinsic activity and literature and reading use in the home economics content area. The
investigator entered home economics high school classes to collect observable evidence from students and teachers. From the data, descriptive patterns in teacher and student responses and classroom activities were organized and analyzed.

The criteria established for the collection and analysis of data were reflected in the anecdotal notes, observational checklists, interviews and attitudinal measurement instruments. The observational data were collected to better understand the patterns which developed.

**Plan of Study**

In Chapter 1, an introduction to the study and the statement of the problem has been given. Chapter II will review the literature pertaining to the study. The outline, of the methodology, of the procedures of the study, of the nature of the data, and of the analyses of the data, will occur in Chapter III. In Chapter IV, the analysis of the data will be presented and discussed. Chapter V will include a summary and conclusions, drawn from the data, along with implications and recommendations for further study.
CHAPTER II
REVIEW OF LITERATURE

The home economics curriculum focuses on practical individual and family problems with concentrations on student awareness of self, family and culture. Understanding cultural diversity and the resulting issues involved can help students move toward self-evaluative and self-determinative actions (Ellis, 1981 and Harriman, 1982). The home economics family course may be the only opportunity for students to explore emotion-laden issues in an objective setting (Somerville, 1966). Studies by Somerville have shown that the use of short-story experiences within a family-living curriculum will increase an understanding of family relationships (1964). The value of literature has been found to have a dual impact on students, emotionally and rationally. Literature can provide illuminations and illustrations from life that bring meaning to subject matter. Creative literature may be able to bridge the areas of concern for the adolescent (Somerville, 1966).

Values and Contribution of Literature

Literature's unique contribution is its ability to represent an empathic knowledge of the world, not merely factual information (Levstik, 1980). Rosenblatt (1968)
stated that literature provides individuals with an experience of living-through, not simply a knowledge about the world. It makes comprehensible the myriad ways in which human beings meet the infinite possibilities that life offers. An increased understanding among individuals occurs by the telling, retelling, believing and disbelieving of stories (Meek, 1978).

A child's insight into human behavior and understanding of the world can be expanded through the reading of literature. Authors write from a scheme of values. The human experience they present enables readers to participate in another person's vision. Literature enables one to reap a knowledge of unknown experience, to fathom the resources of the human spirit, and to gain insights that make life more understandable (Rosenblatt, 1968). Literature introduces new perspectives about the world.

The reader, when dealing with fiction, is involved in a special communication with the author, about the author's discussion of information and about the author's proposed evaluation of possible human experiences (Meek, 1978). The reader's reflection on these value choices, in a subjective context, encourages suppleness of the mind (Levstik, 1980). Real reading cannot be done without thought (Meek, 1982). For readers to read a novel and then to express their views about the work requires evaluative, analytical, and generalization skills.
As readers live with ideas, events, and facts, which are present in literature, they develop an understanding of a wider and deeper range of feelings and human experience (Meek, 1982). Recognition, compassion, and acceptance for people different from one's self, can evolve through reading. A white middle-class child cannot know what it is like to be a black child. But after living through a portion of Cassie's life, in *Roll of Thunder, Hear My Cry*, that white child can move a little closer to a recognition that she does not know, which places her in a position to learn. The only way individuals can learn more about each other is to ask each other to talk about themselves. Literature can help us in this learning by revealing new situations and cultures to children who are limited by their specific environment.

The meaning of the text is recreated by the reader's processing of information at one's own speed and by making connections between what was read and what was already known (Meek, 1982). Such activity is bound to have an effect on the growth of the mind of the reader. Readers recreate ideas, transforming meaning and significance to suit their own unconscious purpose (Applebee, 1978). Insight obtained from fiction can be used to reformulate an organization of the world by challenging a system of values or by articulating a set of beliefs by the reader. Literature presents an opportunity to intellectually understand new
situations as well as to feel and live through them.

In their daily lives, individuals continually vacillate between truth and fiction. Stories provide an outlet for the subversive discontentments that are a part of a person's human development (Levstik, 1980). Differentiating between fact and fiction enables the reader to create a powerful mode for extending limited experience (Applebee, 1978). Through stories, children acquire expectations about what the world is like. Stories provide readers with an ability to relate fictionalized events to real life but with the safety and distance of art (Meek, 1978). This was best expressed by Paterson (1982), when talking about Beverly Cleary's books: "Cleary has the rare gift of being able to reveal us to ourselves while still keeping an arm around our shoulder" (p.41).

Literature stretches the imagination of individuals. When persons read they formulate pictures of the various appearances of the characters, settings and events. Especially with adolescent literature, illustrations are rarely if ever found. The lack of pictures requires the reader to interpret the descriptions provided by the authors into definite visual images. In this sense, readers play another part in the creative element of literature. Some readers may picture a character as someone they know, because the character seems to act the same way as the known person, or they may visualize a complete stranger with which
they can endow the character's personality traits.

Fantasy can help stretch students' imaginations by the very fact that the settings, characters, or action may be quite different from the real world of the reader. Many fantasies, such as LeGuin's *A Wizard of Earthsea*, require the reader to visualize a whole new world, whose normal events would be impossible to envision on earth. Two of the most advantageous human qualities for individuals who study family are imagination and creativity (Kenkel, 1969).

The final and most important value of literature for adolescents is the pleasure it can provide (Huck, 1977). Reading is fun. It opens new worlds, provides excitement, introduces marvelous people and enables the reader to escape from the worries and concerns of the day. A reader need never feel isolated when there are companions as near as the bookshelf. "Narrative fiction takes the reader to the limit of his known experience and calls on his imagination to extend it" (Meek, 1982).

Story does help us to bind our fragmented selves together, does help us to recognize ourselves in all of our terrible and marvelous complexity. Story does help us to forget the plastic model of sterile perfection which we tend to think we "ought" to be, and offers us our fuller, richer, deeper selves. Story affirms that there are constants, despite all the change and decay in all around we see. One of the constants is question, and one particular question which is asked by every generation: Who am I? (L'Engle, 1982, p. 336).
Young Adult Literature

Young adult literature, or adolescent literature, is that realistic and contemporary fiction which teenagers can find aesthetically and thematically satisfying, and which is written for adolescents (Mertz and England, 1983). The new realism in adolescent literature has evolved since 1965 and with it came variety for young adult readers the major change being in the books' subject or content (Donelson and Nilsen, 1980; Huck, 1979). These books represent a break away from the middle-of-the-road society norms reflected in most young adult literature prior to the 1960's. *The Outsiders* dealt with "greasers" in a school culture, while *House of Tomorrow* and *Mr. & Mrs. Bo Jo Jones* both addressed the problem of teenage pregnancy. Subject matter, considered taboo prior to the mid-1960's, was now written about. Instead of the old plots about superficial problems faced by "average" teenagers, authors began exploring the causes, motives, feelings, and situations behind teenage problems. Adolescents were represented as believable human beings with good and bad qualities, facing problems understood by adolescents. Four content areas have evolved, under which the "new realism" books can be grouped are Parent/child relationships, Self and body, Sex and sex roles, and Friends and society (Donelson and Nilsen, 1980).
**Content Areas**

The parent/child relationship content represents imperfect or multi-dimensional adults, such as the controlling, unfeeling, manipulative mother in *The Sister Act* and the caring, but lying old woman in *The Dream Watcher*. In many books the parents or significant adults are removed from the story to enable the protagonist to achieve independence. This is often done through a parent's death, as in *Father Figure*, or through the presentation of a busy, non-communicative, unreachable parent, as in *The Chocolate War*. In other situations, where the parents are the problem, the environment is utilized to push the teenager into independent action, as in *The Sister Act*, where the home environment and situation played a large part in the daughter's dependency on her mother. In *Run Softly, Go Fast*, the father's unrelenting misunderstanding of his son forces the son's move away from home.

Self and body are content area involving books about an adolescent's personal problems, such as being overweight as in *One Fat Summer*, having a poor appearance as in *The Unchosen*, and presenting a low self-concept as in *The Pistachio Prescription*. Solutions to problems or concerns in these books are not revealed, by the authors, as easily solved; rather alternative actions and decisions are represented along with the consequences of the protagonist's selected actions.
Sex and sexual roles represent the subject matter which often falls under parental concern. Adolescents begin to establish their views, attitudes and beliefs on sex and sex roles while trying to understand themselves and how they might fit into the different roles. Some authors have written quality, tasteful books which deal with alternative sex roles, *The Man Without a Face*, and premarital sex and teenage pregnancy, *Unbirthday* or *The Girls of Huntington House*. These books represent the emotional and social considerations and pressures, as well as the physical changes, faced by teenagers involved in a sexual or pregnancy problem.

The content of friends and society represents a broader look at society or the world. The authors of these books realize that adolescents are not merely interested in "what am I" but also "how do I fit in" and "can I make a difference". Peer pressure or conformity is a major issue in high school life. How two boys dealt with conformity and the consequences of their actions are addressed in *The Chocolate War* and *Far Away From Anywhere Else*. In *The Chocolate War*, the student refused to conform to the gang in his school and then had to face the horrible consequences and final acceptance that one must conform, while the teenager in *Far Away From Anywhere Else* learned to deal with his "differentness" in a self-accepting manner and remained "different", with the help of his friend.
These two books represent one of the major values of the new realism in adolescent literature. Many perspectives of a problem and alternative solutions can be examined through reading different authors. A range of authors and books can provide adolescents with the knowledge that there is not just one right way to handle a problem in today's society and that the contextual influences for similar problems need to be considered. Individuals are no longer faced with either/or solutions, but rather by alternatives or options to problems. This belief is reported by most futuristic writers such as Toffler (1980), Ferguson (1980), and Naisbitt (1982).

Characteristics

Adolescent literature has changed in more than just content, since 1965. The characters portrayed now represent individuals from all areas of society. At the same time, these characters are developed as well-rounded, realistic characters. Groups or classes of individuals are not represented in stereotyped roles. For example, no longer are all white, middle-class mothers portrayed as all-giving, understanding individuals, indistinguishable from one another. Mothers can be found in literature as individualized characters, separate from a class or categorization. This was evident in the different mothers represented in the two novels, It's Not What You Expect by Klein and Ordinary People by Guest. Klein's mother was
described by her daughter as being different from all the other mothers, "she just doesn't look like a mother", nor did she act like all the other mothers (p. 19). In *Ordinary People*, the mother is represented as a well-liked, organized and giving individual outside the family, while being a withdrawn, uncommunicative individual with her son and husband.

These books also involve teenage protagonists set in new situations from which they have to discover their own way out. For example, in Klein's *It's Not What You Expect*, 14 year old twins find themselves with an empty summer ahead of them. Their father has just moved out of the family home. In an effort to keep busy and not be preoccupied with their parents' situation, they open a restaurant for the neighborhood. They elicit the aid of their brother and friends in this venture which leads them to a better understanding of themselves, the family, and their parents.

Dialogue used in young adult books has also changed into a more representative sample of how teenagers within a special situation would talk, rather than how they should talk. Vocabulary and dialogue in young adult literature can reflect specific plot action through the use of colloquialism appropriate for the character's speech. "Proper" language is not always represented (Donelson and Nilsen, 1980). In *A Hero Ain't Nothin' But a Sandwich* each character used a different style of speech. The young
protagonist, Benjie, was represented with a language pattern used by inner city youth of the sixties. An example of his speech was, "I'm not trying to cop out on what I do or don't do cause man is man and chile is chile, but I ain't a chile no more" (p. 9). His grandmother's speech represented her background and values, for example, "Who would I have if I didden have Jesus!" (p. 31).

Inner monologue is also used to explain a character's feelings or position (Hilson, 1980). When characters talk to themselves, the reader is able to feel more for the characters and the motives behind their actions. In Don't Call Me Sugarbaby, Alison discovered that she was a diabetic. Her anger, fear, and frustration, felt after she was diagnosed and after she learned about her treatment, turned her thoughts about herself during this time into an inner monologue which captures readers in Alison's feelings and views.

Adolescent literature is a short narrative, rarely longer than 250 pages or 500,000 words (Donelson and Nilsen, 1980). This length has been found to be acceptable to adolescents whose time is consumed by school, family, work, and social requirements, leaving little free personal time for reading. However, the length of the novels does not dictate the quality or sophistication of the book. When analysis has been done on adolescent novels, the reading difficulty and literacy sophistication have not been found
to correlate with length of the novel.

Some questions have been raised about negative "adult" roles in adolescent literature. Often adults are "gotten-rid of" or shown to be incompetent, ineffectual or the source of the child's problem. These techniques enable the young protagonist to be responsible for actions, but to be independent of adults in thought and accomplishment. These techniques have been used from the beginning of children's stories, as in fairytales and fables. A range of adult models can be found in adolescent literature. Adult models vary from the negative -- the abusive, cruel father in The Summer of My German Soldier, or the overbearing, blaming and intimidating mother in The Sister Act -- to the strong positive adult models -- the parents in L'Engle's Meet the Austins, the parents in Peterson's Jacob Have I Loved, or the therapist and father in Guest's Ordinary People. Adults portrayed as intelligent, feeling individuals who interact with their children and adolescents with honesty and understanding can be found in adolescent literature.

Universal themes in contemporary settings are featured and involve characters with whom young readers can identify (Donelson and Nilsen, 1980). Settings are also more varied. Stories take place in harsh settings, such as the hostile environment found in the Catholic school in The Chocolate War, as well as the warm environment of the small town in Meet the Austins. Young adult literature candidly and
respectfully treats problems germane to adolescents in ways that illustrate that problems are determined by the specific protagonist, environment and culture present in the story.

Prior to the mid-1960's the mode of most books was comic or romantic. With the evolution of "new realism" authors have expanded into the use of a tragic or ironic mode. To appropriately and accurately deal with much of the aforementioned content, a mode change was necessary. Cormier stated that he felt the tragic or ironic mode was necessary in young adult literature to act as a balance against the adolescents' bombardment with easily solved half-hour and hour television shows. Cormier felt that adolescents would be better prepared to face adulthood if armed with knowledge of the good and bad aspects of society and human nature (Donelson and Nilsen, 1980).

An affinity between the reader and the story is developed through the presence of a common problem, an environment of feelings (Hilson, 1980). The most common theme utilized in adolescent literature is the gaining of maturity. This is used to communicate to the reader a sense of time and change, of becoming something and catching glimpses of possibilities and alternatives to life situations. These alternatives may include the awesome, fearsome, odd, funny, exciting, and wondrous (Donelson and Nilsen, 1980).
Realistic adolescent literature is imaginative writing which accurately reflects life as it is, was, or could be lived in contemporary situations (Huck, 1979). The didactic style of writing has been rejected by the skilled authors, who tell stories that point the reader in specific directions and then leave it to the reader to arrive at a final conclusion. Set "happy endings" are used less as readers' sophistication and ability to consider alternatives are recognized by authors.

Current young adult literature puts a frame around situations making it easier for young people to examine them (Donelson and Nilsen, 1980). More importantly, young adult literature provides enjoyment, satisfaction and reading quality, while bringing life, hope and reality to young people.

Readers in High Schools

When the familiar atmosphere of primary school gives way to the highly organized and complex community of high school, life becomes less predictable for the student. Being able to read is now taken for granted. If students do not perform up to expectations they can be separated out for special classes (Meek, 1982). To be singled out from one's peers at this age is a humiliating process. Peer acceptance is of primary importance.

Adolescent readers are capable of entering into the experience of characters in novels to better understand
their own personalities and situations (Meeks, 1982). Their reactions to an author's narrative of events provides them with the initiative to begin their own definition of a sense of values. From an understanding of their own feelings, behaviors, and attitudes as a family member, students are enabled to grow in awareness and sensitivity to the needs and goals of other family members and friends (Somerville, 1963). When choosing literature for 14 year olds or older, teachers should trust the skilled author, who is concerned with illuminating children's lives. At this age, young adults are aware of a variety of subjects and express their new need for independence by the books they select. They utilize knowledge and insights gained to test or affirm their beliefs. To question is a natural state of mind for adolescents. Adults should not be surprised to see adolescents delving into a range of literature (Meek, 1982).

Reading ability varies with each student's experience, learned ability, interest, and self-concept as a reader. It is important for secondary teachers to be able to recognize the presence of different kinds of readers in their classrooms, the experienced, indifferent, and inexperienced readers (Meek, 1982).

The Experienced Reader

An experienced reader can be described as an individual who is confident about reading. This individual expects to understand what is read, and expects to be accurate in what
is inferred about uncertain areas. The reading style of experienced readers is flexible to suit various reading matter. They move from information that is given to what does it mean. They may embark on long periods of intense reading time. They match their experience with the book's events, and project an interest in diverse types of books and in satisfactions received. Experienced readers are "at home" with books. They consider books as friends and resources to be used for pleasure and work (Meek, 1982).

Good readers do not stop for words they do not know. They have confidence that the meaning will emerge from the pattern of relationships in the book. They can go on to find out what happens next. They will make ambitious choices of books while backtracking to earlier satisfactions. The material they read may be unpredictable as they taste various kinds of literature. It matters what young adolescents read, so adults should share what they like rather than rejecting what the student is reading.

**The Indifferent Reader**

Indifferent readers consider their social lives paramount. They can read fluently, but choose to do other things. Some look to the world for experience before they seek counsel from books. They may be identified by a hesitant inclination to pick up a book and by their decreasing contact with books. They can be seen reading magazines or songs, but other reading becomes perceived as
work. If they read, the book must have high action with precise and straightforward information. Paperbacks are more attractive to them than hardbacks (Meek, 1982).

Indifferent readers often lack a determination to read and suffer from a paucity of good models. They are not encouraged to read, nor do they know adults who read. They read little because they do not identify with reading, but rather, wait until there is a school reason. Some adolescents fail to read because reading takes time and involves a need to persevere. Adolescents need to experience the values of reading and need to come into contact with appropriate models. More books and a wider range of titles and kinds of writing should be available. At this age, the individual can still be influenced by models of adult reading. To encourage indifferent readers, one needs to widen the range of books available and to accept positively what they read.

The Inexperienced Reader

Inexperienced readers are students that have reached adolescence and cannot read. They usually have a belief that they are inadequate and different, because they cannot do something considered natural. They are dealing with personal feelings of failure in themselves, disappointment to parents, and peer scorn. They will avoid all tasks involving reading. These students find their wisdom from social and personal relationships and life experiences,
outside of books. Their dependence on books in high school can be very frightening. When students find themselves facing reading expectations, which far exceed their ability, the only alternative that they can see is to give up (Meek, 1982).

Teachers of inexperienced readers should find out what the student can do. Be specific. Observe them reading. Help them believe that they can read. Discover what they think is missing. Have them listen to other students read. Their own initiative is always best, so keep them in touch with books worth reading. As soon as they begin to ask questions, they have begun to behave like readers.

Poor readers need constant reminding that there are books they can read. It should be assumed that they will behave like readers and they should be expected to do so. Reluctant readers need to read faster, not slower. Few readers read well or retain interest when reading slowly. In secondary school, poor readers are hampered by a lack of desire, confidence, and reward, more than by ability (Meek, 1982).

**Literature-based Curriculum Philosophy**

Society is recognized as a complex, changing environment (Toffler, 1980). Changes occur so fast that many events cannot be predicted or anticipated. These societal requirements mandate that students face and deal
with change, especially in situations where they may feel isolated or without resources. Through the use of literature, students can discover the resource of the written word, books (Huck, 1979). If they do not have information, but feel comfortable in their use of books, then they will always be able to find what information they need. Any sense of isolation can be placed in perspective, through reading about other individuals in similar and different life situations.

Curriculum writers need to understand different student abilities and skills. Today's individuals are required to make decisions in specific situations with a fuller consideration of contextual and value concerns (Brown and Paolucci, 1979). Through literature a student can begin to understand and recognize how varied and different another person's experiences can be (Purves, 1972). In subsequent discussions about literature students can be given opportunities to practice skills of oral and written expression. What is sought, through the use of reading, is a re-enforcement of learnings derived from the course content (Somerville, 1966).

Reading is a habit that can provide information, understanding and pleasure throughout a lifetime. With this emphasis, education can provide students with a tool that will be as changing and up-to-date, as the environment around them.
When given an opportunity to reflect on their values, many learners do not realize that they are surrounded by issues which involve myriad conflicts. Youth must perceive that problems exist before they can develop refined statements of controversies, frame testable hypotheses, gather relevant data, arrive at tentative conclusions and anticipate the possible short and long-range consequences of reasoned alternatives (Muessig, 1983). Many novels serve beautifully as a learning resource for helping learners to clarify their values.

**Student Response**

The student's mental response to the contents of a book is the center of a literature-based curriculum. A student responds when words, images, and ideas from literature are transposed into reader experience. Response depends on what is valued and to what internal sight or sound has meaning. It may be a picture, groan or movement. Past experience affects responses, and readers differ in their experience. Responses vary due to an individual's different concept of things, attitude toward things, interest and perception of things (Purves, 1972).

Moreover, responses are limited by the nature of the text and by an ability to communicate. Responses must be encouraged in order to enable students to become fluent and facile with their responses. In a response centered curriculum, it is recognized that readers are different and
this very diversity is encouraged.

Adolescents need to learn to interrogate a text. Those students, who do not see the point of reading, are often individuals who imagine that books are simply full of information to be transferred in some mysterious way into their heads (Meek, 1982). They rarely believe that one can disagree with what an author says, even if experience contradicts those assertions.

There is a need for students to discuss what is read, not merely to read the novels. Some students cannot understand or become interested in books because they do not find themselves pictured within the storyline. In reading about an identity crisis or a problem of moral choice, the reader needs to relate and openly discuss the connections between actual experience and written word. Books that address the student's own problems often prove to have more appeal and interest.

Encouraging adolescents to read is important because habits are established and seem to last for a lifetime (Meek, 1982). Reading is viewed by some teenagers as an anti-social activity, something to do only if there is nothing else to do. As children move into adolescence their social relationships become an important focus. At the same time, school work and reading requirements increase. Little time is allowed in the classroom for reading. Parents also expect fuller participation within the family group. All of
these demands consume teenagers' time.

**Structure of the Class**

Meek (1982) stated that a student who does not want to read must lack the time, means, encouragement, books, skills, or interest to do so. The structure of a class should revolve around providing time, encouragement, and books. Skills and interest will follow.

Learning is a personal matter. This process should reflect the dynamism of the student's creative energies. Students respond to literature according to what interests them, what meets their needs at the moment, what expands their experiences and touches their feelings about themselves. As a result of their involvement, perception, interpretation and evaluation, students reach an understanding about literature and own it. Learning must involve both the senses and the intellect (Purves, 1972).

The poorest adults are those limited to their own experience. Student experiences can be expanded through a teacher's use of saturation and diffusion of literature. Saturation involves surrounding students with newspapers, magazines, and paperback books so they come to perceive them as a pleasureable means for accomplishing worthy outcomes. No literature better represents the world than magazines, newspapers and paperback books. They enable students to deal with the world as it is and invites them to do so (Fader, 1976).
Diffusion of literature enables the teacher to make literature attractive and inviting to students. The teacher must assume little about the student. The teacher should wait, watch, and listen (Purves, 1972). This allows an atmosphere for change, in which students can approach new books with self-confidence. Initially, students should be allowed to respond as they wish; then they should be asked to clarify, expand, explain, and share.

