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AN EXAMINATION OF SELECTED ASPECTS OF THE  
TEACHING OF CHILDREN'S LITERATURE IN  
SELECTED MICHIGAN ELEMENTARY SCHOOLS

By

Douglas Bruce Moody

A DISSERTATION

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## ABSTRACT

### AN EXAMINATION OF SELECTED ASPECTS OF THE TEACHING OF CHILDREN'S LITERATURE IN SELECTED MICHIGAN ELEMENTARY SCHOOLS

By

Douglas Bruce Moody

#### Statement of Problem

This study investigates two major areas. First, the study seeks to discover the general use of children's literature by teachers in teaching in the eleven Michigan school districts chosen for the study. Second, the study seeks to explore the general attitude of these teachers toward literature.

#### Research Methodology

A questionnaire was sent to 372 elementary teachers in eleven school districts located in the southern half of the Lower Peninsula of Michigan. Of this total, 247 were returned. The questionnaire contained three sections. The first gathered demographic information about the respondent. The second provided information on the classroom practices of the teacher and the third determined what the teacher felt to be the ideal practice in the teaching of children's literature.

Three variables were determined: (1) the years of teaching experience of the respondents, (2) the level at which the respondents taught, and (3) the community type in which the respondents taught. A chi square test was computed comparing each of these three variables to each of the following variables:

1. the frequency of reading trade books to students.
2. the occasion for reading trade books to students.
3. the frequency of allowance of time for independent reading activities.
4. the occasion for allowance of time for independent reading activities.
5. the frequency of student response to independent reading activities by use of: (a) written reports, (b) a combination of written and oral reports, (c) oral reports, (d) small group discussions, (e) art expressions, and (f) dramatics.

Another area of interest in this study compared, by chi square test, the relationship of classroom teachers' practices to their concepts of the ideal teaching practices in regard to children's literature.

A third area of concern sought to determine the teachers' background in children's literature and their own reading habits. This data was reported in percentages and raw frequencies.

### Major Findings

The data produced evidence to conclude that, according to this study, (1) there are no significant differences in teaching practices in

children's literature due to years of teaching experience, (2) there are few significant differences in teaching practices due to the level at which a teacher teaches, (3) there are no significant differences in teaching practices due to the community in which a teacher teaches and, (4) there are significant differences between actual teaching practices and what teachers feel to be ideal practices in teaching children's literature.

The data also concluded that, in general, some teachers did not possess a solid background in education courses in children's literature.

## ACKNOWLEDGMENTS

A sincere expression of thanks is **directed** to Dr. Donald Nickerson, Chairman of my Doctoral Committee, **for** his support, encouragement, and direction which helped **bring the project through** to completion. Also, sincere expression of **thanks** is expressed to the remaining members of my Doctoral Committee, Dr. Louis Romano, Dr. Calhoun C. Collier, and Dr. James McKee, **for their** counsel and assistance in the formulation and eventual **completion of** this project.

The key contact people of each of **the** cooperating school districts deserve a great deal of thanks **for their** help in the completion of this study for without that **cooperation**, this task would not have been culminated. Their assistance **is greatly** appreciated.

To the Walled Lake Consolidated School District Board of Education, I owe a great deal of thanks **for without** their help through the sabbatical leave I was granted, this **task would** not have been completed.

Finally, my most sincere thanks **and appreciation** is expressed to my wife, Phyllis, and children, Carol, **Jeff, and** Doug, for their understanding, patience, encouragement, and **assistance** they offered during the various stages of the completion of **this** dissertation. It is hoped that I may make up for all the **sacrifices my** family endured for my benefit.

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## Chapter I

### PROBLEM INTRODUCTION

Evaluation and examination of existing educational programs are necessary for improvement of the curricula in our schools. An in-depth examination sometimes reveals rather large gaps in what is meant to be a rather extensive, multi-faceted curriculum. One area which seems in need of improvement is the teaching of children's literature. A drawback to the investigation of children's literature programs is the lack of adequate objective assessments and techniques. However, the methods and length of time spent by classroom teachers in the teaching of children's literature can be determined. Also, we can determine what teachers of elementary children feel to be the ideal methods and length of time to devote to the children's literature curriculum. We may also get an indicator of teacher attitude and interest in children's literature by asking teachers to respond to a questionnaire concerning those matters. If the premise is true that the attitude of the teacher is very important in the teaching of anything, it seems important to determine the general attitude and degree of enthusiasm teachers have toward the teaching of children's literature.

#### Significance of the Problem

The need for adequate organization and planning for instruction is readily apparent. A haphazard, disorganized approach to children's

literature communicates to the student that the teacher is not interested in teaching children's literature and, more importantly, that the teacher does not place importance upon the reading of literature. This apparent disinterest by teachers is often coupled with the fact that some teachers are not knowledgeable in the content area of children's literature, have an inadequate background in successful teaching techniques in children's literature, or are too "hard pressed" to allow sufficient time for literature experiences with students.

Add to the previously mentioned problems in children's literature the fact that many students learn the mechanics of reading but never read and you have a problem of monumental proportions. This lack of desire to read may be due to the fragmentized method of teaching reading of which some teachers are guilty. We sometimes become so engrossed in teaching phonics, word attack, and the like that we miss the teaching of the "whole" of reading. Charlotte Huck, a noted authority in the area of children's literature, draws the parallel that it is like teaching prospective pilots in the Link Trainer but never letting them in the real plane.<sup>1</sup>

We teach the skill of reading but too few really use it. Huck cites research that says forty-eight percent of the adults in the United States had not read one book during a recent year. They can read but they do not! Too often we do not expose students to the joys of reading children's literature for the pleasure it may bring them.

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<sup>1</sup>Charlotte S. Huck, "Planning the Literature Program for the Elementary Schools," Elementary English, 36, (April 1962): 308.

This proposed study has significance in that it may help to determine the general status of children's literature in the elementary school curriculum of the selected school districts in this study.

### Purposes

The major problems approached in this study were:

1. What is the general use of children's literature by teachers in teaching in selected Michigan school districts?
2. What is the general attitude of these teachers toward literature?

It is not the purpose of this study to make value judgments as to the teaching practices of the respondents to the questionnaire used in this study. The study will, however, determine the current status of children's literature in the elementary school curriculum.

Teachers, principals, curriculum consultants, superintendents, boards of education, and concerned parents may want to survey the results of this study and use the results as a point of departure for the examination of children's literature programs in which they may have an interest.

This study is undertaken to help fill a void in the existing research in the area of usage of children's literature in the elementary school and it is hoped that the results may assist in the improvement of the teaching of children's literature.

The general purposes of this study are rather global in nature. Cognizance of the magnitude of the topic made it necessary that the scope of this study should be narrowed to deal with a specific investigation of



certain areas of particular interest to the researcher. Of importance to the researcher was a desire to explore varied facets of children's literature instruction in order to avoid confining the research effort to extremely narrow parameters.

It is felt that this study has satisfied the desire of the researcher to complete research that is specific enough to be meaningful but is not so narrow as to be provincial and limited.

#### Methods, Limitations and Assumptions

In gathering data for this study, 372 selected elementary school teachers of eleven school districts were asked to respond to a questionnaire which asked selected questions concerning their sex, professional preparation in children's literature, years of teaching experience, grade level, book reading habits, and the number of magazines and newspapers to which they subscribe. Also, respondents were asked to respond to items regarding their teaching practices and what they felt to be ideal in regard to the teaching of children's literature.

The questionnaire was divided into three parts. Part I was designed to gather data in regard to selected demographic variables relating to the respondent. Part II related to the actual practices in the respondent's classroom in regard to children's literature. Part III sought to determine the respondent's concept of the ideal in regard to the same topics as in Part II.

The questionnaire was enclosed with a letter (see Appendix) which asked the respondent to complete each section before going on to the next section.

The assumptions have been made (1) that respondents followed the special directions carefully and (2) that actual teaching practices have been reported by respondents. The limitations of this study depend on these two assumptions. That is, if respondents, in a great many cases, did not follow the directions mentioned or if many did not respond accurately as to their teaching practices in their classrooms, the validity of this study might be negatively affected. Due to the method of data gathering, it was difficult to avoid these limitations.

### Definition of Terms

The following terms which are used in this study are defined generally for the purpose of this study.

Children's Literature - That phase of the language arts curriculum which deals with the reading of children's trade books.

Trade Books - Those books published for the purpose of giving the reader pleasure and feeding his interest in reading for pleasure.

Respondents - Those selected elementary teachers who responded to the questionnaire used in this study.

Metropolitan Core Cities - In this study, communities are classified as Metropolitan Core Cities if they meet at least one of the following criteria:

- (a) the community is the central city of a Michigan Standard Metropolitan Statistical Area; or
- (b) the community is an enclave within the central city of a Michigan Standard Metropolitan Statistical Area; or
- (c) the community was previously classified as a Metropolitan Core City.

This designation is defined by the U.S. Census Bureau in the U.S. Department of Commerce Publication, Statistical Abstract of the United States. This definition is followed by the Michigan Department of Education in their Local District and School Report: Explanatory Materials - The Third Report of the 1971-72 Michigan Educational Assessment Program.

Urban Fringe Communities - In this study, communities are classified as urban fringe communities, regardless of their size, if they meet at least one of the following criteria:

- (a) the mailing address of the community is a Metropolitan Core City or a city unless it is on a RFD route; or
- (b) the community is within ten miles of a Metropolitan Core City; or
- (c) the community is within five miles of the center of a city.

This definition is followed by the Michigan Department of Education in their Local District and School Report: Explanatory Materials - The Third Report of the 1971-72 Michigan Educational Assessment Program.

Rural Communities - Communities are classified as rural if they have a population of less than 2,500, or if their address is RFD route of a town, city, urban fringe, or metropolitan core, and they lie outside the perimeter defined above under urban fringe. This definition is followed by the Michigan Department of Education in their Local District and School Report: Explanatory Materials - The Third Report of the 1971-72 Michigan Educational Assessment Program.

### Research Questions

The uniqueness of this study is such that original research hypotheses were formulated. The areas of concern to be investigated are here stated in question form:

1. Is there a relationship between the years of teaching experience of the elementary school teacher and the frequency of reading trade books to students?
2. Is there a relationship between the years of teaching experience of the elementary school teacher and the occasion for reading trade books to students?
3. Is there a relationship between the years of teaching experience of the elementary school teacher and the frequency of allowance of time for independent reading activities?
4. Is there a relationship between the years of teaching experience of the elementary school teacher and the occasion for allowance of time for independent reading activities?
5. Is there a relationship between the years of teaching experience of the elementary school teacher and the frequency of student response to independent reading activities by use of written reports?
6. Is there a relationship between the years of teaching experience of the elementary school teacher and the frequency of student response to independent reading activities by use of a combination of written and oral reports?
7. Is there a relationship between the years of teaching experience of the elementary school teacher and the frequency of student response to independent reading activities by use of oral reports?
8. Is there a relationship between the years of teaching experience of the elementary school teacher and the frequency of student response to independent reading activities by use of small group discussions?

9. Is there a relationship between the years of teaching experience of the elementary school teacher and the frequency of student response to independent reading activities by use of art expressions such as illustrations?
10. Is there a relationship between the years of teaching experience of the elementary school teacher and the frequency of student response to independent reading activities by use of dramatics?
11. Is there a relationship between the level at which a teacher teaches and the frequency of reading trade books to students?
12. Is there a relationship between the level at which a teacher teaches and the occasion for reading trade books to students?
13. Is there a relationship between the level at which a teacher teaches and the frequency of allowance of time for independent reading activities?
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19. Is there a relationship between the level at which a teacher teaches and the frequency of response by students to independent reading activities by use of art expressions such as illustrations?

20. Is there a relationship between the level at which a teacher teaches and the frequency of response by students to independent reading activities by use of dramatics?
21. Is there a relationship between the type of community in which a teacher teaches and the frequency of reading trade books to students?
22. Is there a relationship between the type of community in which a teacher teaches and the occasion for reading trade books to students?
23. Is there a relationship between the type of community in which a teacher teaches and the frequency of allowance of time for independent reading activities?
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27. Is there a relationship between the type of community in which a teacher teaches and the frequency of response by students to independent reading activities by use of oral reports?
28. Is there a relationship between the type of community in which a teacher teaches and the frequency of response by students to independent reading activities by use of small group discussions?
29. Is there a relationship between the type of community in which a teacher teaches and the frequency of response by students to independent reading activities by use of art expressions such as illustrations?
30. Is there a relationship between the type of community in which a teacher teaches and the frequency of response by students to independent reading activities by use of dramatics?