The central focus in this situation is the experience of the reader with the text. The work should be relevant to the students' world and not the teacher's. The teacher should not force talk or become too specific. A teacher must be sensitive not to match up particular problems with particular students. A person gets more from a discussion before or after a crisis, not during a personal traumatic crisis (Donelson and Nilsen, 1980).

Not all students will read, therefore, an oral summary for the few who do not should be given. Perhaps a discussion about the book will be a motivation or stimulus for that very student to read the book another time. Using popular books makes it easier for students to find a book to read on their own.

The classroom can become a forum of an exchange of ideas, and intellectual interplay between student and text, student and student, and student and teacher. Literature provides the group with a common experience from the neutral
eyes of the author. The book can be the focus for
discussion and can enable students to talk about a third
person in a situation, and not themselves (Donelson and
Nilsen, 1980). Talking about what they read may be more
important than the act of reading itself (Purves, 1972).
Synthesis rather than analysis; exploration and discovery of
new ideas rather than a refinement of previously known areas
should be stressed. Students will put things together for
themselves. Too much of stressing "correctness" will dull
self-expression and should be avoided. The teacher must be
sensitive to others, observant, honest, knowledgeable,
helpful, resourceful, intuitive, and openminded.

Those groups of students who respond the least need to
respond the most. They are the passive, attention-giving,
note-taking students with little confidence in their own
intuitions and evaluations. For this group, a teacher must
plan events that consist of alternatives, options,
suggestions, possibilities, strategies, expectations,
problems, and playing-it-by-ear.

Written directions, not too long or too difficult, are
a good way to get the students to read more (Fader, 1976).
Writing in class should also involve scheduled and
unscheduled times. Students will begin to identify with
literature as they become more comfortable with their
abilities to write and to express their own thoughts.
The use of interesting, important and exciting material encourages students to respond freely to literature. The teacher can participate in learning activities by engaging in the following: analyzing own responses, anticipating student responses, designing alternative presentations of material, planning questions to elicit responses, planning questions to broaden responses, planning activities to elicit and broaden responses, pre-selecting other works of literature, taking cues from student response and subordinating a participative role in the discussion (Purves, 1972). The students should feel that the teacher is learning right along side of them.

Reading is a personal act that requires personal motivation. Choices are based on self-value and self-definition. These are heightened by each reading experience (Fader, 1976). With this in mind, the teacher need not force everyone to read the same book. Readers can determine whether a book is the one they want to read on a particular topic, or if it is too difficult for their abilities. Some books may be too difficult to read for a specific student, but at the same time the effort may be worth it. An artistically worthless book may, if its emotional content is sound, hold a message of supreme significance for a particular child. If it does, it can be important to that child's development (Meek, 1978). A teacher must be comfortable in dealing with cooperative group activities,
controversial discussions and decision making activities.

The use of literature in school requires teachers to read the recommended books, but more importantly requires an involvement of readers in careful guided discussions (Fader, 1976). Student response must be encouraged and constantly tied back to the book (Purves, 1972). Classroom teachers recognize the difficulty in making the facts of home economics relevant, exciting, and interesting to students. In many situations, this is due to the lack of connection, by the student, to the interaction between physical facts and social or emotional ones. Student participation in discussion will increase and become more valuable as they utilize literature as a basis of hypothetical situations. Literature can become a source for discussions on consequences and contextual factors of contemporary situations. Once student become aware of the insights and understandings to be attained through the reading of novels, they will read with a new purpose and attitude (Channels, 1971). As the British novelist, Anthony Trollope wrote in his autobiography in 1878, fiction may indeed be a powerful educational force:

There are many who would laugh at the idea of a novelist teaching either virtue or nobility, -- those, for instance, who regard the reading of novels as a sin, and those also who think it to be simply an idle pastime. They look upon the tellers of stories as among the tribe of those who pander to the wicked pleasures of a wicked world. I have regarded my art from so different a point of view that I have ever thought of myself as a preacher of sermons, and my pulpit as one
which I could make both salutary and agreeable to my audience. I do believe that no girl has risen from the reading of my pages less modest than she was before, and that some may have learned from them that modesty is a charm well worth preserving. I think that no youth has been taught that in falseness and flashness is to be found the road to manliness; but some may perhaps have learned from me that it is to be found in truth and a high but gentle spirit. Such are the lessons I have striven to teach; and I have thought that it might best be done by representing to my readers characters like themselves, -- or to which they might liken themselves. (Sadleir and Page, 1980, p. 146).
CHAPTER III
METHODOLOGY

Procedure of the Study

Introduction

The curriculum of home economics focuses on practical individual and family problems with a concentration on student awareness of self, family, and society. The purpose in this qualitative study was to investigate and describe the classroom events and behavioral patterns which emerged in home economics classrooms using a literature-based program over a four month period. The literature-based programs were designed and implemented in 4 high school home economics classes which encouraged student awareness of alternatives, consequences, and values that are inherent in living in a complex society. The programs were implemented through the reading of selected adolescent literature books, followed by written or oral personal reflections and group discussions by students.

The problem in the study was to develop, implement, investigate and describe two high school literature-based programs. During the utilization of these programs student responses and the subsequent changes in student responses were recorded and analyzed. The research questions for this
study were as follows: 1. Can the use of adolescent literature be successfully incorporated into a home economics curriculum? 2. Does the utilization of adolescent novels within the home economics curriculum result in effective and meaningful learning experiences for the students? 3. How will a literature-based program in a high school home economics class affect student attitudes toward reading?

When high school home economics students are placed in a setting with encouragement, opportunity and time to read and interact with literature, what behaviors occur? What behaviors, including conversation, writing, and other classroom behaviors, reflect perceptions about and experience with literature? Do students read the book assignments? Do students read the books not assigned?

Selection of Teachers and Development of Programs

The first stage of the study was the identification and selection of the teachers. To undertake this study, the participating teachers had to be supportive, cooperative, and willing to use adolescent literature in their Home Economics classrooms. A diversity in school setting, range of student ability, and class grade (9th and 12th grade) was deemed necessary for contrasting and comparing the data of the study. The magnitude of the investigation, in terms of the training of the teachers, classroom observations, interviews, and recording of field notes, dictated that only
four classes could be included in the study.

Two home economics high school programs that exhibited curriculum flexibility and an ability to incorporate change as well as a high interest in student development were identified. These successful programs were selected for the study. The investigator's goal was to investigate, describe and analyze the implementation of a literature-based program in two successful and positive school settings. One setting represented a home economics program for freshman high school students enrolled in a general home economics Living Skills course. The second setting represented a home economics program for senior high school students, enrolled in a specific home economics Family and Marriage course. The higher level course had a prerequisite of a general Home Economics high school course.

Prior to the implementation of the program, the home economics teachers participated in training sessions which familiarized them with the philosophy of a literature-based program; the structure of the program; teacher and student roles; and an exposure to adolescent novels. The two home economics teachers selected the specific content area within which they chose to use the adolescent novels. The development of the literature-based programs involved the teacher and the investigator. Due to differences in the content areas selected and the age of the students in the
classes, the investigator worked individually with each teacher in the development of book lists and program activities. Books were selected, read by the teacher and the investigator, and then evaluated as to their appropriateness for the home economics content area, students, and the program. See Appendix A for the list of books used by each of the teachers. The literature-based approach reflected the individual teacher's purposes and objectives for specific content areas within her respective class(es). The investigator acted as a resource for the teachers with respect to the necessary match of content area objectives and adolescent novels.

The school districts of the participating teachers were sent a copy of the proposal for the study. The proposal was then forwarded to the principals of the schools. In addition, each participating teacher was given a copy of the proposal. At the beginning of the observational period each student was told that participation was voluntary. Letters were sent to the parents of each student informing them of the purpose in the study and what would be expected. These letters (Appendix B) were written and sent in keeping with Human Subject Guidelines and recommendations of the Human Subjects Review Committee at The Ohio State University (see Appendix C). The students' anonymity was guaranteed throughout the study and during subsequent analysis of the research data.
Variables that were outside the control of the investigator in this study were the students' home environment, students' past exposure to books and reading, range of student individual abilities and interest, influence upon students from other teachers and classes, time available for reading, positive reinforcement and role models available for each student, and the behavior and style of the teacher.

Student Population

The students who participated in this study represented all of the freshman high school students enrolled in the home economics program in one school and the students in a single class of a second home economics high school program. The three freshmen classes were elective, year-long courses. These three classes, taught by Teacher A, were comprised of approximately 12 students per class.

Teacher B's students were senior students enrolled in a Family and Marriage class of 12 students. This course was a semester, elective course for upper classmen which required a prerequisite of one general home economics high school course.

Four classrooms of students were involved in this study. Each classroom consisted of 12 students, for a total of 48 students. The number of students and size of each class enabled the investigator a full opportunity to comply with the requirement of gathering useful data for the
purpose of the study. Since observations, interviews, and continued participation required the investigator's time and attention each day, the sizes of the classes were most appropriate for the data gathering procedures.

**Nature of Data**

In order to gather the data that were germane to the research questions of the study, the investigator obtained the following kinds of data: observational data, student interview data, teacher interview data, and student attitudinal data. These data were gathered by the investigator in each of the classes, during the school day, and over a 4 month period.

**Observational Data**

The investigator entered the four classrooms at the time when the teachers chose to initiate the literature-based program. This occurred during the first weeks of the Autumn semester. Two to three days a week, the investigator observed in each of the classes. On the first day of observation the teacher introduced the investigator to the students and explained the investigator's purpose for being present in the class. The students were also told how often the observer would be present. For the first week no recording of notes was made in class.

As rapport was established within each class, unobtrusive observations were made. The investigator sat at the perimeter of the class while taking notes. If the class
sat in a traditional classroom arrangement, with the teacher in front of the class and the students sitting in rows facing her, then the investigator sat in the last row. If the class was in a non-traditional arrangement, such as a circle, square, or parallel rows of students facing each other, the investigator sat on the outside in a location which provided the best view of the students and the teacher. Care was taken by the investigator not to sit beside or near the same students. If the students always sat in the same positions, then the investigator moved around from day to day.

When the investigator entered the classroom, she would acknowledge the students already assembled. As students entered the classroom and greeted the investigator, a return greeting was made. Once the classroom activities, planned and informal, began the investigator remained in the background of the class. The teachers interacted with the students with an appearance and behavior that implied the observer was not there. At the beginning of the observational period the students made the observer aware that they knew that she was there by looking at her after they spoke or while other students spoke. However, after the second week the students stopped looking or referring to the observer. The teachers set the climate for the treatment of the observer by their own behavior toward the investigator. The teachers' attitudes toward the
investigator, to the students, were accepting and natural.

Anecdotal notes, which were written during classroom visits, included the investigator's recording of the classroom activities, student interactions with one another, student interactions with the teacher, and the class climate. Verbal and nonverbal responses and actions of the students and teachers were recorded.

The observational period for each class was that of a class period. Classes 1, 2 and 3 were two period classes, which resulted in an observational period of two successive 50 minute periods broken by a 5 minute break. Classes 1, 2 and 3 were observed two times a week for a total of 200 minutes or 3 hours and 20 minutes per week. Class 4 was a one period class of 50 minutes. This class was observed three times a week, during the observational period, for a total of 150 minutes or 2 hours and 30 minutes per week.

Student responses to the literature-based program, as observed by the teacher while the observer was not present in the classroom, were reported to the investigator and then recorded as field notes. Teacher A made written records of student comments or behaviors which she perceived as responses to the literature-based program on the days that the investigator was not in the school. These notes were shown to the observer on her next visit. Teacher B made verbal reports to the observer of student comments and activities in regard to the utilization of the literature-
based program, which occurred during the days when the observer was not present in the class.

The teachers recorded their observations of specific student attitudes and behaviors in response to the literature-based program on a Teacher Observation Checklist (Appendix D). This checklist, utilized as an aid to the teachers in their observations of student reading in the classroom, was developed and tested by Heathington and Alexander (1978). This list identifies positive and negative behaviors, as recognized by students, which reflect student behaviors toward reading. The home economics teachers completed this checklist for each student during the literature-based programs.

When anecdotal notes were made during class time, the investigator would review the notes and make additional comments, or explanations after each class period. While the investigator was making the notes, in class, the notes were in full view of students. If students looked over at the notes or asked what the investigator was writing, then they were told or shown.

The investigator focused on recording the climate of the class and how the students and the teacher interacted. In the anecdotal notes the observer recorded events or comments which reflected a response by students or teachers to the books provided for the programs, the activities involving the use of the books, the integration of the
adolescent novels with the home economics content material, student insights reflecting relationships between the course content and the novels, student and teacher identification with the books, and student interest and actual reading of books throughout the observational period. The observational procedures resulted in four sets of qualitative data reflecting each specific class response to the implementation of a literature-based program.

**Interview Data**

Interviews of the students and teachers supplemented the observational data as a cross-check to the investigator's observational notes with respect to the incorporation of the literature-based program. Formal interviews were conducted with each student two times during the study. The first set of student interviews occurred within the first 3 weeks of the observational period. Each student was interviewed individually by the investigator, separate from the class group. A number of questions and open-ended statements were asked by the investigator with the students providing responses, comments or opinions. The questions asked in the first set of student interviews can be found in Appendix E. During the interview, the investigator recorded student responses. Immediately after the interview additional clarifying notes were added when necessary.
The second set of interviews was conducted during the last week of the literature-based program. At this time, questions and open-ended statements were used by the investigator to elicit the students' insights on the relationships between adolescent issues contained in the novels and the home economic course content; student identification with the books; why students read or did not read the book assignments; student attitude toward reading for pleasure as well as for school assignments. The final student interviews provided an opportunity for the investigator to ask similar questions to those asked in the initial interview in addition to new questions (Appendix F).

The teachers were interviewed during the first 2 weeks of the observational period. These initial interviews focused upon the teachers' perceptions of the literature-based program impact on their classrooms and their expectations of students and their own reactions and behaviors and roles in such a program (Appendix G). The final interview with each teacher, conducted during the last week of observation, focused on the teachers' personal and professional reaction to the impact of the literature-based program on their classroom environments, in addition to the home economic content, and their recommendations, caveats, and suggestions for the use of such a program in the future by other home economics teachers (Appendix H).
The teacher and student interviews provided the investigator with perceptions, attitudes, opinions and knowledge about the use of a literature-based program in a home economics classroom from the perspective of the participants in the study. With each interview the investigator spent several minutes setting the interviewee at ease and reiterating the descriptive purpose of the study. All responses were received by the interviewer in an accepting manner revealing as little evaluative response as possible. During the first interview with the students, all comments were received with equal interest and belief, regardless of their content or attitude toward reading.

Attitudinal Data

Student attitudes toward reading were recorded during the first and the last week of the literature-based programs, using a Secondary Reading Attitude Assessment Scale, the Estes Attitude Scale, administered by the teacher.

This measurement instrument, The Estes Attitude Scale, was developed using a pool of statements from elementary and secondary teachers (Estes, 1971). This scale consisted of 20 questions, 8 of them positive and 12 negative, relating to books and reading (Appendix I). The instrument was easy for the teacher to administer. The investigator scored the instruments.
The results of a validation study of the Estes Attitude Scale, with a secondary school population, concluded that the Estes Scale correlated highly with both self-perceived and teacher perceived amounts of reading done, with student abilities to read successfully and with students' respect for the value of reading. Overall, the Estes scale was shown to be a reliable research measurement instrument of high school student attitudes toward reading and books (Dulin and Chester, 1974).

An identical Estes Scale was used for the initial and final administrations. These two sets of data were separated by 12 weeks during which the students participated in a literature-based program in the home economics classroom which involved the reading of adolescent novels.

Analysis of Data

Analysis is a process of systematically searching to increase understanding of data and enable the investigator to present what was discovered to other individuals (Bogdan and Biklen, 1982). In qualitative research, the investigator collects data and then organizes these raw data into recognizable categories, which address the questions being studied. Four areas of concern in qualitative research are credibility, transferability, dependability, and confirmability. Credibility can be confirmed through the re-checking of data with subjects, a prolonged engagement at the field site, the use of multiple interviewers or the use
of a variety of data sources in the study. Transferability is ensured by gathering thick descriptive information, so that readers may judge the similarity of a second context to the first context, in order to make a decision. The dependability of a qualitative study arises from careful organization of the data and procedures used, into traceable, detailed accounts of the researcher's actions, concerns and decisions. Finally, confirmability is drawn from a study's use of different sources of data and the presence of traceable actions (Guba and Lincoln, 1981; Kelly, 1982).

All four of these concerns must be addressed in a qualitative study for the data to be presented in a meaningful manner with clear differences among the inductive categories used in analysis. In this study, strategies used to ensure the credibility, transferability, dependability and confirmability were: a) a 4 month engagement at each field site, b) use of a variety of data sources, such as investigator's field notes, teacher observational checklists, teacher interviews, and student interviews, c) extensive anecdotal field notes, recorded by investigator, to reflect classroom context, student and teacher interactions, student and student interactions, and classroom formal and informal activities, and d) the re-checking of the data with the participating teachers and students. Four months after the collection of data, the
investigator returned to the classrooms and reported the findings. Each class was given time to respond to the presentation of the data and ask question about the study. The two teachers met with the investigator at another time, to review the data collected, analysis completed and conclusions drawn from the study.

The three primary sources of data in this study were represented by observations (investigator field notes and teacher observational checklists), by interviews (conducted by investigator with teachers and students), and by pre and post test administrations of the Estes Attitude Scale. In view of the voluminous amount of recorded data, the investigator had to arrive at useful categories for organizing the data in a meaningful way. For these analyses, the investigator collected the data within categories that related to the program, the teachers, and the students. Each of these categories of data was empirically connected to the three questions in the study.

To classify the data according to program, teacher and students, the investigator reviewed field notes, observational data, and interviews and color coded the entries into appropriate categorical designations (Appendix M). The four major categories for the coding of data were 1. Literature and reading as an intrinsic activity, 2. Class/student development and response, 3. Teacher development and response, and 4. Literature and reading in
content area of home economics. When the data were organized in this fashion, a systematic array of data classification became available for a full description and for a more comprehensive analysis of individual classes, teachers, and programs (Appendix N).

By classifying the qualitative data from observations and interviews into categorical designations of program, teacher and student, the investigator was able to inspect the recorded data for comparisons and contrasts between and among data entries. These comparisons among the data, as well as evident contrasts, enabled the investigator to address the questions of the study in a direct and empirically verifiable fashion.
CHAPTER IV

PRESENTATION AND ANALYSIS OF DATA

The research questions addressed in this chapter are:

1. Can the use of adolescent literature be successfully incorporated into a home economics curriculum?
2. Does the utilization of trade books within the home economics curriculum result in effective and meaningful learning experiences for students?
3. How will a literature-based program in a high school home economics class affect student attitudes toward reading?

This chapter is organized around the three research questions. The data were collected from investigator anecdotal notes and observations, student interviews, teacher interviews, teacher observational notes and comments and student attitudinal scales. These data were gathered during the investigator's 4 month study of four classrooms' utilization of literature-based programs as implemented by two home economics teachers. Each classroom was observed for an entire class period, two or three times a week for a total of 200 minutes, or 3 hours and 20 minutes per week for the 4 month period. During this time observational notes were recorded by the investigator.

All students were interviewed initially within the first 3 weeks of the study and again during the last week of
the study. All teachers were interviewed during the first and the last weeks of the study. The teachers recorded observations of student behaviors throughout the study. The teachers utilized a Teacher Observation Checklist to report student reading behaviors in the classroom, in addition to their anecdotal notes. Student Attitudinal Scales were taken by all students, initially 1 week before the study began and finally during the last week of the study.

The investigator was a participant-observer in each of the classes throughout the duration of the study. She presented book titles and topics to the students, and reviewed individual book summaries of storylines and major themes in each book for the students to consider in their selection of books. During the study, the investigator also answered questions from teachers and students as they arose in class. There were informal interactions between the observer and the students in the form of casual conversation at the beginning and end of classes. These conversations usually focused on student interest in a book.

QUESTION 1

Can the use of adolescent literature be successfully incorporated into a high school home economic curriculum?

Program A Description

Background

Program A (Table 1) developed and implemented by teacher A involved the establishment of a classroom library
consisting of paperback adolescent novels that had been selected for their focus on teenage friendship, family problems, and life situations. This library contained approximately 60 books consisting of multiple copies of 19 different titles. The range of copies was from 1 to 5 copies of a single title. Multiple copies were provided to allow a larger number of students to check out the same book at one time.

At the beginning of the program 19 book titles were presented to the class. For the book presentation the class sat around a square table while the Investigator gave a brief summary of the books in the class library. The book summaries involved comments about the characters, storyline and family focus of the novel. The length of the book and type of book, humorous or serious, were discussed. At this time the teacher also expressed her views on the value and importance of books and reading and how she hoped that the students could and would pull things from the novels as examples of family life. The teacher also made personal comments about her interest in and enjoyment of the books that she had read from the library collection.

Although the books were introduced and made available to the students at the beginning of the Autumn semester, it was October before book assignments were given. Book assignments were given to students when the content of the teaching unit within the course focused on family relations,
<table>
<thead>
<tr>
<th>Date</th>
<th>Program Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 6</td>
<td>Beginning of the Living Skills course.</td>
</tr>
<tr>
<td>September 13</td>
<td>Establishment of the Classroom Library</td>
</tr>
<tr>
<td>October 4</td>
<td>Students completed Attitudinal Scales</td>
</tr>
</tbody>
</table>
| October 11         | **BEGINNING OF PROGRAM:**  
|                    | Presentation of Books in Library  
|                    | Students began to check out books  
|                    | Students began to talk about books among themselves and with teacher                                                                          |
| October 13         | Initial Interview with Teacher A                                                                                                                  |
| October 25         | FAMILY RELATIONS SECTION BEGINS                                                                                                                  |
| October 27         | BOOK ASSIGNMENT GIVEN TO STUDENTS  
|                    | Discussions in class focus on the adolescent novels tied to content  
|                    | Silent Reading Time given to students to read their selected books  
|                    | Student Oral Presentations take place during the next two weeks                                                                             |
| November 3         | Initial Student Interviews                                                                                                                      |
| November 1-11      | Teacher completed Checklist of Student Reading Behaviors in Class.                                                                               |
| November 8         | New Books introduced to classes                                                                                                                  |
| November 12        | END OF FAMILY RELATIONS SECTION  
|                    | Student Written Assignments Due                                                                                                                 |
| November to February| Continued informal Teacher-student and student and student interactions about the books in the classroom library and books students are reading.  
|                    | Library remained in the classroom for the entire year. Student continued to check out books throughout the course of the class.                  |
| January 26         | Final Teacher Interview                                                                                                                       |
| February 2         | Final Student Interviews                                                                                                                       |
involving different family lifestyles, peer and sibling relationships. Before book assignments were given the teacher engaged students in informal discussions about the books they had read previously in other classrooms and at home for pleasure. Articles from newspapers, magazines and pleasure reading, relating to topics being discussed in class, were brought in by the teacher and students for class discussion.

After the presentation of the books, and until the end of the course the program involved formal and informal reading aloud sessions during class time. Students volunteered to read aloud from the text. On two occasions the teacher read aloud short stories involving different family situations about adolescent and parent relationships. The class discussed the value of reading for pleasure and reading aloud. A focus on the inclusion of reading as a part of family life was constantly provided for the class through the teacher's comments, actions and questions.

The class was also given segments of time in which to read the book that they had selected for their book assignment. These silent reading periods were of 10 to 25 minutes in length. The length varied according to class activities.

When checking out a book from the Home Economics classroom library, students were told to write their name, the title of the book taken and the date the book was taken
on a blank card, from an index card box placed by the bookshelf. When the students returned the book they crossed out their check-out entry. This system was determined by the teacher so that students would know which students to talk to if they wanted a book that was not in the library. The students were allowed to check out and keep books whenever and as long as they wished. There was no maximum time period given for checking a book out. One of the students, in Class 1, took the checkout box with blank cards in it home with her overnight and organized the cards alphabetically according to student last names. This action was initiated on her own. She expressed that each student should have their own card on which to write.

Students loaned the books to siblings or friends to read before returning them to the class. All books were returned to the classroom. When students were hunting for a book, they would write, "where is ______________ book? K_____ would like to borrow it." on the blackboard so that students in other classes could help them locate specific books.

Book Assignment

When the students began the family relations teaching unit of the course each student was given the assignment to read one of the books from the home economics classroom library. As the students read, they were to focus on the story line and family issues raised in the book. The formal Book assignment given at the beginning of the family section
of the course consisted of three parts (Appendix J). The written assignment started with the statement, "BOOKS CAN HELP US COMMUNICATE AND BROADEN OUR UNDERSTANDING OF THE WORLD."

The first section required an oral summary of a book, selected from the classroom library, to the class. The second section allowed the students to select one activity from a suggested list of seven activities, ranging from:

- Explain why you would want to be a friend to one of the book characters.
- Describe an experience you've had that was like the experience of a character.
- Explain how this book has changed your way of thinking.

The final section asked each student to quote a favorite passage from the book and explain why it was special to him/her. The students were given 2 weeks to complete this assignment. Several students asked if they could pick another book to read, from the English room library, city library or home library. The teacher allowed the students this freedom.

As new students entered the class, throughout the semester, the teacher incorporated an introduction to the library and presentation of the books in the library as part of the classroom orientation.
Program B Description

Background

The program (Table 2) developed and implemented by Teacher B involved the establishment of a classroom library consisting of paperback adolescent novels that had been selected for their focus on teenage suicide and divorce. This library was made up of 47 books, multiple copies of 16 different titles. The range of copies was from 1 to 4 copies of a single title. Multiple copies were provided to allow a number of students to check out the same book at one time.

Program B was implemented into an upper level high school home economics course which lasted for one semester only. The focus in this course was Family and Marriage. The two areas of the curriculum in which Teacher B chose to utilize literature were the areas of teenage suicide and divorce.

Book Assignments

Three weeks prior to the start of the Teenage Suicide Section of the course Teacher B introduced the selected novels to the class. She had the Investigator present the books to the class, giving summaries of the storylines and major focus of the novels. The length and type of book were discussed. The students were asked to move up and sit close around the table on which the books were displayed. She also told them to bring a paper and pencil so that they could
Table 2

Literature-based Program B

<table>
<thead>
<tr>
<th>Date</th>
<th>Program Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>September</td>
<td>Beginning of Family and Marriage Course</td>
</tr>
<tr>
<td>October 25</td>
<td>Students complete Attitudinal Scale</td>
</tr>
<tr>
<td>November 7</td>
<td>BEGINNING OF PROGRAM:</td>
</tr>
<tr>
<td></td>
<td>Book Presentation made of Suicide and some Divorce Books</td>
</tr>
<tr>
<td></td>
<td>Book Assignment given to Students: Read one of three specific books.</td>
</tr>
<tr>
<td></td>
<td>Students begin checking out and reading classroom books</td>
</tr>
<tr>
<td>November 11</td>
<td>Initial Teacher Interview</td>
</tr>
<tr>
<td>November 14</td>
<td>Initial Student Interviews</td>
</tr>
<tr>
<td>November 28</td>
<td>STRESS ON FAMILY LIFE SECTION BEGINS:</td>
</tr>
<tr>
<td></td>
<td>A. TEENAGE SUICIDE</td>
</tr>
<tr>
<td></td>
<td>11/28 Lecture by Teacher B</td>
</tr>
<tr>
<td></td>
<td>11/29&amp;30 Viewing of Movie Ordinary People</td>
</tr>
<tr>
<td></td>
<td>12/1&amp;2 Group Discussions on Teenage Suicide focusing on Adolescent Novels</td>
</tr>
<tr>
<td></td>
<td>END of Teenage Suicide Section.</td>
</tr>
<tr>
<td>December 14</td>
<td>Introduction of New Books focusing on Divorce.</td>
</tr>
<tr>
<td></td>
<td>Book Assignment for Divorce Section given to students. Read one of ten specific books.</td>
</tr>
<tr>
<td>January 3</td>
<td>First Day after Christmas Break</td>
</tr>
<tr>
<td></td>
<td>DIVORCE SECTION BEGINS:</td>
</tr>
<tr>
<td></td>
<td>1/3 Lecture</td>
</tr>
<tr>
<td></td>
<td>1/4 Lecture and Class discussion using personal experienced</td>
</tr>
<tr>
<td></td>
<td>1/5 Group discussions on Divorce focusing on Adolescent Novels</td>
</tr>
<tr>
<td></td>
<td>END of Divorce Section</td>
</tr>
<tr>
<td>January 12</td>
<td>Final Student Interviews</td>
</tr>
<tr>
<td></td>
<td>Final Teacher Interview</td>
</tr>
</tbody>
</table>
write comments about the books in which they were interested. During the presentation of the books, focusing on teenage suicide, Teacher B introduced the warning signals of suicide and made general comments about the topic. These comments stimulated the students to express interest in the books. At the same time Teacher B also talked about the books being discussed which she had read and why she liked them.

At the end of the presentation Teacher B showed the students the cupboard in which the books would be kept. The books remained accessible to the students at all times. Individual blank cards were placed in each book. When a student took a book to read, s/he wrote the title of the book and her/his name. Teacher B initiated this process to enable other students to track down a book which they wanted to read yet could not find in the library. There was no maximum time period given for checking out a book. The students were allowed to check out books at any time and to keep them for as long as they wished. Once the students began to read for their assignments, every day the students would check with the individual student reading the book that they wanted, so that they would have first choice when it was returned.

Before the students moved back into their seats, Teacher B gave the class the assignment of reading at least one of the three specific books on teenage suicide in the
next 3 weeks. The class discussion on teenage suicide began 3 weeks after the presentation of the classroom books.

Students asked if they could read more than one book. Teacher B's response was positive. Before returning to their seats each student selected a book. At this time, Teacher B also mentioned to the class that they would be participating in panels where they would be asked to incorporate their understanding of the content and the reading.

During these 3 weeks Teacher B engaged the students in informal discussions before and after class about the different books being read. The class was given segments of time, of 10 to 15 minutes, to read at the end of class during this three week period. These silent reading periods varied in length according to class activities.

Teacher B presented the books in the classroom library to the student who missed the investigator's presentation. Teacher B read all of the books presented for this section and presented a knowledge and understanding of them to the class. The books focused on for this content area were *Ordinary People*, *Tunnel Vision* and *About David*.

To begin the content area of teenage suicide Teacher B presented an informative lecture the first day and handed out material to the class. The students viewed the movie, *Ordinary People*, during the next two class days. On the fourth and fifth class periods the students were divided into three groups according to the book that they had read.
There were three groups, one of students having read *Tunnel Vision*, one of students having read *About David* and one group consisting of one student that read *Ordinary People*. When students had read more than one of the books they were permitted to choose the book group in which they wanted to participate.

Each student was given written questions prepared by Teacher B to answer about teenage suicide using their readings (Appendix K). There were 13 questions ranging from:

- Describe the following characters....
- What were the major problems existing within the family unit? Why were they vulnerable in event/crisis situations?
- List all of the warning signals displayed.
- Analyze Conrad's (Anthony's or David's) suicide attempt.

Each group was given two class periods to answer the questions. Although the groups discussed the answers, all students handed in their own interpretation and responses to the questions. During the group discussions, Teacher B circulated among the three groups asking probing questions about the events in the books or the content material to help focus the groups' activity on the task. Teacher B would pick up the book to find a specific page in it and hand it over to a student to read to the rest of the group. This was done to aid the students in clarification of the content through the aid of the book.

The second section of this program in which literature was used was the divorce section. The Divorce section of the
course's curriculum was planned to be discussed immediately after the Christmas break during the final week of the course. On December 14th, additional adolescent novels, dealing with the issue of Divorce, were presented to the class. This was 1 week before the Christmas break. The books presented were *Nobody's Brother*, *Heads You Win Tails I Lose*, *Father Figure*, *In Our House Scott is My Brother*, *Notes for Another Life*, *The Divorce Express*, and *Marly the Kid*. This presentation was performed in the same manner as the initial book presentation. The students were given until Jan 2 to read the books selected. There was one week of school before Christmas Break.

When the students returned from Christmas break they were given 2 days to complete their reading of their novel focusing on Divorce. On the third day, the class was divided into two groups. Each group was made up of students who had read different books. Each student was given written questions to answer dealing with family and divorce issues which were discussed in class and arose in the different books (Appendix L). The questions were focused on the content and the students were asked to answer them using their readings. For example:

- Analyze the parental relationship prior to the divorce or separation. What were their major marital problems?
- Describe the relationship and role of the 3rd person or transitional person in the book with regard to both parents and children.
- How did the children react to the divorce?
What adjustments were made in the family following the divorce?
Express your feelings about the ending of the book, the status of the family, and its members.

The groups were given one class period to complete their answers and share the different books read. The class completed this Divorce assignment individually at home.

**Representation of Content through Literature**

The Home Economics high school course content was presented through the use of literature in the classroom. Teacher A used discussion, probing questions and written reports to integrate the adolescent novels being read with the course content. Open discussion, involving the students in informal conversation about their opinions, reactions, and insights, mediated by the teacher, was the major strategy used in this program. During these discussions Teacher A used probing questions to stretch the students' recall of the story and their ability to use the novel's events for analysis and generalization of family situations. The sharing of what was read and learned through reading was as important a focus during this program as the actual reading.

Questions asked by Teacher A during the Individual Student Book Presentations which tied the novel's story to content and stimulated discussions were:

Was there a similarity between *Dinky Hocker Shoots Smack* the movie and the book? What were the families in them (the movie and book) like?
Can you visualize the different family situations
occurring in the books, happening to you?
. What did the family in this book represent?
. How does friendship end in this book? Is it satisfactory? What other books dealt with friendship decisions?
. Would you want to be an only child?
. What are the advantages and disadvantages of being an only child, or the oldest or youngest child in a family?
. Ann was really alone in this book. When do you feel alone? When do you want to be alone?
. How is the use of dominance and guilt used in the family situation in The Sister Act.

Teacher A's questions first moved the students to tie book events to their own experiences and then to the more general home economics issues.

In the representation of home economics course content through the reading of adolescent novels, Teacher B used group discussion and individual written response to the books to integrate literature with the course content of teenage suicide and divorce. Teacher B continually took the students from the content back to the stories, and from the stories to the content in order to aid them in making analyses, generalizations and interpretations of information. The use of novels in discussions, and not personal experience, was influenced by the teacher's awareness that two of the students in class had had personal experience with a teenage suicide attempt. Through the questions developed by Teacher B, the students were forced to consider and connect the content discussed in class with the books read. See Appendix K and L for Program B's group discussion questions.
Final Teacher Interview

In the final interview, the teachers were asked what were the advantages and disadvantages of the literature-based program (Table 3). Teacher A indicated that the enhancement of her program through the use of a literature base was in the adolescent novels' ability to give a "common and continual point of reference" for the class. It "gave a place to go for examples" of family situations such as adolescent unwed pregnancy, divorce, sister relationships. The literature focus in the course also provided a "daily tie in with the English curriculum and so the student began to see a bigger picture of education".

When asked if the students' insights reflected relationships between literature and the course content, teacher A replied:

"At the freshman level, we look at the total being. This is a way to get this across, to see this content of the main focus being the whole person. A full life includes reading.

Asked what was given up with a reading emphasis, Teacher A responded:

"A teacher gives up structure, control, predictability and a regimented class structure. Discussions will occur and students will control when and how long the discussions continue.

In the final interview when Teacher B was asked how literature had enhanced the Home Economics program her response indicated that literature "lets you teach different topics." "It is good to teach the topics that are unknown to
Table 3
Advantages and Disadvantages in the Use of a Literature-based Program in a Home Economics Curriculum Based on Teacher Interviews

<table>
<thead>
<tr>
<th>ADVANTAGES</th>
<th>DISADVANTAGES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher A</td>
<td></td>
</tr>
<tr>
<td>Provides a common point of reference for class.</td>
<td>Give up control and structure in class due to the use of discussion.</td>
</tr>
<tr>
<td>Gives a place to go for examples.</td>
<td>Teacher must be prepared to respond to student questions and comments made about the books.</td>
</tr>
<tr>
<td>Provides a daily tie with the English class and gives the students a &quot;big&quot; picture of education.</td>
<td>Teacher must read the books. This takes time.</td>
</tr>
<tr>
<td>Provides students with reinforcement of the value and pleasure of reading. &quot;A full life includes reading&quot;</td>
<td>Discussions may last longer or not as long as anticipated.</td>
</tr>
<tr>
<td>Teacher B</td>
<td></td>
</tr>
<tr>
<td>Lets you teach difficult topics, areas unexperienced by the students. It is stimulating for teacher and students. It is fun. There is more involvement among students in class. Opens up talk and discussions to more constructive sharing.</td>
<td>It takes time to read books and tie them into the course content.</td>
</tr>
<tr>
<td>It takes time to allow students to read in class. Discussions take class time.</td>
<td>It takes time to listen to students and encourage them to read. There is less sharing of personal experiences.</td>
</tr>
</tbody>
</table>
students using literature because it makes it more realistic and more believable." "It made the difficult topic (teenage suicide) fun to teach." "It was stimulating. I will do it again next year."

When asked if the students' insights reflected relationships between literature and the course content she replied:

Yes, especially in suicide, we talked about books, and structured the content so that parallels could be drawn between the stories and the content.

When asked what is gained by the use of a literature-based program, Teacher B responded that there was more involvement and discussion among students. Reading the books opened up the students to talk to each other, more and more constructively.

When reflecting on what is lost through the use of literature the reply was:

TIME. It takes time to read the books. Also the class gives up talking about personal experiences because talk focuses about books.

The Role of the Teacher

The teachers' personal interests in the books used in class were communicated to the students, through their personal comments about the books, which they had read from the classroom, and their interest expressed in what the students were reading, both for the home economics class and other classes. The role of the teacher in a literature-based program is vital in its successful implementation. Both
teachers responded before, during, and after the program as to what the role of the teacher was (Table 4).

Table 4
Teacher's Role in a Literature-based Program

<table>
<thead>
<tr>
<th>A teacher must:</th>
<th>1. Read the books.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2. Value and encourage student reading on a daily basis.</td>
</tr>
<tr>
<td></td>
<td>3. Be an active listener.</td>
</tr>
<tr>
<td></td>
<td>4. Be interested in what the students are reading.</td>
</tr>
<tr>
<td></td>
<td>5. Encourage discussion.</td>
</tr>
<tr>
<td></td>
<td>6. Model and share own reading with students.</td>
</tr>
<tr>
<td></td>
<td>7. Tie adolescent novels into the course material for self and the students. (&quot;Make the stories work.&quot;)</td>
</tr>
<tr>
<td></td>
<td>8. Be a motivator.</td>
</tr>
<tr>
<td></td>
<td>9. Be excited about the books.</td>
</tr>
<tr>
<td></td>
<td>10. Tune in to what the students are reading in other classes.</td>
</tr>
<tr>
<td></td>
<td>11. Be aware of what books are available in the library and media center.</td>
</tr>
</tbody>
</table>

Initial Teacher Interview

Teachers were interviewed initially, after they had finished their orientation in the use of Literature-based programs and planned their programs. The presentation of the books in class had just been introduced at the time of the interview. During the initial interview, in response to open ended questions, the teachers stated what they expected the results and effects of the programs to be, what their roles would be, and how students would respond.
Teacher A stated that a teacher in a literature-based program must have a knowledge of the books which students are asked to read. The books must be read by the Teacher as well as the students to enable the Teacher to tie student comments with class content in order to help students make substantive connections. It was important for the Teacher to be "an encourager for the students" in their reading and to be "aware of the students and what they read."

Teacher B stated that a teacher in a literature-based program can not be a non-reader, s/he needs to be a reader along with the students. When reading the books along with the students, the teacher is placed in a participative position with the students. A teacher must encourage the students in their reading, must be interested in their reading, and must make comments about the books.

Final Teacher Interview

In the final interview, taken during the last week of the program, the teachers were asked to reflect back on the program and to describe the teacher's role. Once again Teacher A stated first and foremost that the teacher must have read the material (novels) that were used in the classroom. In addition she stated that it was important for her to be "tuned into what was new" in other classes, as well as what was available in the library and media center.

When asked, "When the Teacher should be the most active?" Teacher A replied:
A teacher needs to look for what the students are reading and encourage discussion. The setting of the stage is important, by bringing in new items and involving students in what "I" think and do at home. Sharing information and modelling is important for the program. One must be aware not to cut off student comments and to continually look to see what students are reading. A teacher must be aware of maintenance, re-dedication, re-emphasis, and remaining interested in the program.

Teacher B responded:

The teacher must be a motivator. S/he must be able to find common threads to tie the books into the content. This involves taking the story and making it work with the content. This is not easy but very worthwhile when it works.

When asked, "When the teacher should be the most active?" her response was:

...while they (the class) were reading and when they were discussing. The discussions were hard because one must circulate, keep moving among the groups, helping them to focus and then go on. One can't wait and listen. Must get them arguing, which the students will carry on, so that I (the teacher) can move on.

Additional comments made by Teacher B were:

This is impossible to do without reading the books for yourself. Some students need day to day contact to continue to read. A teacher must give them (the students) time to read in class. Presentation of books, ones with excitement and interest is a must. Must take time to ask about student progress and what one (student) is reading.

Observational Data

The two programs represented diverse curricula different student populations, and variant foci for the implementation of a literature-based program (Table 5).
Table 5

Program Focus and Interpretation of Literature-based Program

<table>
<thead>
<tr>
<th></th>
<th>PROGRAM A</th>
<th>PROGRAM B</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEVEL OF COURSE</td>
<td>Freshman</td>
<td>Senior</td>
</tr>
<tr>
<td>FOCUS OF COURSE</td>
<td>On the total being:</td>
<td>Family and Marriage:</td>
</tr>
<tr>
<td></td>
<td>Skills for a full life.</td>
<td>Marriage:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>specific issues</td>
</tr>
<tr>
<td>LENGTH OF COURSE</td>
<td>1 year (2 semesters)</td>
<td>1 semester</td>
</tr>
<tr>
<td>LENGTH OF CLASS</td>
<td>2 periods, 100 minutes</td>
<td>1 period, 50 min.</td>
</tr>
<tr>
<td>SIZE OF CLASS</td>
<td>12</td>
<td>12</td>
</tr>
<tr>
<td>INTERPRETATION OF LITERATURE-BASED PROGRAM</td>
<td>To encourage students read.</td>
<td>To have students read specific books and apply those to the course content:</td>
</tr>
<tr>
<td></td>
<td>To take student readings and have them apply it to:</td>
<td>1. teenage suicide</td>
</tr>
<tr>
<td></td>
<td>1. own experiences</td>
<td>2. divorce</td>
</tr>
<tr>
<td></td>
<td>2. general Home Economics issues and skills</td>
<td>To encourage students to read adolescent novels.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>To discourage student use of personal experience due to individual vulnerability.</td>
</tr>
</tbody>
</table>
Teacher A had been teaching for 15 years, and had a firm grasp on her course material. Because of her pedagogical experience, she had the ability to remain flexible and responsive to class requirements, responses, needs, strengths and weaknesses. During the first month, she continually encouraged the students to talk about the books that they were reading and to read more. She was an interested listener to students' remarks. Teacher A read Dinky Hocker Shoots Smack, The Sister Act, and Jacob Have I Loved. As she read more of the books from the classroom library, her confidence in her "talk" about books with the students increased.

Teacher A had a philosophical approach to the literature-based program. The students taught by Teacher A were freshman high school students in a Living Skills year-long course. Because of the length of the course, Teacher A had the time to set the value of reading firmly into the classroom setting. The approach to books in Program A was very open-ended. There was a primary objective for the students to read for pleasure and to consider it as a skill for living. A second objective of Program A was for students to learn about family life situations among siblings, parents, peers, and friends through the reading of the novels.

The retelling of the stories by the students provided the class with a high interest in reading. The students were
allowed to present their reactions to a book whenever they felt ready. Within one 2 week teaching unit, the course content and activities were focused on Family Relations.

Teacher A was very comfortable with student discussions. After each student's oral book presentation, Teacher A initiated a discussion through questions. Teacher A acted as a mediator. She provided some direction through questions and comments. There were times when she allowed the group to proceed according to their own interests. The students also provided directions for each other in the discussions.

Teacher B had taught for 5 years and had a firm grasp on her course material. She had the ability to be responsive to class needs, strengths, and limitations. During the time when students were reading for their assignments, she continually encouraged students to communicate among themselves and with her. She was an interested listener to student remarks. She read all of the books in the classroom library. For that reason, she was comfortable talking about the books with the students. Teacher B demonstrated a detailed recall of the books in class discussions through her specific questions and in her ability to relate specific facts when talking with students. Teacher B focused the discussion on the books in the home economics classroom library. She was very relaxed and spontaneous with students. During group discussions, Teacher B rotated among
QUESTION 2

Does the utilization of trade books within the home economics curriculum result in effective and meaningful learning experiences for students?

The two programs in this study involved four classrooms labeled in this study as Class 1, Class 2, Class 3 and Class 4. The description of each Class will consist of a discussion of the context of the class as observed by the investigator, reading behavior of the class as observed by the teacher, and student perceptions of the literature-based program, which were based on student interviews and written assignments.