31. Is there a relationship between the actual frequency of reading of trade books to students and the frequency of reading trade books that teachers feel is ideal?
32. Is there a relationship between the actual occasions for reading trade books to students and the occasions for reading trade books to students that teachers feel are ideal?
33. Is there a relationship between the actual frequency of allowance of time for independent reading activities and the frequency of allowance of time for independent reading activities that teachers feel is ideal?
34. Is there a relationship between the actual occasions for allowance of time for independent reading activities and the occasions for allowance of time for independent reading activities that teachers feel are ideal?

### Overview

Chapter II will explore pertinent literature in the area of children's literature as it applies to teaching and teachers. In Chapter III the research design of this study will be reviewed. Discussion relative to the population, instrumentation, and statistical hypotheses will be presented. A summary of the analysis techniques that will be utilized to test the hypotheses will also be included.

An analysis of the results of the study will be contained in Chapter IV. An attempt will be made to make these results meaningful to the reader and to state conclusions concerning the study. Chapter V will consist of an attempt to summarize the data. The vast field of children's literature leaves much area where related or more specific research may be done. Some recommendations for further research will be considered.

The appendix will contain copies of communications and the survey instrument used in this study.

## Chapter II

### REVIEW OF LITERATURE

An extremely large portion of literature relative to the general area of children's literature is available for perusal. However, the literature relevant to specifics regarding the methods and current effective practices in children's literature is considerably less voluminous. Moreover, an extensive search of literature in the area of educational studies failed to reveal studies which paralleled, closely enough, the study proposed here to merit comparative analysis.

There are related pieces of research and literature which should be examined to provide background in the area to be explored. They can be divided into the following categories:

1. General guidelines by which to assess existing children's literature curricula.
2. Studies of attempts to assess existing children's literature curricula.
3. Research on the allotment of classroom time given to students by teachers for the study of children's literature.
4. Research on the reading habits of students, teachers, and the general population.



General Guidelines by Which to Assess Existing  
Children's Literature Curricula

David Russell states,

The best means of evaluation of the success of a school program is not a score on a standardized test but rather the amount and quality of the materials children read.<sup>1</sup>

Implied in his statement is the idea that the ultimate goals of the elementary school literature program cannot be objectively tested.

Early and Odland concur in stating,

Studying the effects of literature poses problems for research methodology, which is still too simple for such a complex process as appreciation. Therefore, the first need is to develop more appropriate research techniques.<sup>2</sup>

However, attempts have been made to explore the area of children's literature programs to establish guidelines by which to make valid assessments of existing programs. One such study was done by Irwin. In her study she devised a checklist for evaluating elementary school literature programs. The checklist was designed in two parts: part one to assist in the evaluation of a building or system literature program and part two to aid the individual teacher in efforts to assess the educational offerings in his or her classroom. Irwin discusses a valid point concerning the general inability to assess some pertinent factors in the teaching of literature:

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<sup>1</sup>David H. Russell, Children Learn to Read, (Boston: Ginn and Co., 1961), p. 362.

<sup>2</sup>Margaret Early and Norine Odland, "Literature in the Elementary and Secondary Schools," Review of Educational Literature, 37, (1967), p. 184.

However, the evaluation should not overlook a most significant factor. This factor . . . like the ultimate aims of a reading program, is not amenable to objective testing. Behind each good program must be an enthusiastic classroom teacher with a wide knowledge of children's literature as a distinct category of children's books utilizing techniques which inspire rather than prescribe.<sup>3</sup>

Perhaps, one reason for the dearth of research in the area of assessment of children's literature programs is what Jenkins alludes to when he elucidates,

Unfortunately, literature for children is not considered one of the arts as are reading, spelling, and handwriting at the elementary level, or literature and composition at the senior high level.<sup>4</sup>

He further states,

In my area of primary interest, the elementary school, reading and literature are not only viewed as separate entities, they are also unequal; literature is the lesser light.<sup>5</sup>

Another reason for the shortage of general guidelines for action research in the area of children's literature is the reality that much of today's literature for children is being produced for the fact-finding needs of children. In doing so, publishers are giving many children alternatives to reading for pleasure. Perhaps, rightly so, for as Jacobs states,

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<sup>3</sup>Martha E. Irwin, "Evaluating Elementary Literature Programs," Elementary English, 40, (December, 1963), pp. 846-49.

<sup>4</sup>William A. Jenkins, "Reading Skills in Teaching Literature in the Elementary School," Elementary English, 41, (November, 1964), p. 781.

<sup>5</sup>Ibid., p. 780.

From nursery school and kindergarten through senior high school science, mathematics, or industrial arts, the learner should be able to turn to his teachers for guidance in reading beyond the textbook material in use.<sup>6</sup>

In essence, the "pleasure reading" aspect of children's literature can become so deeply entwined with the "informational" aspect of children's literature that it may be difficult to separate the pure teaching of literature from other curriculum fields such as science, mathematics, reading (skills instruction), health, etc.

In speaking to this point, Huck states,

We have no literature program in the elementary school when we compare it with our carefully planned developmental programs in reading, spelling and arithmetic.<sup>7</sup>

William J. Iverson, of Stanford University, states it is true that "we are just beginning to have a program in children's literature in the elementary school" and feels strongly that our lack of a well-defined program is because "the distinction between expository and literary uses of language has been ignored."<sup>8</sup> He states that reading instruction in elementary school is basic but individual reading skills must be taught for each discipline in the curriculum. Literature is

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<sup>6</sup>Leland B. Jacobs, "The Individual and His World of Books," Readings on Reading Instruction, ed., Albert J. Harris, (New York: David McKay Co., Inc., 1963), p. 344.

<sup>7</sup>Charlotte S. Huck, "Planning the Literature Program for the Elementary School," Elementary English, 36, (April, 1962), p. 307.

<sup>8</sup>William J. Iverson, What Has Happened to Children's Literature?, (Bethesda, Maryland: ERIC Document Reproduction Service, ED 085 768, 1971), p. 4.

one of those unique skills, therefore, as Iverson states, "We must have a planned program and teach children the reading competencies which will result in lasting appreciation."<sup>9</sup>

In summary, the effort to explore the literature in search of general guidelines by which to assess existing children's literature curricula was generally unrewarded for several reasons. One reason which was repeated in the literature was that it is hard to objectively test the effectiveness of a children's literature program with our available testing devices. It is a complex process for the simple testing methodology we now possess. We desperately need better research techniques although efforts have been made to give guidelines in the area. Granted, even these guidelines have shortcomings in that there are still some intangibles such as teacher knowledge and enthusiasm which are difficult to substantiate in practice.

Another reason for the lack of available literature is the fact that children's literature is not recognized as a discipline worthy of equal status with mathematics, science, handwriting, reading skills, and health. It is generally regarded as subordinate to reading skills instruction in the elementary school curriculum. Hand in hand with these limitations is the fact that the children's literature curriculum is being integrated into the general elementary curriculum.

Much of the literature points to a need for a planned children's literature program although planned programs are, at this point in time, just becoming a reality in the elementary school curriculum.

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<sup>9</sup>Ibid., p. 6.

Studies of Attempts to Assess Existing  
Children's Literature Curricula

There are few studies which have made an attempt to evaluate the worth of existing literature programs, in elementary schools. One such study, which helped foster the idea for this study, is one completed by Maryanne Hall in which she sampled 84 student teachers for their reactions to a questionnaire regarding the situations in the classrooms, libraries, and schools where they taught. Hall found that, according to student teachers' responses:

1. Only 48 percent of the supervising teachers read to their classes daily.
2. Only 63 percent of the supervising teachers read to their classes at least once a week.
3. Space was provided for a "Library Corner" in 43 percent of the classrooms.
4. Supervising teachers read to children at a regularly scheduled time in 45 percent of the classrooms.
5. Supervising teachers read to children only if there was free time in the school day in 33 percent of the classrooms.
6. Supervising teachers' selections for reading aloud reflected a planned literature program in 24 percent of the classrooms.
7. Time for independent reading was provided every day in 52 percent of the classrooms.
8. Time was provided for independent reading for individuals only when assigned work was finished in 50 percent of the classrooms.
9. Children were required to do a specified number of book reports in 18 percent of the classrooms.

Among other reactions to this research Hall states,

The data indicate that in many of the classrooms surveyed there are deficiencies in the experiences provided with children's literature and recreational reading. Many teachers selected to work with student teachers do not offer experiences which would lead to a goal of enjoyment of reading. If children do become enthusiastic readers, the enthusiasm is not a result of a conscious effort to produce that interest through planned curriculum experiences.<sup>10</sup>

Hall's study has important implications in regard to how teachers use literature in the classroom. It is evident that little effort has been made by some teachers to give structure to the elementary school literature program.

It is important that a literature program have guidelines for its use. Bissett states that literature cannot provide all the potential worthwhile activities for children, "if experience with books continues to be on a hit-and-miss basis, or (is) reserved as a treat for 'good boys and girls.'"<sup>11</sup>

Cohen studied low achieving, "socially disadvantaged" students in New York City and found, after an eight month period, that students with a planned, daily literature experience showed an increase in gross vocabulary, word knowledge, quality of vocabulary, and reading comprehension, compared to students who were given literature as an "occasional treat." No significant differences were noted

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<sup>10</sup> Maryanne Hall, "Literature Experiences Provided by Cooperating Teachers," Reading Teacher, 24 (February, 1971), pp. 425-31.

<sup>11</sup> Donald J. Bissett, The Usefulness of Children's Books in the Reading Program Session, (Bethesda, Maryland: ERIC Document Reproduction Service, ED 085 878, May, 1969), p. 5.

in word discrimination as tested on the Metropolitan Reading Achievement Test. Cohen's conclusions were that reading aloud to children is an important contributor to young children's transition from comprehension of oral language to the use of symbols in reading. It was also concluded that vocabulary learnings with slow children appear to happen successfully in the meaningful context of story reading, that levels of competency of reading seem to be dependent on facility of oral language and word meaning. Cohen's study was done with "socially disadvantaged" students but there is no reason to believe that one might expect different findings with a less disadvantaged sample.<sup>12</sup> This study gives credence to the posture of supporters of the planned literature program in the elementary schools.

Bissett studied the reading habits of advantaged children and found that although their reading skills were above national norms, the children read, on the average, only about half a book a week. When books were placed in the classroom, the number of books read voluntarily increased by fifty percent.

In addition, students and teachers gave recommendations concerning books and the number of books read was tripled.<sup>13</sup>

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<sup>12</sup>Dorothy Cohen, "The Effect of Literature on Vocabulary and Reading Achievement," Elementary English, 45, (February, 1968), pp. 209-13.

<sup>13</sup>Bissett, The Usefulness of Children's Books in the Reading Program Session, p. 9.

Another study which attempts to deal with the assessment of existing children's literature curricula is one by Lewis Miller in which he identified four basic teacher competencies for fostering interest in books. They include: (1) a knowledge of a wide range of children's books, (2) a knowledge of children's interests, (3) a knowledge of how to set the stage for the love of reading, and (4) a sensitivity to what distinguishes a good book from a mediocre or poor one.

Miller then compared the differences in the reporting of the amount of books read and "really liked" between classes whose teachers ranked high in the performance of the four selected competencies and practices listed above and those classes whose teachers ranked low.

The classes of the two high ranked teachers had a total class average of 3.4 and 2.3 books per student reported read and "really liked". The classes of the low ranked teachers reported averages of 1.2 and 1.3 read with enjoyment. This gives evidence that the teacher has definite impact on reading habits and enthusiasm toward reading. However, according to Miller's study, teachers could improve on their competencies in the field. He found some teaching practices were reported to be virtually neglected by the sixteen teachers in this study. Among these were using professional selection aids and book reviews, communication with parents, creation of a room environment which gives evidence that reading good books is important, and using



audio-visual aids for literature purposes.<sup>14</sup> Based on this evidence it is only conjecture as to what degree the literature programs of both the teachers with specific competencies and those lacking the specific competencies might be improved. It could be reasonably assumed, however, that improvement might be found if teacher efforts in those areas listed above were increased.