Class 1

Context of Class

Class 1 consisted of 12 freshman high school female students, who were involved in Program A. See Appendix M for general information on classes in Program A. Class 1 met for the first two periods of the day. The home economics teacher was also the homeroom teacher for this class. This involved the teacher and students in discussions and activities and centered around school functions and policies in addition to subsequent regular class activities. Because this was the first class of the day, considerable student to student interaction occurred when students entered the homeroom. They would catch up on events of the previous evening and
new developments with their friends and family. This initial informal communicative atmosphere flowed over into the home economics class period. In this class students were comfortable helping one another with questions or problems. They shared personal experiences. One student brought pictures from her trip overseas and was allowed to describe her travels and explain photographs.

This was a very talkative, expressive class. Students asked spontaneous questions of the teacher and other students. When questions were about unrelated issues, the teacher connected her response back to the original topic.

The class was comfortable working at independent activities or in pairs at different tasks. They completed tasks with little distraction from the other activities and groups. They followed directions well.

This group discussed issues with little difficulty. Information and experiences were shared within the context of the tying them into the class content of the day. The class took suggestions well, remembered facts and events from previous classes, and was responsive to the teacher. This class was exemplary in their willingness to share what was read and in their eagerness to discuss difficult issues. 

**Teacher Observations**

During the study's duration, the teacher observed that the class was able to concentrate on reading when given time to read silently in the classroom. When asked, half of the
class freely volunteered to read out loud. The majority of the class used free time in class to read. All of the students in the class participated in the library system within the class, by checking out the books, returning them, trading them, and telling other students about books read.

All of the students in Class 1 participated in classroom discussions. Eight of the students were observed by the teacher to relate what they were reading to the class content without any prompts by the teacher. The discussions in Class 1 were lively, with students expressing their own personal views, experiences, beliefs and understandings. When talking about the different styles of families in class, the teacher asked if the class "could think of books that showed different styles of families?" In response to this question, the class began a lively discussion by referring to several books as examples of different family lifestyles. The books mentioned by the students were some of the books read from the classroom library as well as books read from other sources. K mentioned the issue of adoptive parents raised in About David. In The Cat Ate My Gymsuit, S said that the father was always criticizing his daughter, creating a problem. Other books mentioned were Father Figure, with its representation of a child not wanting to get to know his father in contrast to the child of adoptive parents who did, in About David. Confessions of An Only Child, focused on an only child that did not want a
new baby sister.

**Initial Student Interviews**

The Initial Student Interviews were conducted within the first 3 weeks of the implementation of the literature-based program in the classroom. At this time, the books in the classroom library had been presented and the students began to check them out.

When asked in the Initial Student Interviews, what do you think you learn from reading for fun, the class responded that they learned about other people. They said such things as:

- about other people's life styles.
- how different people act ... why people are sad.
- things about life ... what I don't want to be like.
- learn about family situations and try not to do the same problems.
- new things and new words.
- how people settle their problems ... how to relate other people to me.

When asked if the Class enjoyed listening to other students discussing the stories that they had read, they responded, "Yes." The class was most interested in the storyline, how the story ended, and whether the story was good. Interest in other student opinions were centered on questions like: "Did you like it?" and "Is it a good book?" Most students listened to other students in order to gather information about whether they wanted to read a recommended book.
This class of students liked to participate in discussions. The degree to which they participated was related to their own perceptions about how much they knew about the topic. They saw discussions as a time to express their own ideas and not especially as a time to listen to others.

Final Student Interviews

The Final Student Interviews were conducted during the last week of the study. The book assignments had been completed.

When asked if they "liked" the books that were used in the Home Economics class, Class 1 responded that they especially liked the ones they read. The reasons given for enjoyment of books varied in the following ways:

1. I liked the ones that have to do with families.
2. They are not boring or too long, they are medium.
3. I like a variety of books to pick from, not just one (book) assigned.
4. I thought that The Cat Ate My Gymsuit was kind of like me.
5. I liked Edgar Allen, the story could really happen in life.
6. Reminded me of myself.

All students, with one exception, read a book for the book assignment and completed the oral and written assignments. The student that did not complete her reading freely voiced her disinterest in reading and books.

To the question, "What happened in the classroom that made a book easy or enjoyable to read?" students mentioned the following points:
Know more of what the books are about, the more you hear the more interested in them I become. I like to hear what others think of the books. when the books were presented (that encouraged me). the books are out there and they look interesting. I get interested when people are talking about books.

The class also reported that the teacher encouraged reading in the following ways: by talking about what they were reading with them; telling them about the books; making the books available; talking about the after school specials on television, which were about books; providing time to read in class; asking if we had read certain books; requiring a report on a book and making us think about the books in class discussions.

Students indicated the use of books in class with the following statements:

- Helped me open up more ... talk to and with people.
- Did book report for a grade.
- ...in discussions.

Student Assignments

The students in Class 1 chose a favorite passage from a book they had individually read. One student wrote:

The reason I like this passage is because it relates to life so much. It doesn't matter how smart or how "dumb" you are, if you don't care for others then all your intelligence really isn't worth much.

Other students stated why the book they read had changed their way of thinking. Another student wrote:

... This book has changed my way of thinking about life because I always felt that my problems were worse than anyone else. After reading this book and seeing the problems these kids have, my problems seem like fun
Context of Class

Class 2 consisted of 12 freshman high school female students involved in Program A. This class met for the third and fourth periods of the school day. The students in Class 2 represented a wide range of ability and skills, both academically and socially. This was a passive group with little interaction as a total group. There was little eye contact among students. Students often dropped their heads over their books during a discussion and would not look at an individual who asked questions or who made a comment. As a class there was no cohesive attitude among the total group. There were several small groups of 2 or 3 students within the class. The students in the class often worked cooperatively in pairs during class activities.

The class was very aware and interested in how specific activities within the class affected them. For example, when taking a school-wide reading test one student asked why they were taking it? Another student asked who saw the test scores? Another asked how the results were to be used? There was much concern about the taking of this test.

When the teacher left the room or left the students to work on individual classwork, there was not a lot of chatter. Several of the students would talk quietly among themselves, but most students would continue their work.
This class felt it important to "finish" their tasks and full attention was given to written assignments.

Discussions were often difficult for the teacher to initiate due to a reluctance by students to voice comments or respond to questions. Three students contributed to discussions on a regular basis. If they failed to participate, then discussions became difficult. The teacher had to work very hard to stimulate conversation and response to current events. The group did not provide much feedback to each other. The teacher read *The Fall of Freddie the Leaf*, aloud, to the class. During the discussion, following this reading, the students in Class 2 missed the meaning of the story beyond the surface facts.

There was one student in the class who was very quick with ideas and concepts. When the teacher introduced new words to the class, within 5 minutes this student used the word appropriately and naturally within her comments.

This was a quiet, passive, low key class. The students enjoyed the short stories read out loud by the Teacher. But even then there was little overt behavioral response by students to the various sad, happy or funny sections of the story.

**Teacher Observations**

During the study's duration, the teacher observed that one third of the class was able to concentrate on reading when given time to read in class. Six of the students would
"sometimes" read during silent reading times; however, at other times students stared at a book without moving a page, or stared into space or talked quietly to a nearby student. On one occasion, when Teacher A asked for volunteers to read aloud, only four students volunteered. When given free time in class, two-thirds of the class would "sometimes" choose to read. Class participation in the class library system was minimal. There was little talk among students about what books they read, or in the trading of books.

The teacher observed that six students "usually" related what they were reading to the class content. Six of the students rarely expressed a connection of reading material to the class content. Of the 12 students in the class, six did not choose books from the Home Economics classroom library to use in their book assignment.

Initial Student Interviews

The Initial Student Interviews were conducted within the first 3 weeks of the implementation of the program. At this time, the books in the classroom library had been reviewed by the teacher. When asked in the interview, "What do you think you learn from reading for fun?" the class responded:

- It teaches me hard words.
- I can learn about similar problems.
- ...different situations.
- Not really, I just read for fun.
- Sometimes, learn about specific situations.
- No.
When asked if the Class enjoyed listening to other students discuss the stories that they had read the responses were "yes." They were most interested in what the story had been about, what the exciting parts were, was it interesting, was it good and did it keep your attention and what happened. This class did not view the student oral book summaries as recommendations to read the books as much as a chance to "hear" a good story.

**Final Student Interview**

The final Student Interviews were conducted during the last week of the study. The book assignments had been completed.

When asked if they "liked" the books presented in the Home Economics class, the students responded that they especially liked the books they read. The comments were:

- Those are the kind I like to read, they are about girls like me. I read three.
- I liked the details of the family, the family was similar to mine.
- I liked *Father Figure*, it had a cute guy in it.

All of the students, except one, read a book and completed the oral and written assignment. When asked what had happened in the classroom that had made it easy or enjoyable to read, seven of the students responded "nothing." Three of the students responded that activities within the class had encouraged them to read:

- All of the talk about books was encouraging, I never read before. I never talked about them (books) before, or thought about reading. Now I think about reading.
Having books there to get to them, everyone bringing up the subject of books was encouraging.

...the book assignment.

The majority of the class, seven students, thought that the teacher had encouraged them to read by talking about books, letting them read in class, giving them a book assignment, telling them that they should learn all they can, and reading short stories out loud to the class. Class 2 did not perceive that the reading had helped or been used by them in their classwork.

Class 3

Context of Class

Class 3 consisted of 12 freshman high school female students in Program A. This class met for the last 2 periods of the day, six and seven. The students in this class would come into class talking. At times, these 12 students could make one think that 22 not 12 students were in this class. There were several cliques within this class. However, all of the students freely exchanged ideas with one another during class time. Half of the students in Class 3 were wary of adults and teachers in general. These students were cooperative during the class but did not participate in extracurricular activities involving the class, such as Parents Night or Apple Butter Day.

This class was highly verbal and sought the attention of others. On several occasions, a few students purposefully attempted to distract the class into watching them or
listening to them. One student behaviorally acted out during class time. After repeated behaviors of this type, the other students learned to ignore what the student was doing. After a period of 3 to 5 minutes, this student would stop and then return to the task at hand.

A competitive, not cooperative, spirit existed in the class. During individual or small group activities, students attempted to use all of the paint for their craft item, even though it meant someone else would not have paint. Another time, students were asked to use only a teaspoon of filling in each of their turnovers. In response to this request, students used double the amount of filling and made large turnovers. When the filling began to run out, it was obvious that two of the students had no filling for their turnovers. No notice was given nor was any regret expressed by students about this outcome.

The students represented a range in interests and social behaviors. Half of the class took assignments seriously and cooperated with the teacher by answering questions, by discussing class activities, and by remaining silent when requested. The other half of the class spoke out continuously, reacting to every event or word spoken by the teacher or fellow student. Often the comments were spontaneous. These students participated in classroom activities in loud, vocal ways. Several students appeared to not listen or pay attention, but then succeeded in following
instructions to the letter.

This class enjoyed discussions. They wanted to talk about the movies presented in class. This group talked together, reacted to each other's comments, and provided support for views expressed. They were able to build on another student's comments and make connections between experiences and the classroom content. The students in this group felt comfortable giving their opinions and talking about their personal experiences. There were three students who continually started discussions. Other students would then enter the discussion.

**Teacher Observations**

During the study, Teacher A observed that Class 3 was a questioning class. Students constantly asked questions, both personal and topical. During the study, the teacher observed that eight of the students "usually" or "sometimes" concentrated on reading when given time to read silently. Half of the class freely volunteered to read out loud when a chance arose. Six students rarely read during free time. They chose to talk among themselves.

Half of the students participated in the library system within the classroom. This involved browsing through the books and checking out books to read. The students that did read told other students about the books and expressed their opinions of the books.

All but one of the students became involved in
classroom discussions. Four of the students were observed by the teacher to relate their reading to class content. As indicated in the Class 3's Context section, the discussions in Class 3 were lively and involved. The students often took varying views of a situation and would exchange ideas with heated debate. For example, after a student who reported on *Mr. and Mrs. Bo Jo Jones*, had given her partial summary of the book, students discussed different parent reactions to teenage marriages. When asked by Teacher A, "how do you think it (book) will end?", one student said that the teenage couple would move in with their parents while another student said that the couple would find a place for themselves alone. The class, as a group, then entered into a debate about which of these situations would occur and what disadvantages and advantages might accrue to the couple.

**Initial Student Interviews**

The initial student interviews were conducted within the first 3 weeks of the implementation of the literature-based program. The books in the classroom library had been presented and the students had begun to check them out to read.

When asked in the initial student interviews, what do you think you learn from reading for fun, the class responded that they learned a variety of things. They said:

Teaches me things about other people and how they feel.
I read love stories to learn something, behaviors, so
I can learn what not to do or what to do in a certain situation with a boy.
.I learn to cope with problems.
.I try not to be like the person.
....what books are about, what it is trying to tell you.
.Depends on what is being read, may feel like the person in the book, or experience a new experience or situations.
....figure out words.

When asked "Do you enjoy listening to other students discuss the stories that they read?", every student in the class responded "yes." They indicated that they enjoyed listening to the other students:

.Because I may want to read it, find out if I would want to.
.What they liked about it, if my friends are interested in it.
.The main character, opinion of character.
....the good parts, what it is about.
.If they say a book is good, then I will go and read the book jacket and then I'll decide if I want to read it.

This class defined themselves as students who liked to participate in discussions. Their reasons were: "I like to tell my point of view," "I like to participate in Home Economics because if they laugh at what I say, they are laughing with me not at me," "I like to ask questions," "to give opinions, I'm usually disagreeing," "to talk about general and specific, not afraid to say my opinion, it's ok for others to have different views but I get to say mine too", and finally one student said, "I participate by making comments, and listening. Listening is participating too".
Final Student Interviews

The final student interviews were conducted during the last week of the study, the first week in February. The book assignments were completed before the Christmas Break.

When asked if they had "liked" the books presented in the Home Economics classroom, the class responded that they had liked the ones that they had read. Two of the students responded that they had not liked them. The reasons given for enjoying the books were:

....about teenagers, like everyday living.
....reminded me of a situation with mom.
....true how they feel, it could happen.
....honest true, sincere stories.
....Because she had regular problems like me.
....reminded me of me.

All of the students, except one, read a book and completed the oral and written assignments. The student that did not complete her reading voiced her disinterest in reading and in having to read.

The question, "What happened in the classroom that made it easy or enjoyable to read?" prompted students to mention such points as:

....I started back into reading again, I think that it is cyclical.
....I just wanted to read, you (the investigator) told us about them.
....Nothing, I have always enjoyed reading.
....Grades make me study more.
....I had a book report to do.
....I got to read outloud. I love to read outloud.

Four of the students believed that the teacher encouraged reading by making it quiet so they could read;
having good books, something that a girl would like to read; talking about books; making us read during silent reading; presenting her enjoyment in reading; and wanting us to read.

Class 3 did not perceive that the readings done for the assignment in the Home Economics class helped them in their classwork. Four students stated that they had used their readings in their class work, in the following ways:

- If I'm reading about a problem at the time we are discussing it I can use the information.
- I learned to sit down and work quietly, not to talk as much.
- I used it in class discussions.
- True stories help me look at situations different ways.

**Class 4**

**Context of Class**

Class 4 consisted of 12 senior high school students participating in Program B. One of the 12 students was male and the rest were female. This class met, each day, for one period for Family and Marriage class.

There was a relaxed atmosphere in Class 4. The students listened to Teacher B. The teacher shared a lot of her own personal experiences with the class. When she told a story, as an illustration of a point, all of the students gave her their attention. When given free time in class, students talked among themselves and took turns talking with the teacher about notes, tests, and home projects.

Class 4 responded enthusiastically to the presentation of the books. After the book assignment was made and books
were selected to read, each day the students came into class talking about the books; how much was read, what had happened so far. The students "sold" the books to one another, recommending books to each other. Two students that had never spoken previously to each other in class talked together about the book they were both reading. This conversation took place when they were sitting across the room from one another.

When Teacher B completed an activity in class, the students said to her, "Good, now can we read?" Discussions in Class 4 were frank and open. Various points of views were expressed about the current topic, with support and evidence given for their ideas.

Half of the class read more than one book for the Suicide section of the program. Students that expressed that they were not getting their reading done, were given suggestions by other students at different times during the term of the class.

There were two students in the class who had had personal experiences with an attempted teenage suicide. For this reason Teacher B was anxious to keep student questions away from intimate questions and vulnerable comments.

**Teacher Observations**

During the study's duration, the teacher observed that the majority of the class was able to concentrate on silent reading when given time to read. Two students chose not to
read silently when given time. One student preferred to chat with fellow classmates, whenever someone was accessible, rather than read. The other student refused to read silently in class. Therefore, when the class was given free time, all of the students, but one, "usually" or "sometimes" chose to read. All of the students participated in the library system within the class, by checking out and returning books, trading books and telling other students about what they had read.

Books were selected from the classroom library. The school library had no adolescent novels, of the type used in Program B, so there was not a second source of books for students within the school building. One student brought a book from home to add to the library. She felt that it fit into the topic and type they were reading.

All of the students participated in classroom discussions. One of the students did not verbally participate; she listened and nonverbally responded to student comments. Eight of the 12 students were "usually" involved in classroom discussions. One student always related what she was reading to the class topic. Ten of the students "sometimes" related their readings to class activities or topics.

**Initial Student Interviews**

The initial student interviews were conducted after the first week of Program B. At this time, the students had
experienced 1 week of reading the books assigned for the Teenage Suicide section.

When asked in the interviews, what do you think you learn from reading for fun, the class responded:

• How to see and take another route to solve a problem, what to do and not to do.
• Vocabulary, and different points of view.
• Not pieces of knowledge, learn more wisdom than facts.
• How to deal with people.
• One can enjoy a book and learn stuff at the same time about life and people, like the books in class we are learning about suicide.
• How other people live, how to deal with different situations.
• Stops you from thinking about own problems.
• How to handle death or a crisis.
• Different understanding, I am very biased and reading give me different information from what I have.
• How to express things.

When asked if the class enjoyed listening to other students discuss the stories that they had read, all of the students responded "yes". They were interested in hearing the main ideas in the story; if the book sounded interesting; what the ending was; the category of the book; how the book started; what is fiction or truth; length of the book; the author; if the reader had liked the book; and why the reader had liked it.

This class liked to participate in class discussions, and readily gave their opinions. Other ways of student participation in discussion were reported as listening to others, explaining what I know, reporting how I feel about the topic, and adding to the comments. When Class 4 felt
that they knew something about the topic then they were willing to enter into the discussion.

**Final Student Interviews**

The final interviews were conducted during the last week of the study, which was also the last week of the course. When asked if they "liked" the books presented in class all of the students said yes. Reasons for liking the books, as stated by the students, were:

- They weren't too long and they were all about situations that a lot of teenagers go through.
- What they talked about, made you aware of situations.
- They were interesting and kept your attention, I wanted to keep reading.
- Not boring, things that could actually happened.
- All the ones I read were good, well written, I could get into the story, and not really realize if I was reading.
- They seemed believable, characters could be related to.
- They're easy to read and understand. They relate to people our age and the problems that occur in our life.

All of the students read a book for the first section on teenage suicide. One of the students did not finish her book until the end of the course, but she did read enough of the book to answer questions on the written assignment. For the second section, on divorce, not everyone finished reading the book selected. The books for this section were selected just before Christmas break. When the students returned, in January, two-thirds of the class had not read the books. During the first week of school, in January, the students read some of their books but during small group
discussions students were honest and open about not finishing their readings. At one point, Teacher B said, "I will tell you how it ends." To this a student said, "No, don't. I still want to finish it for myself." The students who had not completed their reading kept the books in order to finish. The students reported missing the day by day contact with Teacher B, and the other students.

Students reported that the following items encouraged reading:

- Talking about the books in class.
- Teacher was really into it, talked about the books. It helped that the books were here, in the class. Did not have to worry about when they were due or buying them.
- Gave us time to read with the suicide books.
- Other student comments encouraged me to keep reading. I want to read, but I don't like to.
- Assignments were given, you had to read the books.
- Free time or time on your own to read, one wasn't pushed to read.
- Telling what books were good.
- She was really into it, talked about the books. She read the books too.
- She said that we'd like certain books.
- She told me about one of the books, Nobody's Brother, I read it after she said that she'd read it in one evening.
- Knowing about them, making it a requirement (for the course).
- She wanted me to read, I know that she did.
- By telling us about them, you want to read them to know more.

Class 4 perceived that reading the books helped in their class work. When asked "How?", they responded that the books told us about things we were learning in class; helped with discussion and sharing of stories; related the facts to real situations; gave you a new view on a situation; could
see actual situations and examples; learned how people handle different situations; helped me understand the facts, what people feel in a situation; became part of the story to understand the problem; I would think back to the story to remember the warning signs on suicide or divorce.

Students also indicated that the readings were used in class:

- In discussions over books.
- In answering questions, when we had the discussion I could get into the discussion because I knew more.
- When we had the test I could remember from the book I read.
- Answering the questions on assignments.
- With discussion, I did not just wing it, in class. I knew more of what I was talking about.
- To help with understanding.

**Student Assignments**

In written assignments the students in Class 4 reflected their views of the books and what impact the books had. In answering written questions students were expected to reflect on the storylines and characters and to relate this information to Home Economics content. Each student was asked to answer the following question, "How did this book affect your thinking about teenage suicide?" One student wrote:

I'm more aware it (suicide) can affect even people I feel are "ok" and now I know what to look for.

Another student wrote:

When you read about teenage suicide it really makes you think about it a lot more. When you hear about someone who dies that you don't know you think nothing
of it, but if you hear about it and you are with them (like the book) it hits you a lot harder.

Other student comments were:

- It gave me more of an inside view of how people feel and more of an answer to why people commit suicide.
- It scared me. It made me realize how easy it would be to overlook the warnings.
- I realized how terrible it is and how hard it would be to handle it.
- It made me realize how serious the problem is and how I might be able to deal with it if I ever know anyone who is thinking of such a thing.
- It gave me a lot more knowledge as to how the suicidal person acts. How they show very distinct signals.
- Learn to notice warning signals early and try to be more aware of people. Everything has such a big effect on people.

When asked, "How has the book you read affected your thinking about divorce?", the students reflected more about the storyline of the book read than to the topic of divorce. The comments were generally about how difficult divorce is on kids; how fast things can change; and how the splitting up of the family is harder than the actual legalities of the divorce. Most of the students in the class had some personal awareness or experience with divorce on which their attitudes were based.
QUESTION 3

How will a literature-based program in a high school home economics class affect student attitudes toward reading?

The data for this section were divided into three categories. The first category of data describes the Class members' attitudes toward themselves, as readers. These data were based on the initial and final student interviews and investigator observations. The second category of data describes the students' attitudes toward the books that were used in the two programs. These data were based on student interviews and investigator observations. The third category of data reflects student responses to the Reading Attitudinal Scale.

Class Attitude toward themselves, as readers

Class 1

Class 1 responded enthusiastically to the books that were made available to the class. At the beginning of class and during class breaks students wandered over to the book shelves and browsed through the books. When new books were brought into class, two or more students selected one of the new books to take home to read.