The important factor of a planned literature curriculum is not in how it is developed but if it is developed. A study worthy of note is that of Howard Backous. In his study he determined that the time pattern of presentation was not consistently significant, i.e., one time pattern of oral presentation cannot be declared superior to another. In the study one group had literature presented to them orally in four periods of five minutes in a week, another had presentations of two periods of ten minutes each in a week, and still another had one period of presentation which amounted to twenty minutes during a week.<sup>15</sup> Perhaps, as stated, the existence of a planned literature program may be more important than the nature of its internal structure.

In summary, the review of literature regarding the assessment of existing children's literature programs in schools has brought about

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<sup>14</sup>Lewis Miller, "Fostering Interest in Children's Literature: Selected Teachers' Practices and Competencies," Dissertation Abstracts International, 30 (August, 1969), pp. 497A-98A.

<sup>15</sup>Howard Backous, "A Study of Elementary School Children's Interpretation of Literature Under Various Patterns of Presentation," Dissertation Abstracts International, 27, (March, 1967), p. 3004A.

some interesting conclusions. First, the prevailing need for a planned children's literature program pervades the literature either in a direct or implied manner. Studies cited indicated that if they are indeed indicative of prevalent practice in the field, there is general lack of planning and structure in the children's literature curriculum.

Second, it was concluded that a planned program which includes reading aloud to children is beneficial to reading instruction as well as fostering interest in reading for pleasure when teaching socially disadvantaged children. A related conclusion was that with above average children in reading, available reading material, and discussions concerning books would most likely increase student efforts in reading.

A third conclusion reached was that evidence indicates that teachers are definitely important in fostering interest in reading but have overlooked many valuable teaching techniques in practice which would reap substantial benefits if put to use.

Finally, evidence indicates that the planned literature program can take diverse forms but the crucial question is, "Is there a planned children's literature program in the elementary school?" not "What form does the children's literature program take in the elementary school?"

Research on the Allotment of Classroom  
Time Given to Students by Teachers for  
the Study of Children's Literature

Very few studies were found in regard to specific research in the area of classroom time allotted to the study of children's literature. In addition, the studies or articles on this subject lacked specificity.

One of the best studies was that of Maryanne Hall. This study was mentioned previously in a section of this paper, however, it merits additional discussion for it deals with the time allotments given by eighty-four supervising teachers to the teaching of children's literature. Because they assist in the training of future teachers, it might be assumed that these supervising teachers were professionally competent, if not professionally outstanding. The findings of Hall's study indicate that these teachers, generally, did not read to their students every day (48 percent did), did not read to their students at a regularly scheduled time (45 percent did), did not provide a regular period for booksharing activities (36 percent did), did not encourage written reaction to books such as reviews, character sketches, and different endings (30 percent did), and did not encourage children to interpret literature through dramatics (46 percent did). This investigation also revealed only 63 percent of the teachers read to their students at least 1 to 2 times a week and only 24 percent of the teachers who read aloud made selections that reflected a planned literature program in the opinion of the student teacher in that supervising teacher's classroom. Also noted was the fact that only 52 percent of the teachers provided time for independent reading by students and one third of the teachers read to children only if there was free time available in the school day.<sup>16</sup>

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<sup>16</sup>Hall, "Literature Experiences Provided by Cooperative Teachers," pp. 427-8.

These findings do not speak well of the existing status of a planned literature program in the elementary school.

There are many pieces of professional literature that cover certain guidelines for the allotment of time in the classroom for the teaching of children's literature. One of these by Helen Huus states seven points that will help children find the information they want or obtain pleasure from books:

1. Teach children to read easily and well.
2. Make books available on many levels and many topics.
3. Promote books actively, and have children promote books.
4. Read to children some time everyday, if only for a few minutes.
5. Have pupils share their reading.
6. Let pupils fill in a "reading design."
7. And last, but really paramount, read yourself.<sup>17</sup>

In this same realm, Walker gives six points as to how literature contributes to the goals of elementary education:

1. The school aims to meet the needs of individual pupils.
2. The school aims to provide a learning program which will utilize the natural interests of its pupils.
3. The school aims to provide socially satisfying experiences for its children and to develop in its pupils wider social understandings.
4. The school aims to give each child self-insight.

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<sup>17</sup>Helen Huus, Helping Children Turn to Reading for Information and Enjoyment, (Bethesda, Maryland: ERIC Document Reproduction Service, ED 011 833, May, 1967), pp. 1-12.

5. The school aims to give each child knowledge and appreciation of his cultural heritage.
6. The school aims to stimulate and foster creative expression.<sup>18</sup>

This offers a good set of aims for the elementary children's literature program. Specifically, Walker concurs with the need for a planned program. She states,

Where literature is included in the program only when it correlates with subjects receiving major emphasis, or when a special occasion arises to which it might make a contribution, or when a pupil brings in a book and urges the teacher to read it to the class, children lose the benefits which are derived from a well-planned, thoughtfully organized body of literature experiences.<sup>19</sup>

A very important aspect of a planned literature program is the amount of time that should be allotted to children every day to read books of their choice. Huck recommends this highly. She believes that this time should be allotted daily regardless of the age of the group for "We know that most children's reading ability does not equal their appreciation level until some time in the junior high school."<sup>20</sup>

Anderson agrees with Huck's ideas. In subscribing to the concept that teachers should read to children, he states,

There are many books that children enjoy and need to know before they have achieved the ability to read them independently. The 'ear literacy' is far ahead of reading

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<sup>18</sup>Edith Walker, "What is the Role of Children's Literature in the Elementary School?", Elementary English, 41, (May, 1964), pp. 458-9.

<sup>19</sup>Ibid., p. 460.

<sup>20</sup>Huck, "Planning the Literature Program for the Elementary School," p. 311.

literacy throughout the elementary school. But more than the child's lack of ability to read justifies reading aloud to children. Shared experiences act as bridges between those involved.<sup>21</sup>

Groff, although advocating a non-structured approach to the teaching of children's literature, concurs with the feelings of Huck and Anderson toward reading aloud to children. He states that in a non-structured approach, teachers at all grade levels would do much reading aloud of children's literature.<sup>22</sup>

Yvette Schmitt and Sister Mary Nora state that,

Reading aloud is the most simple and obvious method of introducing to children the best in literature, for only the best deserves to be read aloud and it is only the best that can stand the test.<sup>23</sup>

Again we find assent among experts in their statement, "A time for hearing stories or poetry should be set aside each day without fail and children should know and expect this."<sup>24</sup>

Another aspect of the study of children's literature and its use in the classroom is the method of reporting and the need for reporting and sharing reading experiences. Schmitt and Sister Mary Nora

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<sup>21</sup>Paul S. Anderson, Language Skills in Elementary Education, (New York: The Macmillan Company, 1964), p. 284.

<sup>22</sup>Patrick Groff, "The Non-Structured Approach to Children's Literature," Elementary School Journal, 70, (March, 1970), p. 311.

<sup>23</sup>Yvette Schmitt and Sister Mary Nora, "What Are Some Meaningful Experiences with Literature?," Elementary English, 44, (May, 1964), p. 500.

<sup>24</sup>*Ibid.*, p. 501.

state that, "Book reporting should not be a chore which diminishes a child's pleasure in his approach to reading." They feel that reporting can be done in a fashion unlike traditional and formal book reviewing.<sup>25</sup>

Anderson states that according to surveys of students as to their likes and dislikes in language classes, the items most frequently listed as least preferred is book reporting. He states that there are specific reasons for this. Among them are reasons such as: (1) prescribing a set number of book reports or reviews in a set period, (2) use of the book report to check if a child read the book, and (3) use of record keeping which puts a premium on number of books read.

He states there are many worthwhile purposes of book reports:

1. Reports are a way of learning from the reading of others.
2. Reading can be motivated by a report.
3. Reports meet a social need.
4. Specifics need to be noticed for complete appreciation.
5. Reports give recognition to children.
6. Reports tell the teacher about the child's interest and needs.<sup>26</sup>

Groff, in his discussion of the non-structured approach to the teaching of children's literature, infers that there is a need for formal reporting in this approach,

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<sup>25</sup>Ibid., p. 506.

<sup>26</sup>Anderson, Language Skills in Elementary Education, p. 291.

Ways to report or share, verbal or non-verbal, must be outlined for children, or worked out with them, though the children themselves select, from available material, what they wish to read and read it at their own pace.<sup>27</sup>

Another authority who recommends the use of the book report is Huus. As one of her seven points mentioned previously to help children enjoy books, she mentions that children should share their reading. This can be done in several ways. Children can tell a part of a story, or have a panel discussion of a book, or give book reports of various types, some of these types being (1) the regular written report, (2) a report on why not to read a book, (3) a book report that is in the form of a cover of a book with a summary of the book and notes on the author inside the cover, (4) an advertisement about a book, (5) a book catalog for summer reading, (6) a discussion with the teacher about a book they have both read, (7) an art media presentation about a book, e.g., a puppet show, drawings, a diorama, a mural, or a sculpture, and (8) a dramatization or choral speaking presentation.<sup>28</sup>

This is more supportive evidence that book reporting is a valuable and viable part of the children's literature curriculum.

Cooper, in her suggestions for integrating the use of children's literature into the total program in the elementary school mentions,

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<sup>27</sup>Groff, "The Non-Structured Approach to Children's Literature," p. 315.

<sup>28</sup>Huus, "Helping Children Turn to Reading for Information and Enjoyment," pp. 10-11.



among other points, that teachers should consider as a suggestion that they, "Provide opportunities for sharing (using) frequent, varied and creative methods."<sup>29</sup>

There are some educators in the field who discount the importance of the traditional book report. In the study by Hall it was found that only 15 out of 84 teachers required the children do specified number of book reports. This is only 18 percent. There was also evidence that children did not do other more creative book-sharing activities with frequency. Hall states,

Perhaps the lack of reporting is an advantage since standard book reports can be distasteful to children. The lack of attention to creative activities may be indicative of little correlation between literature and other language arts activities.<sup>30</sup>

One of the foremost authorities in the field of children's literature, Charlotte Huck, is more emphatic in her feelings toward the book report:

Adults read for pleasure and not to produce a book report. Children too should discover the joy of just reading for fun. They may want to share their enjoyment in many different ways but children should not feel that they always have to do something with a book to celebrate its completion.<sup>31</sup>

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<sup>29</sup>Bernice Cooper, Using Children's Literature in the Elementary School, (Bethesda, Maryland: ERIC Document Reproduction Service, ED 035 619, January, 1969), p. 3.

<sup>30</sup>Hall, "Literature Experiences Provided by Cooperative Teachers," p. 430.

<sup>31</sup>Huck, "Planning the Literature Program for the Elementary School," p. 308.

In summary, the literature lacks a specific nature in relating to the allotment of classroom time given to students by teachers for the study of children's literature. However, some general conclusions can be reached. It can be assumed by the nature of the findings of studies noted in this section that classroom practices are generally unsatisfactory in terms of time spent in implementing the planned children's literature program.

Another general conclusion might be that authorities have stressed the need for a planned children's literature program which would include reading aloud to children on a daily basis. Also, recommended is a daily opportunity for children to read books of their choice.

Book reports, it might be generally concluded, can be beneficial and interesting to students if teachers deviate from the traditional book reporting process and use creativity and imagination in book sharing techniques.

Research on the Reading Habits  
of Students, Teachers, and  
the General Population

Research on reading habits indicates that we need to go beyond the reading skills instruction phase of reading and make individuals aware of the pleasures that can be derived from reading. We are a nation of persons who generally read very little. One study indicates

that nearly one half (48 percent) of the adults in the United States had not read one book during the year.<sup>32</sup>

In another study a comparison was made between American reading habits and those of adults in other countries. It was found that only 17 percent of the Americans had been reading from a book the previous day whereas 55 percent of the Englishmen had been involved in that activity.<sup>33</sup>

Vidal states that only five percent of American adults become confirmed readers.<sup>34</sup>

In a speech, "The Right To Read: Target for the 70's," by former Commissioner of Education, James E. Allen, Jr. in 1969, it was stated,

It must be recognized also, however, that for the majority who do acquire the basic reading skills, there can also be a barrier which limits the fulfillment of their right to read. This barrier exists when the skill of reading is not accompanied by the desire to read. We fail, therefore, just as much in assuring the right to read when the desire is absent as when the skills are missing.<sup>35</sup>

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<sup>32</sup>David H. Russell, "We All Need to Read," Saturday Review, 39, (February 18, 1956), 36, cited by Huck, "Planning the Literature Program for the Elementary School," p. 307.

<sup>33</sup>Lester Asheim, "A Survey of Recent Research," Readings for Life, edited by Jacob M. Price, (Ann Arbor: University of Michigan Press, 1969), pp. 3-4, cited by Huck, "Planning the Literature Program for the Elementary School," p. 307.

<sup>34</sup>Gore Vidal, "French Letters: The Theory of the New World," Encounter, 29, (December, 1967), p. 13, cited by L. F. Ashley, Children's Literature Today, (Bethesda, Maryland: ERIC Document Reproduction Service, ED 027 308, (January, 1969), p. 76.

<sup>35</sup>James E. Allen, Jr., "The Right to Read: Target for the 70's," Speech, 1969, cited by Hall, "Literature Experiences Provided by Cooperative Teachers," p. 430.

This has important implications for teachers in their teaching techniques. These pieces of research infer that the teaching profession is not preparing students with interests in reading which will carry over to their adult lives. Teachers must provide the environment which will lead to a lifetime of pleasurable experiences with books. Too often this is not the case.

Huck states, in a discussion of reading skills and reading, Teachers and children must not prize the skill of reading as an end in itself; they must see it as a beginning of a life-time pleasure with books. There are no values in knowing how to read; only values which are derived from reading.<sup>36</sup>

What is the significance in this statement is that the reading act is only a means to the end and teachers must be most aware of this fact.

As Bissett states, "Preoccupation with the teaching of reading skills sometimes causes a loss of perspective on the eventual goal of the reading program." Also, he states, "Until children or adults reach out actively and voluntarily to read, the teaching of reading skills can be only minimally successful."<sup>37</sup>

In regard to how well teachers keep abreast of current trends in children's literature, the research by Sister Mary Victoria Eisenman indicated that, from the responses of thirty-seven teachers

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<sup>36</sup>Huck, "Planning the Literature Program for the Elementary School," p. 308.

<sup>37</sup>Bissett, The Usefulness of Children's Books in the Reading Program Session, p. 9.

who responded to a questionnaire, teachers do not generally maintain up-to-date knowledge of trends and writings in children's literature.<sup>38</sup>

Patricia Lane concluded, as a result of her research into teachers' preparation for teaching of children's literature, that beginning teachers do not, generally, keep abreast of the knowledge about children's literature nor do they read for their own enjoyment.<sup>39</sup>

Paralleling Lane's conclusion are the findings of Miller who found that teachers seldom read children's books for their own self-knowledge.<sup>40</sup>

These last three pieces of research indicate that, generally teachers do not keep up-to-date in children's literature offerings nor do they read extensively.

It is important that teachers are well versed in effective teaching techniques in children's literature and know the newest in children's literature. Also important are teaching techniques for sharing books. Findings by Beatrice Bowen indicate that:

Children who are introduced to literary materials on a planned basis by teachers who know the materials and share

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<sup>38</sup>Sister Mary Victoria Eisenman, "An Exploratory Study to Investigate the Values of Literature as Experienced by Elementary Parochial School Children and Teachers in the Diocese of Covington," Dissertation Abstracts International, 24, (April, 1964), p. 4095.

<sup>39</sup>Patricia Lane, "The Preparation of First Year Elementary Teachers for Teaching English and Children's Literature," Dissertation Abstracts International, 27, (June, 1967), p. 4155A.

<sup>40</sup>Miller, "Fostering Interest in Children's Literature: Selected Teachers' Practices and Competencies," p. 498-A.

them as an art form read a significantly greater amount of material, a wider range of materials and less non-literary materials than do children who have equal access to identical collections of literary materials but do not have the benefit of teacher-sharing.<sup>41</sup>

In summary, research in the area of general reading habits of students, teachers and the general population indicates that there is a general lack of reading in this country. People in our country generally know how to read but few are confirmed readers. It is the task of schools, in general, and teachers in particular, to instill this attitude in children. As Huus states, "Children need to be taught to read, not just to practice the reading they already know. They need to be led to higher planes than they might otherwise try alone."<sup>42</sup>

In today's world the written word is becoming more important than it has ever been. To illustrate the fact that students must be prepared for this "bombardment" by the written word this quote from Huck seems appropriate:

Finally, the true value of the effects of the literature program for today's children will be seen in the reading habits of adults in 1985 . . . . The mark of the informed man is no longer whether he can read, or what he has read, it may be based on what he is currently reading.<sup>43</sup>

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<sup>41</sup>Beatrice Bowen, "The Teacher's Role in Teaching Literature in the Elementary School," Dissertation Abstracts International, 25, (June, 1965), p. 7105.

<sup>42</sup>Huus, "Helping Children Turn to Reading for Information and Enjoyment," pp. 10-11.

<sup>43</sup>Huck, "Planning the Literature Program for the Elementary School," p. 310.

## Chapter III

### RESEARCH DESIGN

#### Introduction

To meet the purposes of this study, a questionnaire was sent to selected teachers in selected school districts in Michigan. These school districts are located in the southern half of the Lower Peninsula of Michigan.

#### Population

Of primary concern in this study are the practices of elementary school teachers in the teaching of children's literature. Of secondary concern are the attitudes of elementary teachers toward children's literature and literature in general. Some interest was shown in finding how teachers who taught in different communities used children's literature.

Questionnaires were sent to 372 elementary school teachers chosen at random from among the teachers in each of three community types. Of these teachers, 247 responded to the questionnaire. These teachers represented a total of 11 school districts. In this study, there were two school districts classified as metropolitan core city districts, three school districts classified as urban fringe community school districts, and six school districts classified as rural community school districts.

Of the 365 elementary school teachers in the two metropolitan core city school systems, Battle Creek and Highland Park, 160 were sent questionnaires and 86 responded.

Of the 214 elementary school teachers in the three urban fringe community school systems, Battle Creek Harper Creek, Battle Creek Lakeview, and Cherry Hill, 97 were sent questionnaires and 76 responded.

Of the 261 elementary school teachers in the six rural school systems, Athens, Homer, Brandon, Clarkston, Dundee, and Summerfield, 115 were sent questionnaires and 85 responded.

The basis of the selection of the metropolitan core cities, Battle Creek and Highland Park, was twofold. One basic consideration was the willingness of the superintendents' offices in these districts to cooperate in educational research. Another consideration was the location of each district. Battle Creek is located in the western part of southern Lower Michigan and Highland Park is located in the eastern part of southern Lower Michigan. However, for the purposes of this study, they were grouped together as one.

The urban fringe school districts were chosen solely for their immediate proximity to the metropolitan core districts and those rural districts selected were chosen due to the fact that they are the closest rural units to their respective urban fringe and metropolitan core units. Again, for the purposes of this study, the responses by teachers in each type of community were grouped by community type and not by district or school.



The criteria for the determination of the categories into which the school districts were divided, i.e., metropolitan core, urban fringe, and rural, are specified in the booklet, Local District and School Report: Explanatory Materials. This is the third report of the 1971-72 Michigan Educational Assessment Program which was published in May, 1972 by the Michigan Department of Education.

### Instrumentation

A special instrument was designed to determine the use of children's literature in the classrooms of teachers selected for this study. It also attempted to procure information as to attitudes of selected teachers toward how children's literature should be taught and attitudes toward literature in general. This instrument, in the form of a questionnaire, was developed due to the lack of an appropriate existing information gathering instrument.

Section I of the instrument was designed to gain information regarding the selected independent demographic variables that are deemed to be of interest for this study.

The second section has five items constructed to measure existing practices in the classroom of the teacher responding to the questionnaire. No attempt was made to combine responses into one general response. Each item was treated individually for tabulation.

The third section has five items parallel in construction to the five items in Section II except these are used to determine the

attitudes of teachers toward what they think should be taking place in regard to the teaching of children's literature.

The items used in this questionnaire were chosen after reviewing carefully the literature in the field of children's literature, discussing the need for improved children's literature programs in schools with fellow educators, and realizing many teachers were dissatisfied with the children's literature offering in their classroom.

The demographic independent variables selected for this study are:

- a. school district where the respondent teaches,
- b. school where the respondent teaches,
- c. years of teaching experience of the respondent,
- d. grade taught by the respondent,
- e. calendar year during which last children's literature course was taken by the respondent,
- f. total number of courses in children's literature taken by the respondent in undergraduate school,
- g. total number of courses in children's literature taken by the respondent in graduate school,
- h. number of complete books read by the respondent in the past six months for personal enjoyment or information which were not required reading for a college course,
- i. number of magazines subscribed to by the respondent,
- j. number of daily newspapers subscribed to by the respondent.

Prior to finalization of the existing form of the questionnaire, two separate pilot studies were conducted to assess the effectiveness of the questionnaire format and content. These studies were conducted

using respondents who were not included in the final study. After the first pilot study, it was determined that one item should be revised and some terminology used in the questionnaire should be explained.

Subsequent to that effort, the second pilot study was conducted. As a result of that study the third and final form of the questionnaire contained two parallel items which had been substantially revised.

All items which were revised underwent revision due to analysis of data or written suggestions by respondents.

The five items that determine existing children's literature programs in teachers' classrooms cover the following areas:

- a. How often the teacher reads trade books to students.
- b. When the teacher reads trade books to students.
- c. How often the teacher allows students time for independent reading activities.
- d. When the teacher allows students time for independent reading activities.
- e. Frequency and type of response by students to independent reading activities involving children's literature.

The five items that determine what the teacher feels to be the ideal situation in regard to teaching children's literature cover the following areas:

- a. How often a teacher ideally should read trade books to students.
- b. When a teacher ideally should read trade books to students.
- c. How often a teacher ideally should allow students time for independent reading activities.

- d. When a teacher ideally should allow students time for independent reading activities.
- e. The ideal frequency and type of response by students to independent reading activities involving children's literature.

### Statistical Hypotheses

The following statistical hypotheses have been developed for the purpose of this study:

- I. Ho: There is no relationship between the years of teaching experience of the elementary school teacher and the frequency of reading trade books to students.
- II. Ho: There is no relationship between the years of teaching experience of the elementary school teacher and the occasion for reading trade books to students.
- III. Ho: There is no relationship between the years of teaching experience of the elementary school teacher and the frequency of allowance of time for independent reading activities.
- IV. Ho: There is no relationship between the years of teaching experience of the elementary school teacher and the occasion for allowance of time for independent reading activities.
- V. Ho: There is no relationship between the years of teaching experience of the elementary school teacher and the frequency of student response to independent reading activities by use of written reports.
- VI. Ho: There is no relationship between the years of teaching experience of the elementary school teacher and the frequency of student response to independent reading activities by use of a combination of written and oral reports.

- VII. Ho: There is no relationship between the years of teaching experience of the elementary school teacher and the frequency of student response to independent reading activities by use of oral reports.
- VIII. Ho: There is no relationship between the years of teaching experience of the elementary school teacher and the frequency of student response to independent reading activities by use of small group discussions.
- IX. Ho: There is no relationship between the years of teaching experience of the elementary school teacher and the frequency of student response to independent reading activities by use of art expressions such as illustrations.
- X. Ho: There is no relationship between the years of teaching experience of the elementary school teacher and the frequency of student response to independent reading activities by use of dramatics.
- XI. Ho: There is no relationship between the level at which a teacher teaches and the frequency of reading trade books to students.
- XII. Ho: There is no relationship between the level at which a teacher teaches and the occasion for reading trade books to students.
- XIII. Ho: There is no relationship between the level at which a teacher teaches and the frequency of allowance of time for independent reading activities.
- XIV. Ho: There is no relationship between the level at which a teacher teaches and the occasion for allowance of time for independent reading activities.
- XV. Ho: There is no relationship between the level at which a teacher teaches and the frequency of response by students to independent reading activities by use of written reports.