When asked in the Initial Student Interviews if they saw themselves as someone who reads, seven of the 12 students responded, "yes". Students who responded that they were not readers, described a "reader" as an individual who reads a lot of books most of the time. As one student said,
"a reader always has a book in his hands", or "a reader likes to read lot". A student that classified herself as a reader defined a reader as "someone that likes to learn about other people".

All students in the class responded, except one, that they read at home. Most read in their rooms and primarily before going to sleep at night. Their favorite type of book was the romance, girl and boy story. Eight of the students reported that their mothers read a lot, and that they exchanged books with their mothers, mainly romance stories.

When asked during the initial student interview if they had changed any of their reading habits in the last 6 months, such as reading more than before, reading different books, reading at different times, eight of the 12 students indicated that there had been a change. Two students reflected that no reading habit changes had been made and that they read a lot and still did. The two remaining students reflected the view that they had never read and still did not. Of the perceived changes by the students, of their own reading habits, the following comments were made:

.I used to have a problem ... was slower, did not enjoy reading but in the last two years have changed. I am reading faster and reading more.
.Some books get boring after awhile so I change to another type.
.I can stick to it longer than before.
.I will read one time, and then re-read to see if I missed anything.
.I read more and longer when I start to read a book I like.
.I used to read more ... now just at night, because I
have other things to do.
I read less because of homework ... read thicker, bigger books ... which mom got me into.
I read more fast than before.

After 3 months, during the final student interviews, Class 1 responded to the question, "Do you read more now than you used to?". Half of the students stated that they did read more than before, while half of the students reported no change. The students indicated that they found reading enjoyable when they were reading for themselves, not because they had to read for a class; when they "learn new things" by reading; when they "read about teenager problems"; and when they have "time by myself".

When asked during the final interview if they saw themselves as individuals who read, Class 1 reflected a positive view of themselves as readers. They believed that they do and can read. Only two students responded that they were not readers in comparison to five students who identified themselves as non-readers in the Initial Student Interviews. The responses were:

- Yes, sometimes exams and busy weekends have cut into my reading time and homework during the week. I read on weekends.
- Yes, I read on weekends.
- Yes I am an average reader.
- No, never.
- No.
- Yes, but not often.
- Absolutely.
- I read but not very often.
- Yes, I read a middle amount. This year I enjoy it more than I did.
- Yes, the books that are interesting, that I relate to.
When asked if the readings in the home economics class had influenced their attitude toward reading or home economics they stated:

- I haven't liked to read in the past ... now I like to pick books and read at own times and pace.
- Make me feel better about reading ... make me want to read.
- .... made me want to read more ... I take books home to read.
- If one book is good then I want to read another like it.
- Home Economics is more than cooking and sewing.
- I have found the general discussions in Home Economics surprising.
- Home Economics class teaches you things to do, it's fun, it helps prepare for later life.
- Learn what other girls go through and how to help others.

Class 2

Class 2's response to the opportunity to read the novels was low, as evidenced by their infrequent visits to the classroom library. Only one or two of the students chose to browse through the books. When new books were brought into the class the students listened politely and quietly, but showed little personal interest. During the initial student interviews, five of the students, in the class, indicated that they did not see themselves as readers. Three of the students felt that they were, "sometimes" readers, "when there was nothing else to do". Three students responded that they were readers, "if the book was good."

Eight of the students replied that they do read some at home. Most read at night. They reported reading a variety of printed material, ranging from books, to the newspaper. When
asked if they had changed any of their reading habits in the last 6 months, only one student indicated that there had been no change. The rest of the class responded that there had been changes. Three students said that they were reading less because of an increase in their other activities. The rest replied that they were reading more. One student said that she had started to read more books and longer ones, because they let her think more. Another student stated that she read more when she had silent reading times in class.

During the final student interviews, Class 2 responded to the question, "Do you read more now than you used to?" Three of the students stated that they did read more. One student replied that she read more than she usually did, "since we started reading in school, in Home Economics and English classes".

The major ways that Class 2 found reading enjoyable or interesting to them were when:

- I learn new words.
- If I have a problem I can forget about it when reading, by escaping.
- If the book is good, or exciting.
- When I like the book and have time.

When asked during the final interview if the students in Class 2 saw themselves as individuals who read, 5 students stated that they were readers. However, of those 5 students only 3 responded that they were individuals who liked to read. Two of the students, who identified themselves as readers, indicated that they were readers but
that they only read a little, or when they had to read.

In response to the question, "Have the readings in this class influenced your attitude toward reading or home economics?", five students stated that it had. The different attitude changes were reported as:

- Reading helped me understand more. Now I read short stories, since the teacher read them to us in class. I used to think that they (short stories) were too short to be interesting, now I like them.
- I never thought that it (reading) could be fun before, now I do. I like reading in home economics.
- I try to read more. I have been thinking about reading more lately.
- I was encouraged to read and enjoy them (books).
- The assignment encouraged me to read.

Class 3

Eight of the students in Class 3 saw themselves as readers, when asked in the Initial Student Interviews. All of the students in the class believed that they could read. The difference between the students, who responded that they were readers and the students that responded that they were not readers, was whether or not they chose to read. In Class 3 even the "readers" stated that they read only "in my spare time", or "when I have nothing else to do".

All of the students replied that they did read at home. This included reading books, newspaper, comics, magazines, romance and love stories, and teenage "stuff". Two students identified specific authors whom they enjoyed reading. Those authors were Norma Klein, V.C. Andrews, Judy Blume, and Danielle Steele. Three students in Class 3 consistently
carried fiction books with their school books when they entered the classroom.

When asked during the initial student interview if they had changed any of their reading habits in the last 6 months, eight students indicated that there had been a change. Of the three students who stated that there had been no change, one of these students responded that she had always loved to read and still did. Of the eight who indicated that there had been a change in their reading habits, two of the students reported reading less than before, due to increased school and social activities. Of the perceived changes in reading habits, of and by the students, the following comments were made:

- I read more after school.
- I take more time for it. I used to read for 1/2 hour at a time and now I will take 1-1/2 hours at a time.
- I want to know what happens in the book.
- I am reading more and different, more adult, books.

During the Final Student Interviews, Class 3 students responded to the question, do you read more now than you used to? Nine of the 10 students interviewed stated that they did read more than before the program, while only one student reported that she read less. They found reading pleasurable or interesting for the following reasons: I get to read what I want; when I am nervous or anxious, because reading calms me down, I can get away by myself; I like to know about the characters; I want to go into another world. The students believed that they do and can read. When asked,
again, Do you see yourself as someone who reads?, the results were:

- Yes, off and on, but once I start a book I finish it.
- Yes, often and good.
- Yea, a lot. I like characters.
- Yes, a lot. I read teenage novels and some adult ones.
- Yes, especially if I have no homework.
- Yes, most of the time.

When asked if the reading done in the home economics class had influenced their attitude toward reading or home economics, seven of the students responded with a "no". The three students who indicated that their attitudes had been influenced responded:

- I changed my opinion about books. I see that I can see a character differently than another student. I put myself into the book.
- Made me want to pick out more books. I can take out a book for a long time and not be rushed. I used books in discussion.
- A little bit, when the books are interesting it makes me want to read more.

Class 4

All of the students in Class 4, except two, identified themselves as individuals who read. However, within this definition, the students ranged from persons who read books every night to persons who only read newspapers and magazines sporadically. This class more clearly separated an ability to read from reading itself in the way they responded to this question.

Students reported that they read at home and usually in an area where they can be alone. When this class was given
silent reading time in class, several of the students would move away from other students to be more alone. One student often moved into a far corner of the room to get away. The students in the class who held part-time jobs also reported that they read during breaks while working or on the way to work.

When asked during the initial student interview if they had changed any of their reading habits in the last 6 months, seven students responded that they had changed their reading habits. Of these seven students, three of the them stated that they were reading less than before due to school or part-time work activities. The other four students replied that the changes were more in the type of books read or the time read. The comments were:

.I used to read just Harlequins and Hinton, now I am getting into longer books.
.I am trying to read more. I have always liked to read. Reading is more satisfying to me than watching TV.
.I used to read Harlequins, then moved to more spicy ones of my Mom's. I read to calm down.

During the final Student Interviews, Class 4 responded to the question, do you read more now than you used to? Seven students stated that there had been no change in their amount of reading. Of the five students that stated that they were reading more, two of them commented:

.I read more in this class. I read more because of the availability of the books. I have never read four books in one month before.
.I am still reading the ones in here.
The students found reading interesting or pleasureable when they had the time and when reading the books selected for the program, especially the books in the Suicide area.

When asked in the final interviews, if they see themselves as readers, nine of the students said "Yes". One of the students who identified herself as a reader said, "Yes, part of the time, when I have the time". This student had not viewed herself as a reader before. In fact, when the reading assignments were given out to the class, this student resisted reading any of the books and approached the teacher to arrange conditions to not have to read for the class assignment. Two of the 3 students who did not identify themselves as readers said:

.No, not really. I like to read, but I don't do it very often.
.No. I read these books because they were interesting.

When asked if the readings in the home economics class had influenced their attitude toward reading or home economics they stated:

.Yeah, they showed that you can learn from reading. It made sense to read in Home Economics considering the topics talked about.
.Yes, to a certain extent it made me want to read more on these topics.
.I like it (reading) now. I realize that if I can get into a story that I will enjoy it.
.I think I should read more. I am missing something because I know that the others enjoy and learn from reading.
Class Attitude toward Books

Class 1

When asked during the Initial Student Interview, how do you view books and reading, 10 of the 12 students in Class 1 responded that they liked books even though they did not see themselves as individuals that read a lot. In class the teacher observed that most of the students in the class voluntarily mentioned reading a book at home sometime during the literature-based program. One half of the students in the class talked to other classmates about books that they had read. There was a great deal of sharing among students about the books being read at home, at the beginning of the class.

Most of the students in Class 1 identified with the books especially the students who read on their own at home. Those students who did not see themselves, nor represented themselves, as readers did not appear to identify with the books.

In general, the readers in the class responded emotionally to the stories, and only with the aid of questions did they move into a more objective view of the book. All students, except one, read the book assignments.

Although not all students saw themselves as readers, they were very involved with the books in the library and were interested in the books read by different students. When a student began to tell another student about a book,
inevitably a third student would pause in an activity to listen. The one student in this class, who repeatedly denied any interest in books, would sit and listen intently to a summary of a book being presented. She was usually the first student to ask, "How does it end?".

Some of the behaviors of Class 1 which represented their interest and identification with books were:

... when asked by T, "Are you enjoying your book?", K said, "yes", and then gave a summary of the story.
... S mentioned that she has read three books written by the author who wrote *Flowers in the Attic* by V.C. Andrews.
... when S returned *Meet the Austins*, she said that the last two chapters were boring because it did not involve Maggy.
... A. selected three books after the presentation of the books, after saying that she was not a reader.
... T started talking to S about the book, *The Outsiders*. T said that she had seen the movie, searched for the book and had now read the book at least seven times. She recorded all of the conversation in the book, word for word.
... T said that she had read *An Officer and a Gentleman*, and it was not like the movie. The book was better.
... K turned around and told the investigator that she took out *The Pistachio Prescription* on Thursday and finished it on Friday. Now she is reading *Father Figure*.
... K picked up T's books, read the cover and commented that it looked good. She asked T if it was good. T said, "yes".
... K took out *Fifteen* yesterday. She read it at the beginning of class and during break. She is on the last several pages. When she finished it, she took it back to the bookshelf and browsed among the books.

**Class 2**

When asked during the Initial Student Interview, how do you view books and reading, the comments ranged from: I like reading and books; books are a way to escape and go into
another world; to books are okay. In class, the teacher observed that only three students voluntarily mentioned reading a book at home, during the program. Seven of the students never mentioned reading a book. Two students talked with classmates about books that they had read. Nine students "sometimes" talked with other students in the class about their books. Few of the students in Class 2 identified with the books.

Generally, the shared reading of books in class related to events in the stories. There was little personal identification with the characters or stories of the books. Some of the reported book summaries omitted important events and characters. All, but one, of the students read a book as assigned. This class responded positively to short stories that were read outloud.

Class 3

Class 3 included students who chose to read for pleasure to students who never read unless they were required. During discussions dealing with the stories, four students demonstrated an understanding of the books, characters, themes, and symbolism.

When asked during the initial student interview, how do you view books and reading, all of the students in the Class responded with positive statements about books and reading. Some of the comments were:

Ok, as long as I am not made to do it.
I like them. I want to start a library (at home) this year with a friend.
It (reading) can be fun if I am in the mood.
I love to read, I think everyone should read.
Reading is ok when I get a good book.

In class observation the teacher suggested six of the students "usually" or "sometimes" voluntarily mentioned reading a book at home during the program. Nine of the students "sometimes" talked to other classmates about books that they had read. All of the students, but one, read a book for the assignment.

The students in Class 3 responded emotionally to the stories. Personal identification with the protagonists and with the problems presented in the books was evident. Students made evaluative comments about the ending or solutions presented in the books, such as, "the parents of the girl wanted to send her away for being a cripple and that's not right." Another written comment which expressed student involvement with the books was,

it (the story) sounded wild, but real, and it's true (because) I have a couple of friends (who did the same thing) and they were the same age also. So I could really relate. It was a great book.

Class 4

Once the initial book presentation was made to Class 4, the teacher said that the only problem she had in class was that the students would not stop reading. Even when the students were taking a test, several of the students stopped and talked about the books being read, before completing the
One student started reading during the test. When asked by Teacher B why she was reading, the student replied, "I have to get away for awhile". After several minutes the student put down the book and completed the test.

One student finished one of the books the first night after the books were made available. The next day, she announced to the class that she enjoyed it, but that it was sad and she cried. However, she recommended it to a student who had not decided which book to read for the assignment. When reading in class, a student sighed and announced that she had just finished a sad part. To that, another student said "let me read it too" and took the book and read it. Most of the general talk in the class, during the program, was about the books and student opinions of them.

The students in Class 4 had a strong identification with the books used in the suicide section of the program. Most of the students read at least two of the books for that section, even though only one book was required. The reading of the books used in the Divorce section of the program did not stimulate as much student interest as the first group of books on suicide.

Class 4 responded emotionally to the events and characters in the books. However, they also were able to respond objectively to the issues raised and to the storylines of the books. Generalizations and analyses of the books were made orally in group discussions and on written
assignments. All of the students read a book for the first section of the program. All, except three of the students, read a book for the second section of the program.

In the two written assignments that Class 4 completed during the program the students were asked to finish the sentence, "I feel the book .......". In regard to the books read for the Divorce section some of the students' responses were:

....was good, also easy to understand.
....well written and seems really lifelike.
....very interesting, yet sad. Melissa went through a lot, and seemed to be the better for it.
. Okay.
....was very realistic and I can relate to the situations.

For the suicide section, student completions of the statement, "I feel the book ......," were as follows:

..It was the closest I've come to understanding about suicide. It made me stop and think.
..It should be read.
..It really explained how an ordinary family could go through the experience of a Suicide. It really makes you think, could it happen to you?
..It was easy to read and I learned from it.
..It was sad yet an informative look at teenage suicide. I would recommend it.
..It was realistic and I would tell a friend to read it.
..It was very eye-opening. It clearly outlines a teenage suicide. It was very informative of suicidal actions that could be seen in a real life situation. At the same time it was good for reading. It was easy to start and get involved in the story.
..It was an excellent book. Described a lot about death.
..It was very explanatory about the way suicide affects everyone else.
..It was interesting what people really go through and the pain. I liked the book.
Class Response to Reading Attitude Scale

Students in each of the four classes completed the Attitude Scale for Reading and Books twice during the program. The first administration of the scale was done by the teachers the week prior to the beginning of class observations by the investigator. The second administration of the scale was done by the teachers during the last week of the program.

The Attitude Scale was scored from a total of 100 points. The initial completion of the Attitude Scale resulted in average scores of 79.4, 66.3, 74.5, and 75.5 for Classes 1, 2, 3, and 4 respectively. The second scores of the Attitude Scale resulted in average scores of 76.9, 74.3, 80.2, and 74.4 for Classes 1, 2, 3, and 4 respectively. See Table 6 for Attitude Scale results (raw scores for each class, Appendix 0).
Table 6

Class Results on Reading Attitude Scalea

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<th>Average Score for Second Scale Taken</th>
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</tr>
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a T-tests demonstrated no significant difference for any of the classes.

SUMMARY

Question 1

Literature-based Programs

Literature-based programs were incorporated into two high school Home Economics curricula. In these programs, students were encouraged to read selected adolescent novels which dealt with specific topics within the course. The books in the classroom libraries were reviewed and presented to each class with respect to storyline, characters and specific problems focused on within the novel. Students were asked to share their reading with students, who had read the same books, and with students, who had read different books, and to relate their reading to the class content being discussed. Teachers also read the books in order to aid in class discussions. A daily interest in what each student
was reading was demonstrated by teachers. Informal discussions, before and after class, about the books were initiated by both teachers and students.

Students were given several weeks to complete their reading of one book. During this time, students were given periods of silent reading time in class. Informative lectures were presented on the topical areas covered by the adolescent novels. Afterwards, students participated in group discussions, individual presentations, and individually written responses to the books read, and to the relationships between the books and course content. Oral and written participation, by students, in the programs resulted from questions and motivations from the teachers. Discussions and probing questions were used by teachers to stretch student recall of story and to encourage students to use the events from a novel for analysis and generalization. The sharing of what was read and learned through reading was as important a focus during this program as the actual reading.

The various class activities consisted of:

1. Book Summaries reported by individual students.
2. Book Summaries reported jointly by two or more students.
3. Small group discussions focused on a specific novel and its relationship to course content.
4. Small group discussions compared several novels and their relationship to course content.
5. Class discussions revolved around course content using novels as illustrations and examples.
6. Class discussions tied events from the novels
Literature-based programs can be successfully incorporated into high school Home Economics curricula. The teachers and students responded positively to the use of adolescent novels as supplemental readings and as examples of complex family and marriage issues. Students fulfilled teacher reading assignments and in many cases, read more than was required. The books and planned activities in these programs proved to be appropriate and advantageous to the teaching of the selected topics by Teacher A and Teacher B.

Literature was used in these programs to illustrate specific family and marriage issues and more general issues of family lifestyles. When a literature-based program was used, in a general course, more freedom was given to students in the selection of books. When the program was used for very specific topics or issues, students were provided with a limited, selection of books from which to make their choice.

Advantages and Disadvantages of Literature-based Program

The advantages discovered and reported by the teachers, after their implementation and use of the programs, centered on the programs' impact on student participation and
involvement in class. Reading of adolescent novels provided a common point of reference for class discussion and provided a reference for examples of course concepts and facts. Difficult issues or topics not experienced by students become realistic, believable, and stimulating for both the teachers and students when supplemented by readings from adolescent novels. There was involvement among students in class. Student insights reflected relationships between stories and course content. Class and small group discussions facilitated a constructive sharing and understanding of elusive and difficult issues that confront adolescents. In addition, the programs provided a big picture of education, by tying into other courses.

When the teachers desired small groups to take a specific book and relate it to content questions, the assignment was successful when a limited number of books was made available to the class.

The major disadvantage discussed by teachers was the time commitment of such a program. Before the implementation of the programs, time was spent selecting the books and reading the books. During program implementation, teachers spent time making daily contacts with students to encourage reading. By listening to students and allowing informal class time for talk about books, the teachers created a climate for open exchange and discussion. Silent reading periods within the class were planned and incorporated into
the programs.

Class discussions were also time-consuming. Teachers had to be prepared to respond to questions and comments about the books. Discussions sometimes lasted longer or shorter than teachers anticipated. Class discussions required facilitating skills by the teachers so that teacher input was in proper proportion to student contribution. Time was allowed for the students to "talk" their way through an understanding of pertinent and difficult issues.

The teachers found the program a satisfying method of teaching difficult or inexperienced areas. The novels provided a wider range of situational contexts, human reactions, and consequences, in which the class could explore family issues. In this way the class was not limited to individual student or teacher experiences. Through the discussions about the novels, interactions increased among students who rarely participated in class activities and between students, who had little in common, before the readings.

Role of the Teacher

The role of the teacher was to value and encourage reading, listen to student comments about their reading, tie course content and adolescent novels together through questions posed to students, and facilitate student relationships of course content to life situations. The teacher read the books located in the classroom library.
This was necessary in order to answer student questions, and to develop a line of inquiry between the contents of the novels and Home Economics concepts.

The sharing of personal reactions by teachers to the books was necessary. Students were interested in their teacher's views. Students were eager to talk to the teachers about books selected for their assignment. This necessitated teacher excitement about the books, and teacher awareness of what books students were reading in other classes or from the library.

When the book assignment was given, a preview of the books had to be presented in an interesting, knowledgeable manner. Information about the books, which would interest students, was a necessary ingredient for stimulating and motivating students to read.

**Question 2**

**Student Participation**

The students, in all of the classes, read the book assignment and completed the oral and written assignments. They expressed their enjoyment of the books because of the topics, length, variety, and representation of adolescent problems and life. They saw the books as realistic representations of topical issues. The books were perceived as exciting and stimulating because they represented situations faced by adolescents in everyday life, and, paradoxically, represented situations outside student
experience.

Classmates influenced each other in the selection of books. They discussed among themselves the stories, characters, and personal views on the books.

Students used their readings primarily in class discussions. From the books, students had information and examples to draw from in discussions. Other uses of the readings were reported in the completion of written assignments. Many students used the storyline of the adolescent novel as a way of organizing facts and information about a topic.

Students reported that they were encouraged to read because the books were close and convenient to check out; the books were good, interesting and short; the class was given free time to read; the teacher talked about reading and stated her views and reactions to the books; other classmates talked about the books; and the books clarified a fuller meaning of the course content. The adolescent novels provided an inside view of how people think and feel, and why events happen within given life situations.

**Question 3**

**Student Attitudes toward Reading and Books**

Almost all of the students in the four classes thought of themselves as being able to read. Many of them indicated that they did not read a great deal due to school and social demands on their time. However, several students indicated
that when time was available, they read at home. Students, who read regularly, did so for the pleasure, escape, and insight provided.

In the final interview, many students stated that they did not read regularly, but that they had read more books than usual, during the program, because the books were realistic, interesting, and short. Required supplemental reading of adolescent novels stimulated the students to:

1. Think about reading.
2. Feel better about reading.
3. Want to read more.
4. Take books home to read.
5. Think about reading as fun.
6. Understand that people can see a character differently.
7. Learn from reading.
8. Think I should read more.
9. Put myself into a situation, previously inexperienced.
10. Learn how people feel in a specific situation.
11. Think of books as explanatory and informative.

Class scores on the Attitude Scale showed little change from the initial to final administration. Perhaps, the duration of the study was not of sufficient length for attitudinal changes to appear on a scale. Many students saw the books as exceptions to the rule that books have to be boring. Therefore, the books were read and enjoyed by students as evidenced by interview and observational data, but general attitudes toward reading did not change as measured by the Attitude Scale. In this respect, the qualitative data appeared to represent a more accurate picture of change than the quantitative data of the Attitude
Scale.