- XVI. Ho: There is no relationship between the level at which a teacher teaches and the frequency of response by students to independent reading activities by use of a combination of written and oral reports.
- XVII. Ho: There is no relationship between the level at which a teacher teaches and the frequency of response by students to independent reading activities by use of oral reports.
- XVIII. Ho: There is no relationship between the level at which a teacher teaches and the frequency of response by students to independent reading activities by use of small group discussions.
- XIX. Ho: There is no relationship between the level at which a teacher teaches and the frequency of response by students to independent reading activities by use of art expressions such as illustrations.
- XX. Ho: There is no relationship between the level at which a teacher teaches and the frequency of response by students to independent reading activities by use of dramatics.
- XXI. Ho: There is no relationship between the type of community in which a teacher teaches and the frequency of reading trade books to students.
- XXII. Ho: There is no relationship between the type of community in which a teacher teaches and the occasion for reading trade books to students.
- XXIII. Ho: There is no relationship between the type of community in which a teacher teaches and the frequency of allowance of time for independent reading activities.
- XXIV. Ho: There is no relationship between the type of community in which a teacher teaches and the occasion for allowance of time for independent reading activities.
- XXV. Ho: There is no relationship between the type of community in which a teacher teaches and the frequency of response by students to independent reading activities by use of written reports.

- XXVI. Ho: There is no relationship between the type of community in which a teacher teaches and the frequency of response by students to independent reading activities by use of a combination of written and oral reports.
- XXVII. Ho: There is no relationship between the type of community in which a teacher teaches and the frequency of response by students to independent reading activities by use of oral reports.
- XXVIII. Ho: There is no relationship between the type of community in which a teacher teaches and the frequency of response by students to independent reading activities by use of small group discussions.
- XXIX. Ho: There is no relationship between the type of community in which a teacher teaches and the frequency of response by students to independent reading activities by use of art expressions such as illustrations.
- XXX. Ho: There is no relationship between the type of community in which a teacher teaches and the frequency of response by students to independent reading activities by use of dramatics.
- XXXI. Ho: There is no relationship between the actual frequency of reading of trade books to students and the frequency of reading of trade books that teachers feel is ideal.
- XXXII. Ho: There is no relationship between the actual occasions for reading trade books to students and the occasions for reading trade books to students that teachers feel are ideal.
- XXXIII. Ho: There is no relationship between the actual occasions for allowance of time for independent reading activities and the occasions for allowance of time for independent reading activities that teachers feel are ideal.
- XXXIV. Ho: There is no relationship between the actual occasions for allowance of time for independent reading activities and the occasions for allowance of time for independent reading activities that teachers feel are ideal.

In addition to the preceding statistical hypotheses, the study will report in raw frequency and percentage terminology in the following areas:

1. Dates of last college course in children's literature.
2. Numbers of children's literature courses taken in undergraduate school.
3. Number of children's literature courses taken in graduate school.
4. Number of complete books read in the past six months which were not required for a college course.
5. Number of magazines to which subscribed.
6. Number of daily newspapers to which subscribed.

### Analysis

There are thirty-four comparisons made in this study. Two way descriptive statistical tables were used to show the data. Each of the comparisons has a chi-square statistic computed for it. This statistic is considered to be significant at the alpha .01 level.

The collection of data relevant to the support or rejection of the hypotheses has been facilitated by the development of an instrument designed to measure the practices of elementary teachers in regard to the teaching of children's literature and the elementary teacher's attitudes toward literature in general. Each response by a teacher was treated as a separate entity and no overall individual score computed.



Summary

This study proposed to determine whether there was a relationship between selected independent variables. A questionnaire was utilized to obtain responses concerning the teaching of children's literature. Responses were placed in two way descriptive statistic tables and were tested by the chi-square statistic.

## Chapter IV

### ANALYSIS OF RESULTS

#### Introduction

The questionnaire used for the collection of data for this study was sent to potential respondents in two mailings. Three hundred seventy-two potential respondents received questionnaires in November, 1974. In January, 1975 those potential respondents who failed to respond to the first mailing were sent another questionnaire. Care was taken, through coding, that only one questionnaire per respondent would be tabulated. A third attempt to obtain responses to the questionnaire was completed by placing telephone calls to selected persons who failed to respond to either of the first two questionnaires. Responses to the third attempt took one of four forms: (1) completion of a questionnaire on the phone by the researcher using responses given orally by the respondent, (2) the respondent volunteered to send the questionnaire immediately, (3) the respondent asked for another questionnaire and completed and returned it, or (4) the potential respondent emphatically refused to cooperate in any way.

Of the 372 possible responses, 247 valid responses were finally accumulated. This was a return which exceeds 66 percent. Several factors affected the response rate. Some teachers had

transferred to other buildings, some had retired or had left teaching for other reasons, and occasionally teachers had not received questionnaires from their building principals according to reports from potential respondents when they were contacted by telephone.

The responses of 247 elementary teachers were placed on data cards and processed by computer at Michigan State University.

In this chapter, each statistical hypothesis will be analyzed in light of the data collected. The chi-square statistic will be used to test for relationship. All chi-squares will be considered significant at an alpha level of .01. The appropriate degree of freedom will be shown with each table.

## Findings

Table 1. Differences among responses of teachers, by level of teaching experience, in regard to the frequency of reading trade books to students.

Ho: There is no relationship between the years of teaching experience of the elementary school teacher and the frequency of reading trade books to students.

| Teaching Experience | Response 1<br>Daily | Response 2<br>Four Times<br>a Week | Response 3<br>Three Times<br>a Week | Response 4<br>Twice a<br>Week | Response 5<br>Once a<br>Week | Response 6<br>Less Than<br>Once a Week | Response 7<br>Never | Total |
|---------------------|---------------------|------------------------------------|-------------------------------------|-------------------------------|------------------------------|--|---------------------|-------|
| 1-5 Years           | 53                  | 14                                 | 7                                   | 7                             | 3                            | 3                                      | 1                   | 88    |
| 6-10 Years          | 44                  | 11                                 | 5                                   | 6                             | 3                            | 6                                      | 1                   | 76    |
| 11 Years<br>or More | 38                  | 11                                 | 9                                   | 11                            | 4                            | 7                                      | 2                   | 82    |
| Total               | 135                 | 36                                 | 21                                  | 24                            | 10                           | 16                                     | 4                   | 246   |

Chi-square = 6.271 with 12 degrees of freedom. This statistic is not significant at the .01 level; therefore, this study fails to reject the statistical hypothesis.

Hypothesis I was designed to determine if there is a relationship between the years of teaching experience of the elementary school teacher and the frequency of reading trade books to students.

This hypothesis was tested and the findings are as follows:

The chi-square for Hypothesis I was not significant. Because of this, the study concludes that teachers at all experience levels tend to read trade books to their students with similar frequency.

Table 2. Differences among responses of teachers, by levels of teaching experience, in regard to the occasion for reading trade books to students.

Ho: There is no relationship between the years of teaching experience of the elementary school teacher and the occasion for reading trade books to students.

| Teaching Experience | Response 1<br>At a<br>Regularly<br>Scheduled<br>Time | Response 2<br>If There<br>Is<br>Free Time<br>Available | Response 3<br>Other | Response 4<br>Combina-<br>tion of<br>Responses<br>1 and 2 | Response 5<br>Combina-<br>tion of<br>Responses<br>1, 2, 3 | Response 6<br>Combina-<br>tion of<br>Responses<br>1 and 3 | Response 7<br>Combina-<br>tion of<br>Responses<br>2 and 3 | Total |
|---------------------|--|--|---------------------|---|---|---|---|-------|
| 1-5 Years           | 47   | 16   | 8                   | 13  | 3   | 2   | 0   | 89    |
| 6-10 Years          | 51   | 10   | 3                   | 9   | 0   | 2   | 0   | 95    |
| 11 Years<br>or More | 39   | 20   | 8                   | 10  | 1   | 1   | 1   | 80    |
| Total               | 137  | 46   | 19                  | 32  | 4   | 5   | 1   | 244   |

49

Chi-square = 13.366 with 12 degrees of freedom. This statistic is not significant at the .01 level; therefore, this study fails to reject the statistical hypothesis.

Hypothesis II was designed to determine if there is a relationship between the years of teaching experience of the elementary school teacher and the occasion for reading trade books to students.

This hypothesis was tested and the findings are as follows:

The chi-square for Hypothesis II was not significant. Because of this, the study concludes that teachers at all experience levels tend to read trade books to their students on similar occasions.

Table 3. Differences among responses of teachers, by levels of teaching experience, in regard to the frequency of allowance of time for independent reading activities.

Ho: There is no relationship between the years of teaching experience of the elementary school teacher and the frequency of allowance of time for independent reading activities.

| Teaching Experience | Response 1<br>Daily | Response 2<br>Four Times<br>a Week | Response 3<br>Three Times<br>a Week | Response 4<br>Twice a<br>Week | Response 5<br>Once a<br>Week | Response 6<br>Never | Total |
|---------------------|---------------------|------------------------------------|-------------------------------------|-------------------------------|------------------------------|---------------------|-------|
| 1-5 Years           | 51                  | 5                                  | 9                                   | 12                            | 8                            | 3                   | 88    |
| 6-10 Years          | 48                  | 2                                  | 2                                   | 13                            | 11                           | 0                   | 76    |
| 11 Years<br>or More | 50                  | 2                                  | 8                                   | 10                            | 11                           | 1                   | 82    |
| Total               | 149                 | 9                                  | 19                                  | 35                            | 30                           | 4                   | 246   |

51

Chi-square = 10.288 with 10 degrees of freedom. This statistic is not significant at the .01 level; therefore, this study fails to reject the statistical hypothesis.



Hypothesis III was designed to determine if there is a relationship between the years of teaching experience of the elementary school teacher and the frequency of allowance of time for independent reading activities by students. This hypothesis was tested and the findings are as follows:

The chi-square for Hypothesis III was not significant. Because of this, the study concludes that teachers at all experience levels tend to allow time for independent reading activities by students with similar frequency.

Table 4. Differences among responses of teachers, by levels of teaching experience, in regard to the occasion for allowance of time for independent reading activities.

Ho: There is no relationship between the years of teaching experience of the elementary school teacher and the occasion for allowance of time for independent reading activities.

| Teaching Experience | Response 1<br>When Assigned Work Is Completed | Response 2<br>At a Regularly Scheduled Time | Response 3<br>When Students Feel It is Appropriate | Response 4<br>Other | Response 5<br>Combina-<br>tion of Responses 1 and 2 | Response 6<br>Combina-<br>tion of Responses 1 and 3 | Response 7<br>Combina-<br>tion of Responses 1, 2, 3 | Total |
|---------------------|---|---|--|---------------------|---|---|---|-------|
| 1-5 Years           | 32  | 22  | 1  | 2                   | 16  | 2   | 7   | 82    |
| 6-10 Years          | 27  | 16  | 2  | 2                   | 17  | 4   | 4   | 72    |
| 11 Years or More    | 34  | 8   | 5  | 3                   | 19  | 4   | 2   | 75    |
| Total               | 93  | 46  | 8  | 7                   | 52  | 10  | 13  | 229   |

Chi-square = 13.881 with 12 degrees of freedom. This statistic is not significant at the .01 level; therefore, this study fails to reject the statistical hypothesis.

Hypothesis IV was designed to determine if there is a relationship between the years of teaching experience of the elementary school teacher and the occasion for allowance of time for independent reading activities. This hypothesis was tested and the findings are as follows:

The chi-square for Hypothesis IV was not significant. Because of this, the study concludes that teachers at all experience levels tend to allow time for independent reading activities by students on similar occasions.

Table 5. Differences among responses of teachers, by levels of teaching experience, in regard to the frequency of student response to independent reading activities by use of written reports.

Ho: There is no relationship between the years of teaching experience of the elementary school teacher and the frequency of student response to independent reading activities by use of written reports.

| Teaching Experience | Response 1<br>Never | Response 2<br>Once a Month<br>or Less | Response 3<br>Twice a Month | Response 4<br>Three Times a Month | Response 5<br>Once a Week | Response 6<br>More Than Once a Week | Total |
|---------------------|---------------------|---------------------------------------|-----------------------------|-----------------------------------|---------------------------|-------------------------------------|-------|
| 1-5 Years           | 49                  | 22                                    | 4                           | 2                                 | 6                         | 4                                   | 87    |
| 6-10 Years          | 42                  | 18                                    | 5                           | 4                                 | 3                         | 2                                   | 74    |
| 11 Years or More    | 46                  | 17                                    | 3                           | 0                                 | 8                         | 3                                   | 77    |
| Total               | 137                 | 57                                    | 12                          | 6                                 | 17                        | 9                                   | 238   |

Chi-square = 7.859 with 10 degrees of freedom. This statistic is not significant at the .01 level; therefore, this study fails to reject the statistical hypothesis.