There was a wide range of reading behaviors among the participating students, from those who read every night, to those students who read exclusively for assignments. Freshman students exhibited, primarily, an emotional response to the books. There was a personal identification with the protagonists and problems presented. These students made evaluative comments about the events or endings. Upper classmen also responded emotionally to the events and characters. In addition, the upper classmen were able to initiate substantive evaluations of the issues raised and situations presented in the books. Generalizations and analyses of the events occurred within small group discussions with little aid from the teacher.
CHAPTER V

SUMMARY, CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

Summary

Statement of Problem

The purpose in this study was to investigate and describe classroom events and behavioral patterns that emerged when a Home Economics curriculum at the high school level was focused on the value of reading and the discussion of family issues contained in selected readings in adolescent literature. The study identified and described literature-based programs in four classrooms. Teacher and student response patterns represented a data base for description and subsequent analysis. The questions researched in the use of a literature-based program in a family living section of a home economics curriculum were as follows: 1. Can the use of adolescent literature be successfully incorporated into a home economics curriculum? 2. Does the utilization of trade books within the Home Economics curriculum result in effective and meaningful learning experiences for students? 3. How will a literature-based program affect student attitudes toward reading? The programs were implemented through the readings of selected adolescent literature books, followed by written and oral
reflections by students and group discussions in class.

**Collection of Data**

The procedure for data collection required descriptions of the classroom setting, social environment, program activities, student behaviors, teacher behaviors, and informal activities. The variables involved were student learning experiences, behaviors and responses to the program, teacher behaviors and responses to the program, literature and reading as an intrinsic activity and the value of literature and reading for home economics content areas.

Two home economic high school programs were selected for the study. These programs exhibited curriculum flexibility, a willingness to incorporate change, and a high interest in student development. The participating teachers taught in classrooms that represented diverse student populations in varied school settings, and that reflected a range of student abilities at different grade levels. The magnitude of the investigation, in terms of the training of the teachers, classroom observations, interviews, and recording of field notes, dictated that only four classes could be included in the study.

Prior to the implementation of the program, the Home Economics teachers participated in training sessions which familiarized them with the following: the philosophy of a literature-based program; the requirements of the program;
teacher and student roles; and an exposure to selected adolescent novels. The teachers chose the specific content areas within which they incorporated the use of the adolescent novels. Books were selected by the teachers and the investigator, and then evaluated as to their appropriateness for the Home Economics content areas, students, and program.

Participating students represented freshman high school students enrolled in a Home Economics program in one school (three classes) and senior high school students enrolled in a class of a second Home Economics program. The three freshmen classes were elective, year-long courses. The upper level class was an elective, semester course, which had as a prerequisite, one general Home Economic course.

Data were gathered through observational, interview and attitudinal measurement procedures. These data were gathered by the investigator in each of the classes over a 4 month period. The observational data consisted of investigator anecdotal notes written during classroom visits. These recorded notes included classroom activities; student interactions with teacher and other students; and classroom climate. Observational data from the teachers were collected by means of a checklist (Appendix D) concerning their perceptions of student reading behaviors in class. These observational data resulted in four sets of qualitative data, which reflected the behavioral responses of each class.
Students and teachers were interviewed with respect to the incorporation of a literature based curriculum in their classrooms. Individual formal interviews with each teacher and student were conducted at the beginning and end of the study. Students completed a Secondary Reading Attitude Assessment Scale, which was administered at the beginning and end of the study.

**Analysis of Data**

In this study, strategies used to ensure the credibility, transferability, dependability and confirmability were: a) a 4 month engagement at each field site, b) use of a variety of data sources, such as investigator's field notes, teacher observational checklists, teacher interviews, and student interviews, c) extensive anecdotal field notes, recorded by investigator, to reflect classroom context, student and teacher interactions, student and student interactions, and classroom, formal and informal, activities, and d) the re-checking of the data with the participating teachers and students.

Representative data for subsequent analyses of the programs required descriptions involving the behaviors of students within the program, behaviors of teachers within the program, program development, context of the programs, and the representation of the course content through
adolescent literature. Teacher response was also evaluated to establish the effectiveness of the program from a teacher's perspective of student behavior, class environment, and teacher-student interactions.

Student responses pertaining to their identification with the books, connection of novels and Home Economic content, impact of the use of adolescent literature on class activities and interactions, completion of class assignments dealing with the novels, and student written and oral comments regarding literature were analyzed and synthesized into a composite for each class record.

The three primary sources of data in this study were represented by observations (investigator field notes and teacher observational checklists), by interviews (conducted by investigator with teachers and students), and by pre and posttest administrations of the Estes Attitude Scale.

In order to classify the data according to program, teacher and students, the investigator reviewed and color coded all data into inductive categorical designations. By classifying the qualitative data from observations and interviews into categorical designations of program, teacher and student, the investigator was able to inspect the recorded data for comparisons among the data, as well as evident contrasts, and address the questions of the study in a direct and verifiable fashion.
Conclusions

Incorporation of Literature-based Programs

In the literature-based programs, students were encouraged to read selected adolescent novels which dealt with specific topics within the course. Students were asked to share their reading with students, who had read the same books, and with students, who had read different books, and to relate their reading to the class content being discussed. A daily interest in what each student was reading was demonstrated by teachers.

The sharing of what was read and learned through reading was as important a focus during these programs as the actual reading. Various class activities consisted of oral book summaries; group discussions that focused on the novels and their relationship to course content and to personal experience; and written student responses to course content questions that utilized novels as a learning resource.

Literature-based programs in the four classrooms were successfully incorporated into the high school Home Economics curricula. Teachers and students responded to the use of the adolescent novels as supplemental readings and as examples of complex family and marriage issues. Students fulfilled reading assignments and, in many cases, read more novels than were required. The books and planned activities in these programs proved to be appropriate and advantageous.
to the teaching of the selected topics.

Reading adolescent novels provided a common frame of reference for class discussion and served as real life examples of course concepts and facts. Difficult issues or topics not experienced by students, became more realistic, believable, and stimulating for both the teachers and students when supplemented by readings from adolescent novels. As reported by Meek (1978), through stories student expectations about what the world is like are developed.

According to the observations of the teachers, there was more involvement among students in class than previously. Student discussions reflected relationships between stories and course content. Class and small group discussions facilitated constructive sharing and understanding of elusive and difficult issues that confront and puzzle adolescents. In addition, the literature-based programs provided comprehensive picture of education, by tying into other courses.

Time was a factor, for teachers, in the program. Before the implementation of the programs, time was spent selecting the books and reading the books. During the implementation, teachers spent time making daily contacts with students to encourage reading. By listening to students and allowing informal class time for talk about books, the teachers created a climate for open exchange and discussion. Class discussions were also time-consuming. Teachers had to be
prepared to respond to questions and to be able to make comments about the books. Time was allowed for students to "talk" their way through an understanding of pertinent and difficult issues. Teachers perceived that this was time well-spent, but that this demand of time with students varied from traditional uses of classroom period. Thus, teacher efforts to make the program successful required extensive planning, work, and time.

Role of Teacher

Teachers found the program a satisfying method of teaching difficult and inexperienced areas of student interest. The novels provided a wider range of situational contexts for discussion human problems and their consequences. The classes explored family issues and conflicts without the need to resort directly to personal experience or family difficulty. In this way, the class was not limited to individual student or teacher experience. The storylines and characters in the novels supplied an opportunity for both teacher and students to deal with ideas that were otherwise too sensitive and personal. Stories provided readers with an ability to relate fictionalized events to real life but with the safety and distance of art (Meek, 1978).

The role of the teacher was to value and encourage reading, listen to student comments about their reading and develop a line of inquiry between the contents of the novels
and Home Economics concepts. When the book assignment was given, a preview of the books had to be presented by the teacher in an interesting, knowledgeable manner to motivate student interest.

**Student Involvement in Program**

A literature-based program encourages student involvement. The students, in all of the classes, read the novel and completed the oral and written assignments. They expressed their enjoyment of the books because of the topical interests of the novels; the variety of adolescent problems presented; and the depictions of life provided. They saw the books as realistic representations of life-like issues. Classmates influenced each other in their selection of books and in their shared interests of what was engaging and germane. The selections made by students reflected Meek's report (1982), that at this age students are aware of a variety of subjects and express their new need for independence by the books they select. Adolescents utilize knowledge and insights gained to test or affirm their beliefs. To question is a natural state of mind for adolescents. Teachers should not be surprised to see adolescents delving into a range of literature.

Students used their readings primarily in class discussions by drawing information and examples from the books. Readings were also reported in the completion of written assignments. Students stated that they were
encouraged to read because the books were close, convenient to check out, good, interesting, and short. The teacher encouraged them to read by allowing class time to read, by talking about reading and by listening to their comments about the books. Adolescent novels provided students with an inside view of how people think and feel, and why events happen within given life situations.

**Student Attitudes toward Reading and Books**

With the exception of a single student, all of the students in the four classes thought of themselves as being able to read. Many of them indicated that they did not read a great deal due to school and social demands on their time. Students who read regularly did so for the pleasure escape, and insights provided.

Students stated that they read the books in the program because the books were realistic, interesting, and short. The supplemental reading of novels stimulated students to think more about reading, to feel better about reading, to want to read, to take books home, to learn from reading, to think of books as explanatory, and to see books as informative and interesting. Many students saw the books as exceptions to the rule that books have to be boring. Therefore, the books were read and enjoyed by students, as evidenced by interview and observational data, but general attitudes toward reading did not change as measured by the Attitude Scale. In this respect, the qualitative data
appeared to represent a more accurate picture of change than the quantitative data of the Attitude Scale. No statistically significant difference was shown by the t-test between pre and post measures of the Attitude Scale for any of the four classrooms.

A wide range of reading behaviors among the participating students occurred, from those who read daily, to those students who only read for assignments. Not unexpected, the upper classmen responded with more substantive evaluations of the issues raised and situations presented in the books, than the freshmen students.

Major Conclusions

The major conclusions in the study were based on the data analyses reported in Chapter IV. These conclusions were derived primarily from qualitative data that were collected from interviews, observations, and field notes. Succinctly stated, the major conclusions are as follows:

1. Adolescent novels represent a useful means for making aspects of the Home Economics Curriculum more germane and realistic to students. The storylines and characters of the novels, as well as the social issues and life situations contained in the books, appealed to the concerns and interests of students.

2. While the teacher requires additional time for planning and interacting with students, the advantages to the teacher of student interest, student interaction, and student motivation to learn made the use of a literature-based approach a useful learning resource to the purpose of Home Economics.

3. Classroom practices that encouraged student reading were related to the following: opportunities for silent reading in class; class discussions staged
by the teacher; written reviews by students; and book summaries given orally in class by students.

4. Student attitudes and behaviors toward reading the novels were reflected in their willingness to think of the books as informative and explanatory, as stimulating and fun, and as a way of identifying with the characters and storyline. Students discovered that open discussions of the books resulted in varied disclosures of meaning and in different interpretations of the characters. These student outcomes served to facilitate communicative exchanges of information among students and their teacher. This is not unlike what was reported in Chapter II; viz., some readers may picture a character as someone they know, because the character seems to act the same way as the known person, or they may visualize a complete stranger with whom they can endow the character's personality traits.

5. Student interest in reading adolescent novels and the amount of time spent in reading was dependent on the direct guidance and daily contact of the teacher with students.

6. Students will read adolescent novels when these books are made accessible to students in classrooms.

7. Given stimulation and motivation by the teacher, students will read more books than they ordinarily read. As stated in Chapter II, it was important for the teachers to recognize the presence of different kinds of readers in their classrooms, the experienced, indifferent, and inexperienced readers (Meek, 1982). Reading ability varies with each student's experience, learned ability, interest, and self-concept as a reader.

8. Given an opportunity to use classroom time for silent reading, students will read adolescent novels with interest and enjoyment.

Implications of the Study

Practical implications for the home economics curriculum and for teachers and students can be derived from the major conclusions of the study. A primary implication is evident; that is adolescent novels can be used with
profit and advantage for accomplishing the mission and goals of home economics. Adolescent literature provides a substantive and engaging resource that enhances curricular objectives for adolescent self-reflection, for clarifying family life issues, and for thinking about adolescent conflicts and problems.

The novels provide a safe and removed frame of reference for teachers and students to discuss ideas and issues that would otherwise be too personal and emotional. The realistic storylines and characters of the novels provided material sources for reflection and discussion. Given the possibility that correspondences between novelistic characterization and actual student life existed, the frame of reference of the novels enabled discussion and exchange to occur without recourse to personal embarrassment. Thus, the primary advantage of adolescent literature for students and teachers is that an added resource for learning is made available, and that this resource facilitates thinking and communicative exchange.

The results of the study suggest that teachers can be a force in stimulating and motivating students to think and deal with adolescent problems and family life issues. The territory of adolescent life is not easily accessible to adults, and teachers have often lacked the necessary rapport for initiating worthwhile learning experiences with students. Reading and discussing the contents of the novels
enables a ready access to elusive issues and conflicts that confront adolescents. Therefore, a significant implication for teachers is that the novels, when read by both teacher and student, provide a means for establishing immediate rapport and for making the teacher a force in learning. The novels represent a curricular base for enabling teacher success with student problems and life adjustments. Teachers will find the novels serve a dual purpose: the books have an intrinsic value for sheer reader interest and they provide a shared frame of reference between teacher and student for social exchange and problem solving.

Implications for capturing student interest and for encouraging students to read were evident from the results of the study. While high school students may not choose to read with profit and pleasure when given their own choice, they will read books in adolescent literature when teachers expect them to do so, and when teachers include these books as a part of the on-going curriculum. Given an opportunity to read books during classroom time, students will not only choose to read their latest book, but they will choose to use momentary gaps in class periods for reading. This positive and constructive use of time implies a different climate for classrooms than either students or teachers ordinarily experience. Under these conditions, students read more books for themselves, and also appear to experience a serendipitous advantage: their reading is
directly related to teacher expectation and to the goals of the home economics curriculum.

When reading for pleasure and fun can be connected to class goals and objectives, students appear to be both stimulated and motivated to learn. The curricular need to capitalize on the self interests of students and on their reading interests has continued to be a persistent challenge for schools. Using adolescent novels in the home economics curriculum appears to capitalize on contemporary issues about which students are most eager to learn and about which they care the most; i.e., the very problems and issues that occur in their everyday lives.

**Recommendations for Further Study**

This study was a descriptive account of the incorporation of literature-based programs in four classrooms within high school Home Economics curricula. Teacher and student responses to the potentialities of the program represented a data base for description and subsequent analyses.

Recommendations for further research are as follows:

1. Since this study was conducted in two different high school settings with a single teacher representing each home economics curriculum, a study needs to be conducted with an entire school faculty of home economics concerning the value and merit of a literature-based curriculum.

2. A longitudinal study needs to be conducted to
determine what outcomes can be accomplished in a literature-based home economics curriculum from the freshmen through the senior year in high school.

3. A study within an entire school system needs to be conducted to determine what effects a literature-based curriculum might have on the home economics curriculum and on teacher attitudes toward teaching home economics.

4. The study should be replicated for a full school year to determine if student thinking skills and the reading behaviors of indifferent and inexperienced readers are enhanced.

5. Since this study was conducted with successful teachers in a strong home economics curriculum, what differences and effects could accrue to inexperienced or beginning teachers when a literature-based curriculum is incorporated in the home economics curriculum?
List of Books used in the Four Classrooms

Program A: Siblings


Program A: Peers


Program B: Suicide

Program B: Divorce

October 18, 1983.

Dear Parents:

Most teachers and parents hope that as their children grow they will become not only simply able to read but also able to read critically and with more depth. In order to help schools foster and develop students' ability to read with depth, we need to know more about how students respond to literature within content areas other than English, how this response differs from student to student, and what kinds of classroom practices seem to provide encouragement for growth and development of reading practices.

I am planning to take a look at the use of literature in the content area of Home Economics during the school year, 1983-84, with the special cooperation of Mrs. Lana Borders and her Home Economics class, Living Skills 1, at the Freshman School. The research will be conducted by Barbara Galloway of Ohio State University under the supervision of Dr. Joan Gritzmacher in the Home Economics Education Department in the College of Home Economics.

Your child's classroom will be involved for a part of this time. No testing or other unusual measures will be used, since this is not a study of reading skills. I will be observing normal classroom practices, talking informally with the students and recording some conversations on tape for later analysis about students' attitudes toward books, reading and Home Economics. Individual students will not be identified by their real names in any report which makes use of this material.

If permission for the participation of your child in this study is not to be granted, please complete the form below and return it to school with your child or telephone me at 459-0949. Participation by students in this study is completely voluntary. Students may withdraw at any time without penalty.

Thank you for your cooperation.

Sincerely,

Barbara Galloway
Graduate Student

[Signature]

John E. Gritzmacher, Ph.D.
Professor

I do not consent to the participation of my child in a study of high school home economics students' responses to literature in the classroom by Barbara Galloway at Freshman School in the school year 1983-84.

[Signature]

Date
The research protocol entitled "AN EXPLORATORY STUDY OF HIGH SCHOOL HOME ECONOMICS CLASSROOMS USING A LITERATURE-BASED PROGRAM" by Joan E. Gritzacher, Barbara C. Galloway (Principal Investigators) Home Economics Education (Department & College) 343B Campbell, 1787 Neil Ave. (Campus Address) presented for review by the Human Subjects Review Committee to ensure the proper protection of the rights and welfare of the individuals involved with consideration of the methods used to obtain informed consent and the justification of risks in terms of potential benefits to be gained. The Committee action was:

☐ APPROVED
☐ APPROVED WITH CONDITIONS BELOW
☐ DEFERRED - COMMENTS BELOW
☐ DISAPPROVED
☐ NO REVIEW NECESSARY

(Signature of Committee Member)

CONDITIONS/COMMENTS:

If you agree to the above conditions, please sign this form in the space(s) provided and return it with any additional information requested to Room 205, Ohio State University Research Foundation, 1314 Kinnear Road, Campus, within one week. Upon such compliance, the approval form will be mailed to you. (In the case of a deferred protocol, please submit the requested information at your earliest convenience. The next meeting of the Committee is two weeks from last meeting date.)

Date 10/19/83 Signature

(Principal Investigators)

Date ____________________________ Signature ____________________________

(Chairman, Behavioral and Social Sciences Human Subjects Review Committee)
Subjects were deemed NOT AT RISK and the protocol was unanimously APPROVED WITH THE FOLLOWING CONDITIONS:

1. Students should be given a statement about the purposes of the study and their right to withdraw.
2. Oral assent should be obtained from students.
3. Provide letter of support from the Freshman School.
4. Letter to parents should be modified to include that participation in the research is voluntary, students may withdraw from the research at any time without penalty.
5. At the time of the final interview with the students, students should be debriefed about the nature of the study.

Waiver of use of HS-027-028 was GRANTED.

Comment: The Committee would accept a consent procedure in which parents would be informed in the letter that if they do not want their child to participate they should either telephone the investigator or send back the letter (reworded) stating that they do not want their child in the study.
December 1, 1983

To Whom It May Concern:

This letter signifies that Barb Galloway has my consent to conduct her study in Mrs. Lana Borders classes at the Groveport-Madison Freshman School. Her program also has the support of our Superintendent, Mark Stevens.

I believe her research will have a positive influence on classroom instruction. Mrs. Borders and I are pleased to be involved in Barb’s project.

Sincerely yours,

Tom Tussing
Principal

TPT/sb
CHECKLIST USED BY TEACHERS IN RECORDING OF STUDENT BEHAVIOR

Student: ________________________________

Date: ____________________

Checklist for teachers to use in the recording of student behavior.

<table>
<thead>
<tr>
<th>Behavior</th>
<th>Usually</th>
<th>Sometimes</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concentrates when reading silently in class</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Volunteers to read aloud in class</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reads during free time</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mentions reading a book at home</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asks to go to the library</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Checks out book at the library</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Checks out book in classroom library</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Talks about books she/he has read with classmates</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Talks about books she/he has read with teacher</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Participates in group discussions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Relates reading to class content in oral or written work</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX E
Student Initial Interview Schedule

1. What do you think about books?...about reading?
2. Do you see yourself as someone who reads? Alot, Sometimes, a little?
3. How many books have you read in the last six months?
4. Do you read at Home? How much time do you spend at home reading? When do you choose to read?
5. Do any other family members read? What books do you have at home?
6. What do you think you learn from reading for fun?
7. Do you think you should have more time to read on your own? If so when?
8. Do you finish most of the books that you start?
9. Do you like to talk to others about what you read? How much? Who? Friends/Parents/Teacher?
10. Are you interested in listening to other students talking about books that they have read? What are you interested in hearing?
11. Do you like to participate in a class discussion? How?
12. Do you read more than you used to? Do you read different books now? Do you read at different times? What kind of changes?
APPENDIX F
Final Student Interview Schedule

1. Did you like the books presented in the Home Economics class? What did you like about them?
2. What has happened in the classroom that made it easy or enjoyable to read?
3. Did the teacher encourage the reading for class? How?
4. Did the books you read help you in the class work? How?
5. How was your reading used in your class work?
6. Did anything outside of school cause you to want to read, or not to read?
7. How many books have you read during this class?
8. Did you read books not assigned?
9. Is reading pleasureable or interesting to you?
10. Have the readings in this class influenced your attitude toward reading? In what way?
11. Do you read now more than you used to?
12. Do you read different books than you used to?
13. Did you learn from what other students reported about their readings?
14. Did you talk to others about what you read?
15. Do you see yourself as someone who reads?
APPENDIX G
Teacher Initial Interview Schedule

1. What role does the teacher play?
2. What do you plan to observe from the students?
3. What do you expect from students in response to literature?
   What are your views about books and reading?
4. Do you see yourself as a reader?
5. Should there be free reading (or read aloud) times in Home Economics class?
6. What books have you read that you enjoyed?
7. What difference does the time of day make with classes?
8. What factors should be noted within the class?
9. How do you perceive the contexts of the classes differ?
APPENDIX H
Final Teacher Interview Schedule

1. Did the students identify with the books used?

2. Did the students read the assignments?

3. How does the literature enhance the Home Economics curriculum?

4. Could you represent the Home Economics content selected through the literature?

5. What classroom practices encouraged growth and development of reading practices?

6. How did the students react in the literature-based program setting?

7. What student behaviors reflected that they had read?

8. What is the part of the teacher in a literature-based program?

9. Were there any environmental factors which affected the students' reading?

10. Did the students indicate a recognition that reading can be pleasurable, interesting, or informative? How?

11. Did the inexperienced and/or indifferent students show more interest in books at the end of the course? How do you know?

12. Did the inexperienced and/or indifferent readers read more books as the course progressed? How did you know?

13. How has reading impacted on teacher/student relationships?

14. What do you give up with a reading emphasis? What do you get?

15. When should the teacher be the most active?

16. Did the students develop rich discussions from their readings?

17. Did student insights reflect relationships between literature and the course content?

18. How would you categorize the student response to the use of literature in your class?
APPENDIX I
Attitude Scale about Reading and Books

A = strongly agree
B = agree
C = undecided
D = disagree
E = strongly disagree

1. Reading is for learning but not for enjoyment.
2. Money spent on books is well-spent.
3. There is nothing to be gained from reading books.
4. Books are a bore.
5. Reading is a good way to spend spare time.
6. Sharing books in class is a waste of time.
7. Reading turns me on.
8. Reading is only for "grade grubbers".
9. Books aren't usually good enough to finish.
10. Reading is rewarding to me.
11. Reading becomes boring after about an hour.
12. Most books are too long and dull.
13. Free reading doesn't teach anything.
14. There should be more time for free reading during the school day.
15. There are many books which I hope to read.
16. Books should not be read except for class requirements.
17. Reading is something I can do without.
18. A certain amount of summer vacation should be set aside for reading.
20. Reading is dull.

\textsuperscript{a}Estes Attitude Scale, 1971.
Books can help us communicate and broaden our understanding of the world.

I. Each student will tell the class the story line of a book from the living skills library. (You may form a panel discussion if more than 1 person is reading the same book).

II. Each student will select one activity from this list to be completed on the book which was read:
   * explain why you'd want to be a friend to one of the book characters
   * pretend you're the author and explain why you chose the title of your book and what was the most fun part to write
   * compare where you live with the neighborhood or town in your book
   * describe an experience you've had that was like the experience of a character
   * describe a family life incident from your book and tell why you did or did not agree with what happened
   * dramatize your favorite incident
   * explain how this book has changed your way of thinking

III. Each student will quote a favorite passage from the book and explain why it is special to you.
APPENDIX K
BOOK ASSIGNMENT FOR PROGRAM B: TEENAGE SUICIDE

Discussion Questions

1. Briefly summarize the book.

2. Briefly describe the following characters:

   Conrad or Anthony or David
   Beth or Denise or Bob & Lorraine
   Cal or Jana or Lynn
   Jeanine or Ditto or Steffi
   Dr. Berger or Carl or Jeffrey
   Mr. and Mrs. Hamil

3. What were the major problems existing within the family unit? Why were they vulnerable in event/crisis situations?

4. Were the events leading up to the crisis INTRA or EXTRA familiar?

5. Analyze Conrad's (or Anthony's or David's) suicide attempt.

6. List all of the warning signals Conrad (or Anthony or David) displayed.
7. How did the family members progress through the various stages of mourning?

8. Which character or characters changed during the book? Describe the changes.

9. How did this book affect your thinking about teenage suicide?

10. Which character did you like most in the book and why?

11. Which character did you like least in the book and why?

12. How did the book differ from the movie and what are your feelings about these differences? (Ordinary People).
   Could Anthony's suicide have been prevented? (Tunnel Vision).
   Could David's suicide/murder have been stopped? (About David)

13. I feel the book Ordinary People
    I feel the book Tunnel Vision
    I feel the book About David
DIVORCE

Name:____________________

1. Briefly summarize the book.

2. List and describe the major characters.

3. Analyze the parental relationship prior to the divorce or separation. What were their major marital problems?

4. Analyze the parental relationship as presented in the book (following the divorce).

5. What type of effort if any was made to save the marriage?

6. Describe the relationship and role of the 3rd person or transitional person in the book with regard to both parents and children.

7. How did the children react to the divorce? Typically children may experience embarrassment, a loss of security, guilt, anger, and or depression.
8. What adjustments were made in the family following the divorce? Consider some of the following areas:
   - economic functioning
   - authority roles
   - household responsibilities
   - social interactions of children and parents
   - emotional interactions of children and parents

9. How did the emotional relationship between children & parents change following the divorce?

10. Do you feel divorce was the answer or could it possibly have been avoided?

11. Express your feelings about the ending of the book, the status of the family, and it's members.

12. How has this book affected your thinking about divorce?

13. What character did you like most in the book?

14. What character did you like the least in the book?

15. I feel the book ...........

Codes for the Analyses of the Data

I. Literature and Reading as an Intrinsic Activity (Brown)
   a. Student attitudes
   b. Teacher attitudes

II. Class/student Development and Response (Red)
   a. To self, as a reader
   b. To books
   c. To activities/program
   d. To teacher

III. Teacher Development and Response (Purple)
   a. To self, role within the program
   b. To books
   c. To activities/program
   d. To students

IV. Literature and Reading in Content Area (Green)
   a. Program development
   b. Representation of content through literature
   c. Context of program

Coding system involves working with data, organizing it, breaking it into manageable units, synthesizing it, searching for patterns, discovering what is important and what is to be learned, and deciding what you will tell others (Bogdan and Biklen, 1982, p. 145).

The codes used in the analyses were developed by a thorough search of the data for words, phrases, patterns, and regularities of topics covered by the data. Using the above coding system, the raw data were placed in the appropriate categories. Separate computer files of each category were made to enable the investigator to translate the evidence gathered.
ANALYSES OF DATA

CLASS 4

II. CLASS/STUDENT DEVELOPMENT AND RESPONSE

Codes for analyses of section II of data are:
   c. To self, as a reader
   d. To books
   e. To activities/program
   f. To teacher

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SECTION II: c. To self, as a reader

Anecdotal Notes

1506 I looked at him and said, you must be quite a reader. He said yes, but I prefer science fiction. I said that I like that too, he asked what my favorite author was I said LeQuin, he said :Oh yea, Ursual K." and smiled. Then he left.

Initial Student Interviews 11/23

Question 2. Do you see yourself as someone who reads?

1640 yea, used to read more when younger/ the books slowly got thicker and bigger
1642 yea, harlequins, Outsiders (Hinton)/ I go through phases where I read one after another and then other times when I don't read at all
1644 yes, when I feel like it/ more than average, I prefer reading over TV
1646 yes, I read alittle/ maybe/ I would like to read more but no time
1648 when I get the chance/ I read more in summer than during school
1650 yes, sometimes
1652 yes, one book a night
1654 yea, I can read/ but I never read
1256 not really
1258 yea, I read the readers digest/ I only read at night because I have two jobs and therefore not much times
1660 yea/ depends, because the job curtails the time I have
Question 4. Do you read at home? How much time do you spend at home reading?

1640 yea/ in bed/ I can read for four hours at a time, if its caught my interest/ at night it puts me to sleep
1642 yes, in the front room/ I also read during break time at work
1644 not much/ more at school than at home/ (where?) on the floor, in the evening/ it is relaxing
1646 yes, in the livingroom
1648 yes, in bed in my room/ before I go to sleep/ not regular in time or place
1650 yes, anywhere, anytime
1652 may stay up until two reading/ I read after tests, I always have a book with me. I like to read at Hoover Dam/ I like to read where it is quiet, so that I can move into the books situation, and I am there not here. My parents think that I read too much, and that it is a problem
1254 not really at all, I may glance at a something for 20 minutes
1256 occasionally, when visiting my grandma/ I read if I have extra time/ I read on the bus to Ft.Hayes, and in the livingroom or on my bed
1258 yea, on vacation or on the plane/ sunday mornings or in evenings
1660 yes, at school, on the way to work/ I sit down and READ, for long periods of time, I can relax through reading
1662 I read to my little brother, 1/2 to 1 hour a day/ I read in the evenings after I settle down

Question 5. Do any other family members read? What books do you have at home?

1640 My father reads books about the World Wars and leaders, Mother reads horiscope but little else/ we have books scattered at home/ my little brother has books
1642 mom and sisters read harlequins and scary books such as Flowers in the Attic
1644 mom reads everything, not fiction as much as more professional reading (nursing)/ we have alot of books
1646 not much, a few books scattered
1648 no, parents don't read/ sister does,/ yes we have paperbacks in my room and sister
1650 mom and sister will read anything, old love stories/ lots of books at home
1652 mom reads romance, dad reads business books and positive thinking books/ we have alot of books at home
1654 no, we do have books at home
older sister reads quite abit, romance/ we have books all over the house
sister reads alot in college/ dad reads bible, war books, he reads alot. mom doesn't read alot/ books are scattered over house.
mom reads alot, thick novels, love and mystery/ mom has alot of paperbacks
Grandma reads alot, historical/ we have love story books at home

Question 12. Do you read more than you used to? Do you read different books now? Do you read at different times?

I like romance, girl and guy relationships, like to read about children and teaching them too/ my reading varies in time and amount, I read all time when young
used to read just harlequins and S.E. Hinton, now getting into longer books. no other differences
I read less, no time with school/ I read alot, then stop, it is cyclical
no changes
trying to read more, I have always liked to read, I am trying to make more time to read. / Reading is more satisfying to me than watching TV/ I read some love stories from 18th century, different from usual area, like any type of book except science fiction
I am reading less, no time, taking two school years in one year/ I read love stories/
o, I am trying to get into more serious science fiction than fantasy, no changes
no changes, I never read (this student read three in this class)
no changes
less reading because working, I read more at one time, used to read Harlequins, then moved to more spicy ones of Mom's now into Steven King/ yea, more often, I read to calm down, may read until 3 am.
no changes

Final Student Interview 1/12

Question. Is reading pleasureable or interesting to you?

yes
yes, I haven't read for a long time. I read alot in summer and am continuing.
yes
these books were
of course, yes
yes, this is not new
yea, I enjoy reading
yea, when I have time
yes
sometimes, I think that it should be
yes
usually

Question. Do you read now more than you used to?

I've always read alot
yea
alittle bit
no
no, same
I read more in this class. I read more because of the availability of the books. I have never read four books in one month before
no, less, work
yes
no
no
read less, due to school work, I am trying to do two years in one year
yep. I am still reading the ones in here

Question. Do you read different books than you used to?

well I read just about anything interesting
romance/ real
no
no
I added these to my list /as long as the book seems good, I go by author, I still read what I used to
no
romance, (D. Steele)
yes, love stories
no
no
no
no, not really

Question. Do you see yourself as someone who reads?

yes
I guess, maybe
no, not really, I like to read, but I don't do it very often
no, I read these because they were interesting
yes
yes!
1683 yea
1685 yes, part of time, if I have the time (This is new for J)
1687 of course
1689 no
1691 yes
1683 not very much

*******************************************************************************

SECTION II: d. To books

Anecdotal Notes

1506 M indicated after class that he knew several bookstores I could try to get more copies of two of the books.
1509 Te* walked into the teacher's area and said, the only problem is that they won't stop reading! Instead of taking their tests yesterday, they wanted to read. S was reading About David in the middle of doing her test. When asked by Te why she was reading, S responded that she had to "get away" for awhile.

M finished Only Love the first night and is now reading Winning. Winning is not as sad as Only Love. Student said that he enjoyed the book, but it was so sad that he even cried, and he said that he didn't like to cry.

P spoke to me when I entered the class, she said that she just found out why David killed his folks and himself.
1511 M talked to M. M seems to talk whenever he is near anyone. He'll talk about what he is reading.

When Te was finished telling B about the books for the assignment B took Winning, walked back to the table and said to K and S, "yuk, I hate to read." S responded that her book is good. B asked which is it? S showed her. B said that she picked Winning because it was about a football player. She asked K and S what book she should read. K said that she can read more than one book. B responded that she reads as little as possible. B went back to look at the books again. She came back to the table and asked if she should read Father Figure. She likes sad books and Te said that it was sad. S said that they are all sad. K said to read Only Love, it is good.

M asked K where she was in the book and she told him. She couldn't remember the nurses name and he helped her. Then M and K both told B that Only Love was very romantic and that she'll love it.
1512 B said that she wants to read About David because S told her about it and it sounds good.
1513 S reached a sad part, B wanted to read it too and did.

The students reading Tunnel Vision would hit points where they laid the book down. Mary, made a big sigh and put
the book down. By the look on her face I guess that she reached a sad spot and had to put it down to keep from getting upset.

There was a lot of talk in the class about the books. Te said that M had never spoken a word to K before in class and yet they talked together about the book Only Love, even across the room.

It is easy for me to keep in the background when the students are selling the different books to each other. They care more about what each other thinks than what I think. These students have responded to the book with maximum enthusiasm and interest.

1516 J said that she is on Pg 18 of Tunnel Vision, the policeman is talking to the girlfriend. M said that he is reading Ordinary People, but not enough to know if he likes it. P said that she wanted to know more about Gary before the accident and the book doesn't tell any of that.

The other students arrived en masse, and the talk, generally, was about the books. P had brought in About David before school and L checked it out. M indicated that she is finished About David but it is at home because her sister took it and is reading it now. M liked it.

A returned Tunnel Vision. She didn't like the "Jana" character of the book. It (the rape) explained Jana's fears but she said she didn't like to read about this. M said she finished Tunnel Vision and that it was good book, easy to read, once into it, you couldn't put it down.

A asked if anyone was done with About David, she wanted it. None available so she took out Ordinary People to read and is planning to watch the movie Mon. night.

1517 Te asked S if she had finished About David, S held up her book, to show she only had a few more pages left. Te said that she would give S time to read later.

While Te lectured S read, she is almost finished with About David.

1518 B complained about her book Only Love. K, who has read it, talked to her and explained who Aunt Nell was and that it was good (the book) and B should stay with it.

S went over and got Tunnel Vision out. She read the first page, put it down and said, why do they all start with death?? I said why not try Ordinary People and she said that she wanted to read Tunnel Vision and stuck with it.

1519 M took out Heads You Win, Tails I Lose to read. She finished About David.

M finished Tunnel Vision and took out another book

M told Te that she has N.Klein's, Sunshine, which she loved and she will bring it in on Mon for the class. Its a book about a young woman's death.

J turned Tunnel Vision in because it struck to close to home. She didn't like it. She took out Winning. She did not want to read about suicide.
M walked in and expressed his dislike ("It sucks!") about *Ordinary People*. He finished it but said that it was too close to home. He said that his dad is like the father in *Ordinary People*, he identified with Conrad.

B walked in and said that she is only on page 34 and can't get it finished because she hates to read.

S said that she is almost done with her second book (*Tunnel_Vision*).

1520 S would pick up *Tunnel Vision* and read off and on throughout the class.

1520(a) I interviewed B at the start of the class. She came in all excited. She grabbed her book, *Tunnel Vision* and ran over to Te and said "I've finally found a book I like and am reading!" "It's good"

S pointed at B's book, "do you like it?" B said "yea, its great"

B has *Only Love* out. M came in late with her two books. She is almost done with *Heads You Win, Tails I Lose*. She returned *About David*.

B finished and then said, "now can we read? I'm on page 36" The others laughed at the idea that B wants to read.

1521 L was up looking at the books at the beginning of class. She was looking at the books, reading the back of the books and the first several pages (*It's Not What You Expect*).

1522 At the beginning of class S indicated that she is finished her second book (*Tunnel Vision*).

P had a library book with her today.

1524 J is almost finished with *About David*, she told me that she only has 10 more pages to go.

1526 M said that she is enjoying *Pardon Me You're Stepping On My Eyeball*, especially after she got half way through.

1528 M asked "are the books leaving?" Te said "no, they will be here until Jan." M said "oh, good"

1537 A friend of S's is in Te's Food class. The students are deciding on what classes they are going to take next year. She (A) asked if Te's Family and Marriage class is fun? Te said that she thought so. A said "you read books in there don't you?" Te said yes. A said that she called S awhile back to go out with her one evening and S said that she didn't want to go, she was reading! A was shocked.

1538 A and L were looking at the books that I had spread out on the table. M came over. I told him that I thought that he would enjoy *Notes_For_Another_Life*. He took it to read tonight.

1539 K took *Nobody's Brother*. She has two books out now, *Father_Figure* which she has given to another frind to read, not in this class, and *Winning* which she is reading.

While the students were sitting around the table, where the books were, it came out that B hadn't finished *Tunnel Vision* yet. The student were surprised and started asking her why she couldn't find some little bit of time to finish it. Then
they started giving her ideas of different times she could read, i.e. right before bed, sleeping, beginning of class, etc. They couldn't believe that she did not have time to finish it. They were not harsh to her, they were helpful. They all felt that she should finish. No one said anything about the fact that the assignment was over so it didn't matter.

S took Heads You Win, Tails I Lose. She flipped through it and then said, I think that I can read this tonight. T had said that M had read this and enjoyed it. S went back to her seat and started reading.

1541 M showed me his Elfbooks, two fantasy comic book type of books.

Te asked how the reading went over the Christmas holidays. M said that he hadn't touched it. K just started this last night. S had not started hers yet either.

1542 J reported that she only had 57 pages left to read. She held her book and read during the first half of the class.

1544 M took out It's Not What You Expect.

1546 No one read their books over the Christmas holidays, except M. Some read but books that he got for Christmas not this class book.

Checklist for teacher to record Student behavior

Question 4. Mentions reading a book at home
   Usually 6
   Sometimes 5
   Never 1

Question 8. Talks about books she/he has read with classmates
   Usually 5
   Sometimes 6
   Never 1

Initial Student Interviews 11/23

Question 1. What do you think about books? about reading?

1640 I like reading books a lot/ but it takes awhile to read/ I am not fast/ it is hard to concentrate when others are around

1642 I like to read, depends on time I have available

1644 I love to read

1646 ok, once I get into it, after the first 100 pages if I like it I'll continue
1648 yes
1650 I like books and reading
1652 I love reading!! it is an escape
1654 I hate to read, except these books (Te's class), these are interesting
1656 if interesting I like them/ I like to read if it catches my interest
1658 bible, Tolkiens, (she told me what books she knows)
1660 I like to read !!
1662 ok, depends on if its interesting/ I like reading

Final Student Interviews 1/12

Question. Did you read books not assigned?

1670 yes
1672 Sunshine
1674 one extra book
1676 too busy now, I want to finish the one I'm reading now (however she read three)
1678 yes
1680 yes
1682 one
1684 no
1686 yes, one because it sounded good
1688 no
1690 yes, they sounded good. I listened to st. and Te's comments
1692 yes

Student Written Assignments- Personal reactions to Books read

Suicide Topic

Question 1. Briefly summarize the book.

1700 Conrad's older brother dies in a boating accident. He has to learn to handle the guilt he feels and gets help from Dr. Berger and his dad
1702 Tunnel Vision is about a boy who commits suicide. Family and Friends all reacted really different towards it. Also about how each person dealt with it.
1704 Tunnel Vision is about a boy who commits suicide and about his family and friends he left behind
1706 Tunnel Vision is about a boy who commits suicide and how each member of his family and friends deal and grow with
his death
1708 Anthony Hammel hung himself with his Fathers ties. Then the book covers the next three days and how his friends and family try to cope with his death
1710 deals about a young boy committing suicide and how everyone left behind deals with it.
1712 Tunnel Vision is about a boy who commits suicide. The family and friends are all affected differently. How everyone personally dealt with it and resolved it in their minds takes you through most of the book
1714 About how a boy had killed his Mom and Dad and also himself. Then he leaves a will and in it his good friend Lynn ends up finding why he had did what he did
1716 About a boy named David who shot and killed his adopted parents and then himself, and how his friends had to cope with it
1718 He shot himself and his parents and then the story centers around how his friends handled it
1720 It was the reaction of people about David's suicide and how they dealt with it. Find out the reasons of it.

Question 12. How did the book differ from the movie and what are your feelings about these differences?

1701 the movie - Conrad called and found out about Karen. book, he read it in the paper. I love the book, in book he had a car Movie - ok. in book - epilogue

Question 13. I feel the book ............

1701 should be read (Ordinary People)
1703 Tunnel Vision was a really good book. The book itself really explained how an ordinary family could go through the experience of a suicide. It really makes you think could it happen to you?
1705 was the closest I've come to understanding about suicide. It made me stop and think
1707 was easy to read and I learned from it
1709 Sad yet informative look at teenage suicide. It was a good book and I would recommend it.
1711 I really liked the book it was realistic and I would tell a friend to read it. It made me think about death and if there is any one I might know who is thinking about suicide I could try and talk to them.
1713 was very eye-opening. It clearly outlines a teenage suicide. It was very informative of suicidal actions that could be seen in a real life situation. At the same time it was good for reading. It was easy to start reading and get involved in the story.
1715 was an excellent book. Described alot about death (About David)
1717 was a good book and helped me to realize how to cope if anything like that happened to me (About David)
1719 was very explanatory about the way suicide affects everyone else (About David)
1721 I like the book it was interesting what people really go through and the pain (About David)

Divorce Section

Question 1. Briefly summarize the book.

1800 About how two stepbrothers became the best of friends over a major speech problem
1802 A speech impaired teenager finds comfort from his younger stepbrother. Until their parents decide to divorce
1804 It's about an overweight girl that tries to lose weight by starting to take her mom's diet pills. Eventually she becomes addicted and loses her cool at school. A "friend" that she's in the play with (Joel) helps her to see the light about pills and the guy she thinks she likes
1806 It's about two boy's who their father left when they were young the younger boy doesn't even remember him. They live w/their mother and grandmother until their mother committee suicide then they had to go live w/their father and deal w/change
1808 The book was about a man and his daughter who lived together after the mother died three years ago. The father got married to a lady that had a thief as a son. The son steals something blames it on the daughter. Things get worked out and the stepmother decides she can't handle that kind of life and leaves
1810 Two siblings live with their grandparents while their father is in a mental institution. Their mother is off on her own, living her own life. The main crisis is when the mother finally divorces the father.
1812 The Divorce Express. Pheobe lives with her dad in Woodstock on the weekends she lives with her mother in New York. The book tells how Pheobe finds a best friend - Rosie and how she deals with the problems of her mother remarrying and the problems in school
1814 A girl of 13 resents her new stepmother and stepbrother that her father brought to "their" house her stepmother decides she can't stay there they get a divorce girl realizes how important they were to her
1816 Marley leaves her mother and goes to live with father and falls in love with her English teacher and Babysits for him and her friend likes him
Question 11. Express your feelings about the ending of the book, the status of the family, and its members.

1801 it turned out good maybe it could have been a little better.  
1803 I think it turned out for the best  
1805 The mother was kind of left out. because Melissa and her father seemed to work everything out.  
1807 -----
1809 After awhile Scott and Jodi were getting along well and he didn't like having different fathers, he wanted to stay but felt he needed to stay with and support his mother. In the end I think that Karen should have died so that Scott could stay with Jessi and Jodi.  
1811 I wish the mom would have been less selfish and promised to visit more or something. I'm glad that Kevin got better and began to visit his dad and talk to his mom. The way Wren and her boyfriend worked things out was nice too. I guess I'm glad the kids stayed at their grandparents  
1813 I liked the ending. It shows that you pretty much survive divorce and things could - can - get better.  
1815 it was good because Scott really was kinda like a brother, but the family was again incomplete  
1817 It was an excellent end. The family was getting along great like a really family should.

Question 15. I feel the book .........