Hypothesis V was designed to determine if there is a relationship between the years of teaching experience of the elementary school teacher and the frequency of student responses to independent reading activities by use of written reports. This hypothesis was tested and the findings are as follow:

The chi-square for Hypothesis V was not significant. Because of this, the study concludes that teachers at all experience levels tend to provide opportunities for students to respond to independent reading activities by use of written reports with similar frequency.

Table 6. Differences among responses of teachers, by levels of teaching experience, in regard to the frequency of student response to independent reading activities by use of a combination of written and oral reports.

Ho: There is no relationship between the years of teaching experience of the elementary school teacher and the frequency of student response to independent reading activities by use of a combination of written and oral reports.

| Teaching Experience | Response 1<br>Never | Response 2<br>Once a Month<br>or Less | Response 3<br>Twice a Month | Response 4<br>Three Times a Month | Response 5<br>Once a Month | Response 6<br>More Than Once a Week | Total |
|---------------------|---------------------|---------------------------------------|-----------------------------|-----------------------------------|----------------------------|-------------------------------------|-------|
| 1-5 Years           | 48                  | 26                                    | 1                           | 1                                 | 8                          | 3                                   | 87    |
| 6-10 Years          | 34                  | 24                                    | 5                           | 5                                 | 4                          | 2                                   | 74    |
| 11 Years or More    | 42                  | 16                                    | 6                           | 2                                 | 7                          | 4                                   | 77    |
| Total               | 124                 | 66                                    | 12                          | 8                                 | 19                         | 9                                   | 238   |

Chi-square = 12.555 with 10 degrees of freedom. This statistic is not significant at the .01 level; therefore, this study fails to reject the statistical hypothesis.

Hypothesis VI was designed to determine if there is a relationship between the years of teaching experience of the elementary school teacher and the frequency of student response to independent reading activities by use of written and oral reports. This hypothesis was tested and the findings are as follow:

The chi-square for Hypothesis VI was not significant. Because of this, the study concludes that teachers at all experience levels tend to provide opportunities for students by use of written and oral reports with similar frequency.

Table 7. Differences among responses of teachers, by level of teaching experience, in regard to the frequency of student response to independent reading activities by use of oral reports.

H<sub>0</sub>: There is no relationship between the years of teaching experience of the elementary school teacher and the frequency of student response to independent reading activities by use of oral reports.

| Teaching Experience | Response 1<br>Never | Response 2<br>Once a Month<br>or Less | Response 3<br>Twice a Month | Response 4<br>Three Times a Month | Response 5<br>Once a Month | Response 6<br>More Than Once a Week | Total |
|---------------------|---------------------|---------------------------------------|-----------------------------|-----------------------------------|----------------------------|-------------------------------------|-------|
| 1-5 Years           | 38                  | 19                                    | 10                          | 3                                 | 12                         | 5                                   | 87    |
| 6-10 Years          | 30                  | 22                                    | 11                          | 1                                 | 9                          | 1                                   | 74    |
| 11 Years or More    | 38                  | 16                                    | 8                           | 3                                 | 7                          | 5                                   | 77    |
| Total               | 106                 | 57                                    | 29                          | 7                                 | 28                         | 11                                  | 238   |

59

Chi-square = 7.139 with 10 degrees of freedom. This statistic is not significant at the .01 level; therefore, this study fails to reject the statistical hypothesis.



Hypothesis VII was designed to determine if there is a relationship between the years of teaching experience of the elementary school teacher and the frequency of student response to independent reading activities by use of oral reports. This hypothesis was tested and the findings are as follow:

The chi-square for Hypothesis VII was not significant. Because of this, the study concludes that teachers at all experience levels tend to provide opportunities for students to respond to independent reading activities by use of oral reports with similar frequency.

Table 8. Differences among responses of teachers, by levels of teaching experience, in regard to the frequency of student response to independent reading activities by use of small group discussions.

Ho: There is no relationship between the years of teaching experience of the elementary school teacher and the frequency of student response to independent reading activities by use of small group discussions.

| Teaching Experience | Response 1<br>Never | Response 2<br>Once a Month<br>or Less | Response 3<br>Twice a Month | Response 4<br>Three Times a Month | Response 5<br>Once a Month | Response 6<br>More Than Once a Month | Total |
|---------------------|---------------------|---------------------------------------|-----------------------------|-----------------------------------|----------------------------|--------------------------------------|-------|
| 1-5 Years           | 39                  | 13                                    | 5                           | 3                                 | 12                         | 15                                   | 87    |
| 6-10 Years          | 36                  | 10                                    | 8                           | 4                                 | 9                          | 7                                    | 74    |
| 11 Years or More    | 35                  | 7                                     | 4                           | 1                                 | 16                         | 14                                   | 77    |
| Total               | 110                 | 30                                    | 17                          | 8                                 | 37                         | 36                                   | 238   |

Chi-square = 9.634 with 10 degrees of freedom. This statistic is not significant at the .01 level; therefore, this study fails to reject the statistical hypothesis.

Hypothesis VIII was designed to determine if there is a relationship between the years of teaching experience of the elementary school teacher and the frequency of student response to independent reading activities by use of small group discussions. This hypothesis was tested and the significant findings are as follow:

The chi-square for Hypothesis VIII was not significant. Because of this, the study concludes that teachers at all experience levels tend to provide opportunities for students to respond to independent reading activities by use of small group discussions with similar frequency.

Table 9. Differences among responses of teachers, by levels of teaching experience, in regard to the frequency of student response to independent reading activities of art expressions such as illustrations.

Ho: There is no relationship between the years of teaching experience of the elementary school teacher and the frequency of student response to independent reading activities by use of art expressions such as illustrations.

| Teaching Experience | Response 1<br>Never | Response 2<br>Once a Month<br>or Less | Response 3<br>Twice a Month | Response 4<br>Three Times a Month | Response 5<br>Once a Month | Response 6<br>More Than Once a Month | Total |
|---------------------|---------------------|---------------------------------------|-----------------------------|-----------------------------------|----------------------------|--------------------------------------|-------|
| 1-5 Years           | 13                  | 28                                    | 11                          | 5                                 | 15                         | 15                                   | 87    |
| 6-10 Years          | 10                  | 19                                    | 11                          | 9                                 | 14                         | 11                                   | 74    |
| 11 Years or More    | 16                  | 14                                    | 11                          | 7                                 | 18                         | 11                                   | 77    |
| Total               | 39                  | 61                                    | 33                          | 21                                | 21                         | 47                                   | 238   |

Chi-square = 7.623 with 10 degrees of freedom. This statistic is not significant at the .01 level; therefore, this study fails to reject the statistical hypothesis.

Hypothesis IX was designed to determine if there is a relationship between the years of teaching experience of the elementary school teacher and the frequency of student response to independent reading activities by use of art expressions such as illustrations. This hypothesis was tested and the findings are as follow:

The chi-square for Hypothesis IX was not significant. Because of this, the study concludes that teachers at all experience levels tend to provide opportunities for students to respond to independent reading activities by use of art expressions such as illustrations with similar frequency.

Table 10. Differences among responses of teachers, by levels of teaching experience, in regard to the frequency of student response to independent reading activities by use of dramatics.

Ho: There is no relationship between the years of teaching experience of the elementary school teacher and the frequency of student response to independent reading activities by use of dramatics.

| Teaching Experience | Response 1<br>Never | Response 2<br>Once a Month<br>or Less | Response 3<br>Twice a Month | Response 4<br>Three Times a Month | Response 5<br>Once a Month | Response 6<br>More Than Once a Month | Total |
|---------------------|---------------------|---------------------------------------|-----------------------------|-----------------------------------|----------------------------|--------------------------------------|-------|
| 1-5 Years           | 30                  | 34                                    | 7                           | 6                                 | 7                          | 3                                    | 87    |
| 6-10 Years          | 19                  | 32                                    | 4                           | 6                                 | 5                          | 8                                    | 74    |
| 11 Years or More    | 26                  | 28                                    | 5                           | 3                                 | 8                          | 7                                    | 77    |
| Total               | 75                  | 94                                    | 16                          | 15                                | 20                         | 18                                   | 238   |

65

Chi-square = 7.019 with 10 degrees of freedom. This statistic is not significant at the .01 level; therefore, this study fails to reject the statistical hypothesis.

Hypothesis X was designed to determine if there is a relationship between the years of teaching experience of the elementary school teacher and the frequency of student response to independent reading activities by use of dramatics. This hypothesis was tested and the findings are as follow:

The chi-square for Hypothesis X was not significant. Because of this, the study concludes that teachers at all experience levels tend to provide opportunities for students to respond to independent reading activities by use of dramatics with similar frequency.

Table 11. Differences among responses of teachers, by grade level groupings, in regard to the frequency of reading trade books to students.

H<sub>0</sub>: There is no relationship between the level at which a teacher teaches and the frequency of reading trade books to students.

| Grade Levels      | Response 1<br>Daily | Response 2<br>Four Times<br>a Week | Response 3<br>Three Times<br>a Week | Response 4<br>Twice a<br>Week | Response 5<br>Once a<br>Week | Response 6<br>Less Than<br>Once a Week | Response 7<br>Never | Total |
|-------------------|---------------------|------------------------------------|-------------------------------------|-------------------------------|------------------------------|--|---------------------|-------|
| Kinder-<br>garten | 16                  | 6                                  | 1                                   | 0                             | 0                            | 0                                      | 0                   | 23    |
| 1-2               | 48                  | 15                                 | 4                                   | 7                             | 2                            | 3                                      | 0                   | 79    |
| 3-4               | 45                  | 5                                  | 9                                   | 11                            | 3                            | 4                                      | 1                   | 78    |
| 5-6               | 26                  | 10                                 | 7                                   | 6                             | 5                            | 9                                      | 3                   | 66    |
| Total             | 135                 | 36                                 | 21                                  | 24                            | 10                           | 16                                     | 4                   | 246   |

Chi-square = 34.044 with 18 degrees of freedom. This statistic is not significant at the .01 level; therefore, this study fails to reject the statistical hypothesis.



Hypothesis XI was designed to determine if there is a relationship between the level at which a teacher teaches and the frequency of reading trade books to students. This hypothesis was tested and the findings are as follow:

The chi-square for Hypothesis XI was not significant. Because of this, the study concludes that teachers at all elementary teaching levels tend to read trade books to their students with similar frequency.

Table 12. Differences among responses of teachers, by grade level groupings, in regard to the occasion for reading trade books to students.

Ho: There is no relationship between the level at which a teacher teaches and the occasion for reading trade books to students.

| Grade Levels      | Response 1<br>At a Regularly Scheduled Time | Response 2<br>If There is Free Time Available | Response 3<br>Other | Response 4<br>Combina-<br>tion of Responses 1 and 2 | Response 5<br>Combina-<br>tion of Responses 1, 2, 3 | Response 6<br>Combina-<br>tion of Responses 1 and 3 | Response 7<br>Combina-<br>tion of Responses 2 and 3 | Total |
|-------------------|---|---|---------------------|---|---|---|---|-------|
| Kinder-<br>garten | 20  | 1   | 1                   | 1   | 0   | 0   | 0   | 23    |
| 1-2               | 47  | 11  | 4                   | 11  | 1   | 4   | 0   | 78    |
| 3-4               | 39  | 17  | 3                   | 15  | 2   | 0   | 1   | 77    |
| 5-6               | 31  | 17  | 11                  | 5   | 1   | 1   | 0   | 66    |
| Total             | 137   | 46  | 19                  | 32  | 4   | 5   | 1   | 244   |

Chi-square = 34.482 with 18 degrees of freedom. This statistic is not significant at the .01 level; therefore, this study fails to reject the statistical hypothesis.

Hypothesis XII was designed to determine if there is a relationship between the level at which a teacher teaches and the occasion for reading trade books to students. This hypothesis was tested and the findings are as follow:

The chi-square for Hypothesis XII was not significant. Because of this, the study concludes that teachers at all elementary levels tend to read trade books to their students on similar occasions.

Table 13. Differences among responses of teachers, by grade level groupings, in regard to the frequency of allowance of time for independent reading activities.