1801 was good also easy to understand  
1803 is well written and seems really lifelike  
1805 was very interesting. yet sad. Melissa went through a lot, and seemed to be the better for it.  
1807 It was okay, but I wasn't crazy about it. I don't like books on death and divorce  
1809 was a good book and wouldn't recommend it to some one who's father is planning to get married again  
1811 was different (the story). The situation portrayed was unique. I love the writing technique. In some situations in the book I could feel exactly how everyone felt. I also began to feel like I knew the characters. The author portrayed them so clearly. It was a fairly good book.  
1813 was very realistic and I can relate to the situations  
1815 was really good very easy to read  
1817 I feel it is was a good book and really starts you think about divorce.

******************************************************************************
SECTION II: c. To activities/program

Anecdotal Notes

1504 The students all listened earnestly, they did watch me. As I talked about each book. They had questions about the book but more so about the topic of suicide. Te and I commented on suicide, the warning signs, etc. I was struck by the concentrated, sad looks on the faces of the students as I talked.

After class I was told that M had been sent to a mental institution for 6 mo. by his parents. (I had talked about Conrad, in Ordinary People, being sent, and M had had lots of seemingly "unrelated" questions about it. Now I realize that they were not unrelated for him).

M had attempted suicide herself a year ago. Te reported that she (M) had looked down for the first while but when we got into the warning signs M looked up and began to participate and look interested.

After the suicide books, I introduced the divorce books. Here the student interest seemed to wean, they got restless.

1506 With 10 min. left in the class the students came forward and selected a book. M, J, A, and M selected Tunnel Vision, M and S took About David, M took Only Love. As soon as M had his book he disappeared to the corner of the room to sit and read. All the other students chatted. Some talked about a movie they had seen in which a character had committed suicide. However everyone of the students had read 2 to 3 pages of their book while still in class. Even S was reading during the last two minutes of class.

There was a lot of chatter, questions and talk in the class, once the students were into the books. I believe that the topic and book summaries stimulated the students to express their views and thoughts. At several points Te and I were talking at once, answering two students at one time.

1510 Te said that after the students took their tests, they immediately started reading.

As soon as the filmstrip was over P started reading.

The students finished their exams. The ones who were already finished read their books. (M, A)

1511 S went to her locker and got her book and read.

1512 S read fairly consistently, except when B talked to her. B talked rather than read. She held her book open to page 1.

Te reported that P had read all through study hall.

1513 There was a lot of talk in the class about the books. Te said that M had never spoken a word to K before in class and yet they talked together about the book Only Love even across the room.

1514 These students have responded to the books with
enthusiasm
1515 I passed P in the hall. She said "I finished About David and am reading Winning now" I said "isn't the ending a total surprise" she responded "yes, and I didn't like it"

J has started Tunnel Vision. She has no confidence and can not read (has limited skills) So she put off starting. However, Te said that the students who sit around her (M,M) are reading and talking to J about the books which helps.

1517 A,M,L, were looking at the books before class and left the doors open on the cupboard, so that the books were visible during class

1518 The rest of the students were to read. However, B,K, S, and M, talked ceaselessly. S. tried to read. S did finish About David. B wanted it but M asked first (at the start of the class) so M got it.

1519 M brought in her book, Sunshine, because she thought that it would fit in with the others.

1522 M refused to take notes, looked away withdrew, from the class. This status continued while Te talked, but when the discussion opened up with student examples he joined in

P mentioned seeing a psychiatrist as a crisis for a family and based it on Ordinary People.

B used Ordinary People to present an example for class discussion on family crisis.

1525 The students brought events from different books into the discussion, in order to give examples of the warning signals, being discussed by Te in class that day.

M mentioned that in Tunnel Vision Anthony had made a plan and asked his friends how they would do it, the friends treated it as a joke.

1526 Class started by discussing where they are in the movie Ordinary People. What they have found out so far. How they feel about the characters.

The class watched intensely, no talk. Te said that the st. reacted extremely well to the movie yesterday. There was alot of discussion about it and the characters

1528 After finishing the movie Te had the students break into groups according to the books that they had read and wanted to discuss

The group on About David went right into discussion, talking to each other about the questions

The group on Tunnel Vision started to answer the questions but without discussion. When Te said that she liked Denise (from the book) that sparked talk because M and B and K didn't like that character. What happened was: this group split into two subgroups of 3 and 3

When two students had to leave for the bus, the two students left in the group continued to talk to each other about the book, reviewing what happened.

1529 M kept asking Te questions, she was frustrated because
she couldn't think of the one reason why Anthony killed himself. After this interchange, the group talked briefly about each question and then wrote their answers, it was a quiet group.

S and M appeared to have the most eye contact and interest in each other's responses. K responded very confidently, giving the answers.

L and J's talk deteriorated into talk about their friends and family - showing each other pictures (after five minutes of discussion)

doing the groups were told that they would continue the next day.

1531 Today Te had students break into same groups as yesterday. The Tunnel Vision and About David groups were given tables to meet at, where the students were facing each other.

The Tunnel Vision group, of 6 students, sat around a table. There was the same type of discussion as yesterday, talk and then writing their answers. However, today there was more talk from everyone, even M who is very quiet. M gave her opinion and ideas. A joined in to. B even discussed, did more than just ask questions and act lost.

The About David group, of 5, seemed to find it harder to stay on topic today. They'd drift from book to personal experiences. B was involved with the discussion

Te gave M a choice between joining the About David group for discussion completing the Ordinary People questions on his own. He declined to join a group and stayed by himself.

1532 M picked up the book to check through for some details

B said at one point "I need to read it again" (to answer these questions)

1533 I talked with M for 8 min. about Ordinary People. His written answers were very poor, superficial, when I talked to him he showed a better understanding and wisdom about the book, he elaborated on his written work. He doesn't appear to have the writing skills to display his knowledge

1534 Te had everyone group together. She started by having M re-tell the About David story. M retold well but acted very self-conscious. M said that she didn't understand the ending and wanted to clarify about the mother's condition.

M volunteered to retell Tunnel Vision story to the class.

M told the class the difference he saw between the movie and book, Ordinary People. Te contributed personal comments

1535 Te reported that two students told her that they learned from the lecture, however, the book reinforced the notes. K said that it "made the facts real!!"

1537 story about S's friend wanting to go shopping one evening
Each of the students picked a book to read. They were told that they have to read at least one of the ten books (for the Divorce topic discussion and assignment)

A took two books.

L asked A what her two books were like, were they good?

The class will be broken into two groups to answer the Questions developed by Te on divorce books, the groups were comprised of students all having read different books.

The groups had trouble getting started, only three or four had read their books. This really created focusing problems.

S said "How do we answer these questions if we haven't finished it?" Te said "I'll tell you what happened" S said "But I want to read it, so I don't want to know what happens"

I joined the group with P, M, J, B to aid the discussion. They were giving summaries of the books read. B was not involved at all, she had not read her book.

The group of 6 students dissolved when Te left. Te spent the first part of the class with this group. While she was with them she focused them on the questions.

M took Nobody's Brother out to read. He could not get into Notes For Another Life.

The last ten minutes of class, M read, occasionally looking up to listen to B, S, K, M.

Students in front of him.

M just sat.

J did her English homework

The groups were made up of individuals who had read different books. therefore they could not help, remind or even differ with each others summary or viewpoint on what happened in the books.

Also they appeared more comfortable talking about their personal experiences dealing with divorce.

Te reported that the day's before discussion was excellent. Students focused on issues using personal experiences

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Checklist for Teachers to use in Recording Student Behavior

Question 1. Concentrates when reading silently in class
   Usually 5
   Sometimes 5
   Never 2

Question 2. Volunteers to read aloud in class
   Usually 1
   Sometimes 2
   Never 9
Question 3. Reads during free time
   Usually 5
   Sometimes 6
   Never 1

Question 7. Checks out book in classroom library
   Usually 7
   Sometimes 3
   Never -

Question 10. Participates in group discussions
   Usually 8
   Sometimes 3
   Never 1

Question 11. Relates reading to class content in oral or written work
   Usually 1
   Sometimes 10
   Never 1

Teachers comments written on checklists about students' behavior:
   . she is so quiet, however will discuss books when asked
   . She has added to classroom library
   . B would rather dwell on personal experiences
   . I've seen M in the library often
   . She has checked out a large number (of books) but returned (them) after few days

Initial Student Interviews 11/14-16-23

Question 6. What do you think you learn from reading for fun?

1640 yea, how to see and take another route to solve a problem, ie. suicide, and roles in life, what to do and not to do
1642 yea, vocabulary, different points of view
1644 yes, depends on the book, learn about ... not pieces of knowledge more wisdom than facts.
1646 I read love stories, so I don't learn facts. I don't read non-fiction/(when asked again) how to deal with people
1648 yea, one can enjoy a book and learn stuff at the same time about life and people, like the books in class we are learning about suicide.
you learn how other people live, how to deal with
different situations
vocabulary/ keeps me out of trouble/ stops you from
thinking about own problems
tell you what happens in a certain situation, ie.
suicide
I don't know, in these books learn how to handle death
or a crisis
different understanding, I'm very biased and reading
humans gives me different information from what I have
vocabulary and how people react in different
situations, I know words noone else knows because I've read
alot, how to express things

Question 7. Do you think you should have more time to read
on you own? If so when?
yea, mid afternoon
yea, in English
no, get bored, if designated time, I read when I want
to
no
I do, it would be nice, no special time
yea, in government class
depends, give options, like a study hall you could
select to read in, or the last part of the day.
depends, if it is an assignment for class, then should
be given time in class, otherwise, no.
yea
yea, I liked 1/2 hr. of SSR in jr. high./ Middle of
day, right before lunch
no, its hard to read if you have too, get bored if have
to read
no

Question 9. Do you like to talk to others about what you
read? Who?
yea, give my point of view, tell what happens, to
parents and friends, not to teachers
if they've read it, to friends (some), and sister. I
tell this guy at work who reads, we exchange books.
I don't usually talk about the book. I do talk about
what I've learned, the wisdom.
yea, others who have read the book, to friends and
sometimes mom or Te.
if someone else has read it, I will talk with
them; to sister, we read same books; parents, no they are
not readers; to teachers, none but Te now that we've started
reading in class
to people who can relate to the book, or have read the
book, to my best friend, to mom sometimes and sister sometimes, not to teachers except lately. To
1652 would like to convince others to read what I like. Talk
to others who read with similar interest or have read
similar authors
1654 if someone addresses a question to me. I would never
initiate a comment
1656 will talk to my family, my mom may ask me about it/
depends on how interesting it is
1658 not really, friends only if they ask or are reading
same book
1660 yes to my friends, about how plot runs, if we liked it.
1662 yea, with grandma, with my one girlfriend in Atlanta,
not to teachers, sometimes with my mom

Question 10. Are you interested in listening to other
students talking about books that they have read? What are
you interested in hearing?

1641 yea, not the whole story, just the main idea,
1643 if it sound interesting, depends on the ending
1645 yea, I guess, what the book was about, if it was
interesting, the main idea, category of the book
1647 yea, if its a love story, how it starts.
1649 yes, if its good, want to know a general idea about
book, what it is about fiction or true.
1651 depends, want to know what's its about/length, if it
sounds interesting
1653 depends on what it is, want to know the author, if
there are other books by author, I read through an author
1655 depends, if it interests me, what its about
1657 uh-huh, what the story is about, overall view of book
1659 if they like them (books)
1661 yea, what it was about, why they liked it
1663 yes, details about book

Question 11. Do you like to participate in a class
discussion? How?

1641 depends, not usually, if I do I give my full point of
view, will listen to others but still have my own ideas
1643 yes if its topic is worth discussing, I give my opinion
1645 yes, in all ways, talk, add, listening to others
1647 yes, say how I feel
1649 yea, if it is something I know about I give my opinion
1651 usually, talk about what I know
1653 if I understand the topic, explain what I know
1655 usually say what I feel
1657 so, so - I listen, sometimes I give my opinion unless
its conflicting and then I don't say anything.
1659 depends on topic, talk, if I know about the topic
1661 sometimes, if I feel strongly about it. Sometimes I'm too embarrassed to bare self (give my opinion). I try to be positive about what is being said and what I say.

1663 yea, add to it, what I know.

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Final Student Interview 1/12-17

Question. Did you like the books presented in the Home Economics class? What did you like about them?

1670 yes, they weren't too long and they were all about situations that a lot of teenagers go through.
1672 yea, what they talked about, made you aware of situations.
1674 yea, interesting, keep your attention, wanted to keep reading.
1676 yea, not boring, things that could actually happened.
1678 first set yes, all the ones I read were good, well written, get into the story, not really realize if I was reading.
1680 yes, most were good authors, easy to read, interesting subjects.
1682 yea, they were involving, good, interesting events.
1684 way they brought out the situations.
1686 yea, they seemed believeable, characters could be related to.
1688 yea, reality.
1690 yes, they were realistic, they were not that long, easy to read.
1692 they're easy to read and understand. They relate to people our age and the problems that occur in our life.

Question. Did you read the book assignments?

1670 yes.
1672 yes.
1674 yes.
1676 yes.
1678 yes (6).
1680 yes.
1682 yes.
1684 yes.
1686 yes.
1688 almost finished one of the two.
1690 yes.
1692 yes.
Question. What has happened in the classroom that made it easy or enjoyable to read.

1670 I liked talking about the books in class
1672 yea, Te was really into it, talked about the books, It helped that the books were here, in class/ did not have to worry about when they were due, or buying them.
1674 nothing
1676 no
1678 didn't really read here, I read at home
1680 no
1682 no, should have had a day to read, especially with divorce books (we did have a day with the suicide books)
1684 no
1686 nothing, I just like to read
1688 other students comments encouraged me to keep reading, I want to read, but I don't like to
1690 assignments given, you had to read the book
1692 free time or time on your own, wasn't pushed to read

Question. Did the teacher encourage the reading for class? How?

1670 yes, well we read some in class and she would also tell us what books were good
1672 she was really into it, talked about the books. She read the books too
1674 she said that we'd like certain books
1676 no, just talked about them, said if she liked them
1678 she told me about one of the books, Nobody's Brother I read it after she'd read it in one evening, I knew that it would only take me an hour or so.
1680 by knowing about them, making it a requirement
1682 she read them, told us how good they were
1684 no
1686 no
1688 she wanted me to read, I know that she did
1690 telling us that she'd read them, if she liked them and thought we would. I believed her
1692 yes, by telling us about them, you want to read them to know more

Question. Did the books you read help you in the class work? How?

1670 yes, It told you about the things we were learning in class. Divorce, death, etc.
1672 no, I don't
1674 helped with discussions, shared stories
1676 with the worksheets and could compare facts to books, relate the facts to real situations
yea, gave you a new view on a situation
yea, alot, when talking about divorce, I could see actual situations or examples.
learned about different situations and how people handle them.
helped me understand the facts, what people feel in a situation
yes, helped me understand it better, relate to problem, become part of it, understand
I understand it more, the problems, learn how people felt and dealt with situations
yes, with notes and tests, especially in the suicide topic. I would think back to the story I read to remember the warning signs.
yep, just to help you understand difficult situations better

Question. How was your reading used in your class work?

we had discussions over books
answered questions, when we had the discussion I could get into the discussion because I knew more
in discussion
probably, I don't know how
in Divorce, gave you warning signs in suicide too.
I guess, when had test, remember from book. Think back to story for the warning signals
with assignments, helped with discussion but no open discussion with divorce topic, maybe the suicide ones were more serious
answer sheets
just in doing the assignments
answering questions on assignments
yes, with discussion, I did not just wing it in class. I knew more of what I was talking about
yes, to help with understanding

Question. Have the readings in this class influenced your attitude toward reading?

Well I already liked to read
yea, they showed that you can learn from reading/ made sense to read in Home Economics considering the topics talked about
no I am used to reading books for classes
I don't like to read
I looked up other books by the author
maybe a little/ a couple of books I didn't want to read but did, learned that "you can't tell a book by its cover !-
HA HA"
yea, to a certain extent, made you want to read more on
these topics
1685 I like it now. I realize that if I can get into a story
that I will enjoy it
1687 no
1689 I think I should read more, I am missing something
because I know that others enjoy and learn from reading
1691 no
1693 if I find the right book, I can read it.

Question. Did you learn from what other students reported
about their readings?

1671 yes
1673 yea, make you want to read it, sometimes learn
1675 no
1677 I listened to them
1679 I had read them all, no
1681 yea, summaries, what they were about
1683 yea, interested in point of book, solutions to
situations
1685 yes, different views about similar situations
1687 not really, got me interested in a book
1689 yes, the details of the stories
1691 yes, if the book was interesting, yes, how realistic
the book was
1693 yes, I'm reading their books now

Question. Did you talk to others about what you read?

1671 yes, about the books I really liked
1673 yea, in class
1675 yes, to friends, about the content, story
1677 no
1679 no
1681 when it was required, not really
1683 yes, to friends
1685 sometimes
1687 yea, the suicide one, had long conversations with
friend. Talked with mom and dad about how I felt about the
divorce book
1689 no
1691 talked to M, about content, what was happening
1693 in class
Student Written Assignments - Personal reactions to Books

Suicide Section

Question 3. What were the major problems existing within the family unit? Why were they vulnerable in event/crisis situations?

- no closeness, no adaptation, no communication
- not enough communication, they weren't close
- not enough communication, wasn't a close family
- not a close family
- the family didn't communicate so they weren't close
- not very close family, no communication
- his parents just shut him out. They didn't care about what he wanted, they made the decisions.
- lack of communication. David was unhappy and afraid. Because, I'll give example, David thought his mom was pregnant and was afraid that if she was they would get rid of him
- no closeness, adoption always expected more from David, nothing was good enough
- parents shut him out, they didn't care about his opinions.

Question 5. Analyze Conrad's suicide attempt. (Anthony's or David's)

Question 6. List all of the warning signals Conrad displayed. (Anthony or David)

Question 9. How did this book affect your thinking about teenage suicide?

- I'm more aware it can affect even people I feel are "ok" and how I know what to look for.
- When you read about teenage suicide it really make you think about it a lot more. When you hear about someone who dies that you don't know but if you hear about it and your with them (like the book) it hits you a lot harder.
- It gave me more of an inside view of how people feel and more of an answer to why people commit suicide.
- It scared me. It made me realize how easy it would be to overlook the warnings.
- I realized how terrible it is and how hard it would be to handle it
- It made me realize how serious the problem is and how I might be able to deal with it if I ever know anyone who is thinking of it.
- It gave me a lot more knowledge as to how the suicidal
person acts. How they show very distinct signals
1715 It gave out a lot of signs and signals
1717 It's not worth it because when someone does that they
think they will be getting rid of all problems but instead
they make more.
1719 learn to notice warning signals early and try to be
more aware of people. Everything has such a big effect on
people
1721 really made you think about about people who is being
hurt in long run

Divorce Section

Question 12. How has this book affected your thinking about
divorce.

1801 about the same but you do see different ways people
handled the situation
1803 I think it shows how wrong divorce is and how it hurts
kids
1805 I don't like it and never have. They could've tried to
do something even if it was for Melissa
1807 It shows how fast things can change and how your life
can be changed. I mean the boys end up living w/their dad
who they didn't even know.
1809 not much because I didn't see divorce as the major
problem in the book, but I don't think I could cope with my
parents getting a divorce
1811 Well, it made me realize the actual divorce
(legalities) isn't so bad. Its the fact that a family is
splitting up. That the parents don't want to be together.
1813 It hasn't really affected me
1815 It maybe awful but sometimes it is for the best
1817 how bad divorce can really be hard on everybody
involved

Student letters to Investigator after program (Initiated by
students)

1900 Thank you for letting us use and enjoy your books on
suicide and also Divorce. I do feel I learned a little more
on each subject. So I do thank you for comming in and
sharing these topics with us.

I thank-you very much for giving us the books to read. I
feel that I got a lot out of reading the three books that
I did.

It was fun having you in our class. I feel privileged
that you came and picked our class.
I really appreciate your generosity with the books. It was so nice of you to be concerned with our class. I hope you had a good time being with us and got something out of it. Thanks again.

Thank you very much for the books that you have contributed to our class. I enjoyed them very much. I'm glad I got to know you and I wish you luck in your future, (Doctor).

I wanted to thank you for the use of the books. I haven't read that type of book before and I'm glad I did. They were really good.

Thanks again.

Thank you so much for everything. I'm sorry that I wasn't more willing to read but I'm thankful for the opportunity. It was very nice of you to give us the books. You were well appreciated. Thank you again. (P.S. You should have told me we had the same name! I hope I didn't act too strangely.)

I just wanted to say thanks for the books that you bought for our class. I really appreciate all that you did. I found it really enjoyable reading the books. It was fun having you in class with us. I hope you find success in all that you do. Thanks again.

Thank you very much for all the books. I really did enjoy the books. Even though I really didn't have a positive negative about reading. I did enjoy the books that I did read. They were a great learning experience. Thanks! For everything! I had fun. (P.S. I hope I was under enough control- I tried!!)

This will be short because the bell is going to ring. I just wanted to thank you for the reading experience. I really enjoyed all those books. You know I loved reading them! I really enjoyed meeting you. Thanks once again for providing the books for our class. Good Luck!

I want to thank you for the Books. I really enjoyed the books I read in the class. I really enjoyed you being in our class you made our class really enjoyable. By reading the books I feel I learned a lot more about suicide and Divorce. I want to thank you again for the books.

I'm glad that I had the chance to read those books. If you wouldn't have brought in those books I wouldn't have understood some of the subjects that our class has studied. Thank you very much for the books. I appreciated and enjoyed
SECTION II: d. To teacher

Anecdotal Notes

1503 The students stop talking and listen carefully when te
tells stories and gives illustrations.
1518 B said to Te that she would not have time to read this
weekend. Then she looked at Te and said. "I'll read it. I
promise - really! I'll try."
1532 Te found a section of the book, handed it to Mary and
said for her to read this out loud to the group. M did. K, A,
and B stopped and listened. M and S continued to write, but
could have been listening too.

Checklist for teachers to use in recording student behavior

Question 9. Talks about books she/he has read with teacher

<table>
<thead>
<tr>
<th></th>
<th>4</th>
<th>7</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Usually</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sometimes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Never</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Raw Scores for Attitude Scales for Each Class

<table>
<thead>
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<th>Class</th>
<th>Student Scores for Initial Scale</th>
<th>Student Scores for Final Scale</th>
</tr>
</thead>
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<tr>
<td>1</td>
<td>57 94 63 89 85 73 85 82 77 89</td>
<td>71 89 72 81 81 78 85 53 66 93</td>
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</tr>
<tr>
<td>4</td>
<td>48 88 96 74 77 58.5 80 82 65.5</td>
<td>47 83 95 78 84 63 74 60 72 83 86</td>
</tr>
</tbody>
</table>

(n=10) (n=8) (n=9) (n=11)
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Novels Referred to:


Wersba, B. *The Dream Watcher*.