Ho: There is no relationship between the level at which a teacher teaches and the frequency of allowance of time for independent reading activities.

| Grade Levels      | Response 1<br>Daily | Response 2<br>Four Times<br>a Week | Response 3<br>Three Times<br>a Week | Response 4<br>Twice a<br>Week | Response 5<br>Once a<br>Week | Response 6<br>Never | Total |
|-------------------|---------------------|------------------------------------|-------------------------------------|-------------------------------|------------------------------|---------------------|-------|
| Kinder-<br>garten | 16                  | 1                                  | 2                                   | 2                             | 1                            | 1                   | 23    |
| 1-2               | 60                  | 0                                  | 6                                   | 7                             | 4                            | 1                   | 78    |
| 3-4               | 42                  | 6                                  | 6                                   | 10                            | 14                           | 0                   | 78    |
| 5-6               | 31                  | 2                                  | 5                                   | 16                            | 11                           | 2                   | 67    |
| Total             | 149                 | 9                                  | 19                                  | 35                            | 30                           | 4                   | 246   |

Chi-square = 30.156 with 15 degrees of freedom. This statistic is not significant at the .01 level; therefore, this study fails to reject the statistical hypothesis.

Hypothesis XIII was designed to determine if there is a relationship between the level at which a teacher teaches and the frequency of allowance of time for independent reading activities by students. This hypothesis was tested and the findings are as follows:

The chi-square for Hypothesis XIII was not significant. Because of this, the study concludes that teachers at all elementary teaching levels tend to allow time for independent reading activities with similar frequency.

Table 14. Differences among responses of teachers, by grade level groupings, in regard to the occasion for allowance of time for independent reading activities.

Ho: There is no relationship between the level at which a teacher teaches and the occasion for allowance of time for independent reading activities.

| Grade Levels  | Response 1<br>When Assigned Work is Completed | Response 2<br>At a Regularly Scheduled Time | Response 3<br>When Students Feel it is Appropriate | Response 4<br>Other | Response 5<br>Combination of Responses 1 and 2 | Response 6<br>Combination of Responses 1 and 3 | Response 7<br>Combination of Responses 1, 2, 3 | Total |
|---------------|---|---|--|---------------------|--|--|--|-------|
| Kinder-garten | 6   | 7   | 2  | 3                   | 3  | 0  | 1  | 22    |
| 1-2           | 40  | 9   | 2  | 1                   | 15   | 5  | 1  | 73    |
| 3-4           | 30  | 9   | 2  | 2                   | 21   | 1  | 6  | 71    |
| 5-6           | 17  | 21  | 2  | 1                   | 13   | 4  | 5  | 63    |
| Total         | 93  | 46  | 8  | 7                   | 52   | 10   | 13   | 229   |

Chi-square = 40.530 with 18 degrees of freedom. This statistic is significant at the .01 level; therefore, this study rejects the statistical hypothesis.

Hypothesis XIV was designed to determine if there is a relationship between the level at which a teacher teaches and the occasion for allowance of time for independent reading activities. This hypothesis was tested and the findings are as follows:

The chi-square for Hypothesis XIV was significant; therefore, the alternate hypothesis is accepted:

There is a relationship between the level at which a teacher teaches and the occasion for allowance of time for independent reading activities.

The acceptance of this alternate hypothesis means that teachers who teach at various elementary levels tend to allow time for independent reading activities by students on different occasions.

Table 15. Differences among responses of teachers, by grade level groupings, in regard to the frequency of response by students to independent reading activities by use of written reports.

H<sub>0</sub>: There is no relationship between the level at which a teacher teaches and the frequency of response by students to independent reading activities by use of written reports.

| Grade Levels      | Response 1<br>Never | Response 2<br>Once a Month<br>or Less | Response 3<br>Twice a Month | Response 4<br>Three Times a Month | Response 5<br>Once a Week | Response 6<br>More Than Once a Week | Total |
|-------------------|---------------------|---------------------------------------|-----------------------------|-----------------------------------|---------------------------|-------------------------------------|-------|
| Kinder-<br>garten | 19                  | 0                                     | 0                           | 0                                 | 1                         | 0                                   | 20    |
| 1-2               | 57                  | 8                                     | 3                           | 3                                 | 4                         | 4                                   | 79    |
| 3-4               | 39                  | 26                                    | 3                           | 0                                 | 3                         | 3                                   | 74    |
| 5-6               | 22                  | 23                                    | 6                           | 3                                 | 9                         | 2                                   | 65    |
| Total             | 137                 | 57                                    | 12                          | 6                                 | 17                        | 9                                   | 238   |

Chi-square = 47.505 with 15 degrees of freedom. This statistic is significant at the .01 level; therefore, this study rejects the statistical hypothesis.



Hypothesis XV was designed to determine if there is a relationship between the level at which a teacher teaches and the frequency of response by students to independent reading activities by use of written reports. This hypothesis was tested and the findings are as follow:

The chi-square for Hypothesis XV was significant; therefore, the alternate hypothesis is accepted:

There is a relationship between the level at which a teacher teaches and the frequency of response by students to independent reading activities by use of written reports.

The acceptance of this alternate hypothesis means that teachers who teach at various elementary levels tend to provide opportunities for students to respond to independent reading activities by use of written reports with varied frequency.

Table 16. Differences among responses of teachers, by grade level groupings, in regard to the frequency of response by students to independent reading activities by use of a combination of written and oral reports.

Ho: There is no relationship between the level at which a teacher teaches and the frequency of response by students to independent reading activities by use of a combination of written and oral reports.

| Grade Levels      | Response 1<br>Never | Response 2<br>Once a Month<br>or Less | Response 3<br>Twice a Month | Response 4<br>Three Times a Month | Response 5<br>Once a Week | Response 6<br>More Than Once a Week | Total |
|-------------------|---------------------|---------------------------------------|-----------------------------|-----------------------------------|---------------------------|-------------------------------------|-------|
| Kinder-<br>garten | 18                  | 1                                     | 0                           | 0                                 | 1                         | 0                                   | 20    |
| 1-2               | 57                  | 9                                     | 1                           | 3                                 | 5                         | 4                                   | 79    |
| 3-4               | 26                  | 31                                    | 8                           | 1                                 | 6                         | 2                                   | 74    |
| 5-6               | 23                  | 25                                    | 3                           | 4                                 | 7                         | 3                                   | 65    |
| Total             | 124                 | 66                                    | 12                          | 8                                 | 19                        | 9                                   | 238   |

Chi-square = 52.404 with 15 degrees of freedom. This statistic is significant at the .01 level; therefore, this study rejects the statistical hypothesis.

Hypothesis XVI was designed to determine if there is a relationship between the level at which a teacher teaches and the frequency of response by students to independent reading activities by use of a combination of written and oral reports. This hypothesis was tested and the findings are as follows:

The chi-square for Hypothesis XVI was significant; therefore, the alternate hypothesis is accepted:

There is a relationship between the level at which a teacher teaches and the frequency of response by students to independent reading activities by use of a combination of written and oral reports.

The acceptance of this alternate hypothesis means that teachers who teach at various elementary levels tend to provide opportunities for students to respond to independent reading activities by use of written and oral reports with varied frequency.

Table 17. Differences among responses of teachers, by grade level groupings, in regard to the frequency of response by students to independent reading activities by use of oral reports.

Ho: There is no relationship between the level at which a teacher teaches and the frequency of response by students to independent reading activities by use of oral reports.

| Grade Levels      | Response 1<br>Never | Response 2<br>Once a Month<br>or Less | Response 3<br>Twice a Month | Response 4<br>Three Times a Month | Response 5<br>Once a Week | Response 6<br>More Than Once a Week | Total |
|-------------------|---------------------|---------------------------------------|-----------------------------|-----------------------------------|---------------------------|-------------------------------------|-------|
| Kinder-<br>garten | 14                  | 2                                     | 2                           | 0                                 | 0                         | 2                                   | 20    |
| 1-2               | 38                  | 12                                    | 7                           | 4                                 | 10                        | 8                                   | 79    |
| 3-4               | 30                  | 20                                    | 12                          | 2                                 | 9                         | 1                                   | 74    |
| 5-6               | 24                  | 23                                    | 8                           | 1                                 | 9                         | 0                                   | 65    |
| Total             | 106                 | 57                                    | 29                          | 7                                 | 28                        | 11                                  | 238   |

Chi-square = 30.079 with 15 degrees of freedom. This statistic is not significant at the .01 level; therefore, this study fails to reject the statistical hypothesis.

Hypothesis XVII was designed to determine if there is a relationship between the level at which a teacher teaches and the frequency of response by students to independent reading activities by use of oral reports. This hypothesis was tested and the findings are as follows:

The chi-square for Hypothesis XVII was not significant. Because of this, the study concludes that teachers at all elementary teaching levels tend to provide opportunities for students to respond to independent reading activities by use of oral reports with similar frequency.

Table 18. Differences among responses of teachers, by grade level groupings, in regard to the frequency of response by students to independent reading activities by use of small group discussions.

Ho: There is no relationship between the level at which a teacher teaches and the frequency of response by students to independent reading activities by use of small group discussions.

| Grade Levels      | Response 1<br>Never | Response 2<br>Once a Month<br>or Less | Response 3<br>Twice a Month | Response 4<br>Three Times a Month | Response 5<br>Once a Week | Response 6<br>More Than Once a Week | Total |
|-------------------|---------------------|---------------------------------------|-----------------------------|-----------------------------------|---------------------------|-------------------------------------|-------|
| Kinder-<br>garten | 6                   | 0                                     | 1                           | 0                                 | 3                         | 10                                  | 20    |
| 1-2               | 36                  | 9                                     | 4                           | 1                                 | 16                        | 13                                  | 79    |
| 3-4               | 37                  | 11                                    | 5                           | 5                                 | 8                         | 8                                   | 74    |
| 5-6               | 31                  | 10                                    | 7                           | 2                                 | 10                        | 5                                   | 65    |
| Total             | 110                 | 30                                    | 17                          | 8                                 | 37                        | 36                                  | 238   |

Chi-square = 32.450 degrees of freedom. This statistic is significant at the .01 level; therefore, this study rejects the statistical hypothesis.

Hypothesis XVIII was designed to determine if there is a relationship between the level at which a teacher teaches and the frequency of responses by students to independent reading activities by use of small group discussions. This hypothesis was tested and the findings are as follow:

The chi-square for Hypothesis XVIII was significant; therefore, the alternate hypothesis is accepted:

There is a relationship between the level at which a teacher teaches and the frequency of response by students to independent reading activities by use of small group discussions.

The acceptance of this alternate hypothesis means that teachers who teach at various elementary levels tend to provide opportunities for students to respond to independent reading activities by use of small group discussions with varied frequency.

Table 19. Differences among responses of teachers, by grade level groupings, in regard to the frequency of response by students to independent reading activities by use of art expressions such as illustrations.

Ho: There is no relationship between the level at which a teacher teaches and the frequency of response by students to independent reading activities by use of art expressions such as illustrations.

| Grade Levels      | Response 1<br>Never | Response 2<br>Once a Month<br>or Less | Response 3<br>Twice a Month | Response 4<br>Three Times a Month | Response 5<br>Once a Week | Response 6<br>More Than Once a Week | Total |
|-------------------|---------------------|---------------------------------------|-----------------------------|-----------------------------------|---------------------------|-------------------------------------|-------|
| Kinder-<br>garten | 4                   | 4                                     | 1                           | 2                                 | 4                         | 5                                   | 20    |
| 1-2               | 11                  | 15                                    | 7                           | 4                                 | 22                        | 20                                  | 79    |
| 3-4               | 14                  | 17                                    | 15                          | 10                                | 11                        | 7                                   | 74    |
| 5-6               | 10                  | 25                                    | 10                          | 5                                 | 10                        | 5                                   | 65    |
| Total             | 39                  | 61                                    | 33                          | 21                                | 47                        | 37                                  | 238   |

Chi-square = 29.351 with 15 degrees of freedom. This statistic is not significant at the .01 level; therefore, this study fails to reject the statistical hypothesis.



Hypothesis XIX was designed to determine if there is a relationship between the level at which a teacher teaches and the frequency of response by students to independent reading activities by use of art expressions such as illustrations. The hypothesis was tested and the findings are as follow:

The chi-square for Hypothesis XIX was not significant. Because of this, the study concludes that teachers at all elementary teaching levels tend to provide opportunities for students to respond to independent activities by use of art expressions such as illustrations with similar frequency.

Table 20. Differences among responses of teachers, by grade level groupings, in regard to the frequency of response by students to independent reading activities by use of dramatics.

H<sub>0</sub>: There is no relationship between the level at which a teacher teaches and the frequency of response by students to independent reading activities by use of dramatics.

| Grade Levels      | Response 1<br>Never | Response 2<br>Once a Month<br>or Less | Response 3<br>Twice a Month | Response 4<br>Three Times a Month | Response 5<br>Once a Week | Response 6<br>More Than Once a Week | Total |
|-------------------|---------------------|---------------------------------------|-----------------------------|-----------------------------------|---------------------------|-------------------------------------|-------|
| Kinder-<br>garten | 3                   | 6                                     | 2                           | 1                                 | 3                         | 5                                   | 20    |
| 1-2               | 26                  | 26                                    | 5                           | 5                                 | 7                         | 10                                  | 79    |
| 3-4               | 23                  | 36                                    | 4                           | 5                                 | 4                         | 2                                   | 74    |
| 5-6               | 23                  | 26                                    | 5                           | 4                                 | 6                         | 1                                   | 65    |
| Total             | 75                  | 94                                    | 16                          | 15                                | 20                        | 18                                  | 238   |

Chi-square = 23.774 with 15 degrees of freedom. This statistic is not significant at the .01 level; therefore, this study fails to reject the statistical hypothesis.

Hypothesis XX was designed to determine if there is a relationship between the level at which a teacher teaches and the frequency of response by students to independent reading activities by use of dramatics. This hypothesis was tested and the findings are as follows:

The chi-square for Hypothesis XX was not significant. Because of this, the study concludes that teachers at all elementary levels tend to provide opportunities for students to respond to independent activities by use of dramatics with similar frequency.

Table 21. Differences among responses to teachers, by community types, in regard to the frequency of reading trade books to students.

Ho: There is no relationship between the type of community in which a teacher teaches and the frequency of reading trade books to students.

| Community Type       | Response 1<br>Daily | Response 2<br>Four Times<br>a Week | Response 3<br>Three Times<br>a Week | Response 4<br>Twice a<br>Week | Response 5<br>Once a<br>Week | Response 6<br>Less Than<br>Once a Week | Response 7<br>Never | Total |
|----------------------|---------------------|------------------------------------|-------------------------------------|-------------------------------|------------------------------|--|---------------------|-------|
| Metropolitan<br>Core | 43                  | 11                                 | 9                                   | 11                            | 4                            | 6                                      | 1                   | 85    |
| Urban<br>Fringe      | 42                  | 15                                 | 3                                   | 8                             | 2                            | 4                                      | 2                   | 76    |
| Rural                | 50                  | 10                                 | 9                                   | 5                             | 4                            | 6                                      | 1                   | 85    |
| Total                | 135                 | 36                                 | 21                                  | 24                            | 10                           | 16                                     | 4                   | 246   |

Chi-square = 8.976 with 12 degrees of freedom. This statistic is not significant at the .01 level; therefore, this study fails to reject the statistical hypothesis.

Hypothesis XXI was designed to determine if there is a relationship between the type of community in which a teacher teaches and the frequency of reading trade books to students. This hypothesis was tested and the findings are as follow:

The chi-square for Hypothesis XXI was not significant. Because of this, the study concludes that teachers in all selected community types tend to read trade books to their students with similar frequency.

Table 22. Differences among responses of teachers, by community types, in regard to the occasion for reading trade books to students.

Ho: There is no relationship between the type of community in which a teacher teaches and the occasion for reading trade books to students.

| Community Type    | Response 1<br>At a<br>Regularly<br>Scheduled<br>Time | Response 2<br>If There<br>Is<br>Free Time<br>Available | Response 3<br>Other | Response 4<br>Combina-<br>tion of<br>Responses<br>1 and 2 | Response 5<br>Combina-<br>tion of<br>Responses<br>1, 2, 3 | Response 6<br>Combina-<br>tion of<br>Responses<br>1 and 3 | Response 7<br>Combina-<br>tion of<br>Responses<br>2 and 3 | Total |
|-------------------|--|--|---------------------|---|---|---|---|-------|
| Metropolitan Core | 51   | 23   | 5                   | 6   | 0   | 0   | 0   | 85    |
| Urban Fringe      | 45   | 7  | 6                   | 11  | 1   | 3   | 1   | 74    |
| Rural             | 41   | 16   | 8                   | 15  | 3   | 2   | 0   | 85    |
| Total             | 137  | 46   | 19                  | 32  | 4   | 5   | 1   | 244   |

Chi-square = 21.346 with 12 degrees of freedom. This statistic is not significant at the .01 level; therefore, this study fails to reject the statistical hypothesis.

Hypothesis XXII was designed to determine if there is a relationship between the type of community in which a teacher teaches and the occasion for reading trade books to students. This hypothesis was tested and the findings are as follow:

The chi-square for Hypothesis XXII was not significant. Because of this, the study concludes that teachers in all selected community types tend to read trade books to their students on similar occasions.

Table 23. Differences among responses of teachers, by community types, in regard to the frequency of allowance of time for independent reading activities.

H<sub>0</sub>: There is no relationship between the type of community in which a teacher teaches and the frequency of allowance of time for independent reading activities.

| Community Type    | Response 1 | Response 2        | Response 3         | Response 4   | Response 5  | Response 6 | Total |
|-------------------|------------|-------------------|--------------------|--------------|-------------|------------|-------|
|                   | Daily      | Four Times a Week | Three Times a Week | Twice a Week | Once a Week | Never      |       |
| Metropolitan Core | 50         | 6                 | 9                  | 9            | 11          | 1          | 86    |
| Urban Fringe      | 49         | 1                 | 4                  | 15           | 5           | 1          | 75    |
| Rural             | 50         | 2                 | 6                  | 11           | 14          | 2          | 85    |
| Total             | 149        | 9                 | 19                 | 35           | 30          | 4          | 246   |

Chi-square = 12.260 with 10 degrees of freedom. This statistic is not significant at the .01 level; therefore, this study fails to reject the statistical hypothesis.



Hypothesis XXIII was designed to determine if there is a relationship between the type of community in which a teacher teaches and the frequency of allowance of time for independent reading activities by students. This hypothesis was tested and the findings are as follows:

The chi-square for Hypothesis XXIII was not significant. Because of this, the study concludes that teachers in all selected community types tend to allow time for independent reading activities with similar frequency.

Table 24. Differences among responses of teachers, by community types, in regard to the occasion for allowance of time for independent reading activities.

H<sub>0</sub>: There is no relationship between the type of community in which a teacher teaches and the occasion for allowance of time for independent reading activities.

| Community Type    | Response 1<br>When Assigned Work is Completed | Response 2<br>At a Regularly Scheduled Time | Response 3<br>When Students Feel it is Appropriate | Response 4<br>Other | Response 5<br>Combination of Responses 1 and 2 | Response 6<br>Combination of Responses 1 and 3 | Response 7<br>Combination of Responses 1, 2, 3 | Total |
|-------------------|---|---|--|---------------------|--|--|--|-------|
| Metropolitan Core | 32  | 16  | 3  | 3                   | 20   | 4  | 5  | 83    |
| Urban Fringe      | 28  | 17  | 3  | 2                   | 15   | 2  | 2  | 69    |
| Rural             | 33  | 13  | 2  | 2                   | 17   | 4  | 6  | 77    |
| Total             | 93  | 46  | 8  | 7                   | 52   | 10   | 13   | 229   |

Chi-square = 3.958 with 12 degrees of freedom. This statistic is not significant at the .01 level; therefore, this study fails to reject the statistical hypothesis.

Hypothesis XXIV was designed to determine if there is a relationship between the type of community in which a teacher teaches and the occasion for allowance of time for independent reading activities. This hypothesis was tested and the findings are as follows:

The chi-square for Hypothesis XXIV was not significant. Because of this, the study concludes that teachers in all selected community types tend to allow time for independent reading activities by students on similar occasions.

Table 25. Differences among responses of teachers, by community types, in regard to the frequency of response by students to independent reading activities by use of written reports.

Ho: There is no relationship between the type of community in which a teacher teaches and the frequency of response by students to independent reading activities by use of written reports.

| Community Type    | Response 1 | Response 2           | Response 3    | Response 4          | Response 5  | Response 6            | Total |
|-------------------|------------|----------------------|---------------|---------------------|-------------|-----------------------|-------|
|                   | Never      | Once a Month or Less | Twice a Month | Three Times a Month | Once a Week | More Than Once a Week |       |
| Metropolitan Core | 48         | 17                   | 5             | 1                   | 8           | 3                     | 82    |
| Urban Fringe      | 43         | 15                   | 4             | 3                   | 4           | 4                     | 73    |
| Rural             | 46         | 25                   | 3             | 2                   | 5           | 2                     | 83    |
| Total             | 137        | 57                   | 12            | 6                   | 17          | 9                     | 238   |

Chi-square = 6.145 with 10 degrees of freedom. This statistic is not significant at the .01 level; therefore, this study fails to reject the statistical hypothesis.

Hypothesis XXV was designed to determine if there is a relationship between the type of community in which a teacher teaches and the frequency of response by students to independent reading activities by use of written reports. This hypothesis was tested and the findings are as follow:

The chi-square for Hypothesis XXV was not significant. Because of this, the study concludes that teachers in all selected community types tend to provide opportunities for students to respond to independent reading activities by use of written reports with similar frequency.

Table 26. Differences among responses of teachers, by community types, in regard to the frequency of response by students to independent reading activities by use of a combination of written and oral reports.

Ho: There is no relationship between the type of community in which a teacher teaches and the frequency of response by students to independent reading activities by use of a combination of written and oral reports.

| Community Type    | Response 1<br>Never | Response 2<br>Once a Month<br>or Less | Response 3<br>Twice a Month | Response 4<br>Three Times a Month | Response 5<br>Once a Week | Response 6<br>More Than Once a Week | Total |
|-------------------|---------------------|---------------------------------------|-----------------------------|-----------------------------------|---------------------------|-------------------------------------|-------|
| Metropolitan Core | 50                  | 19                                    | 2                           | 1                                 | 8                         | 2                                   | 82    |
| Urban Fringe      | 33                  | 21                                    | 7                           | 4                                 | 4                         | 4                                   | 73    |
| Rural             | 41                  | 26                                    | 3                           | 3                                 | 7                         | 3                                   | 83    |
| Total             | 124                 | 66                                    | 12                          | 8                                 | 19                        | 9                                   | 238   |

Chi-square = 11.463 with 10 degrees of freedom. This statistic is not significant at the .01 level; therefore, this study fails to reject the statistical hypothesis.

Hypothesis XXVI was designed to determine if there is a relationship between the type of community in which a teacher teaches and the frequency of response by students to independent reading activities by use of a combination of written and oral reports. This hypothesis was tested and the findings are as follow:

The chi-square for Hypothesis XXVI was not significant. Because of this, the study concludes that teachers in all selected community types tend to provide opportunities for students to respond to independent reading activities by use of written and oral reports with similar frequency.

Table 27. Differences among responses of teachers, by community types, in regard to the frequency of response by students to independent reading activities by use of oral reports.

Ho: There is no relationship between the type of community in which a teacher teaches and the frequency of response by students to independent reading activities by use of oral reports.

| Community Type    | Response 1 | Response 2           | Response 3    | Response 4          | Response 5  | Response 6            | Total |
|-------------------|------------|----------------------|---------------|---------------------|-------------|-----------------------|-------|
|                   | Never      | Once a Month or Less | Twice a Month | Three Times a Month | Once a Week | More Than Once a Week |       |
| Metropolitan Core | 38         | 19                   | 10            | 2                   | 9           | 4                     | 82    |
| Urban Fringe      | 28         | 20                   | 7             | 4                   | 9           | 5                     | 73    |
| Rural             | 40         | 18                   | 12            | 1                   | 10          | 2                     | 83    |
| Total             | 106        | 57                   | 29            | 7                   | 28          | 11                    | 238   |

66

Chi-square = 6.515 with 10 degrees of freedom. This statistic is not significant at the .01 level; therefore, this study fails to reject the statistical hypothesis.



Hypothesis XXVII was designed to determine if there is a relationship between the type of community in which a teacher teaches and the frequency of responses by students to independent reading activities by use of oral reports. This hypothesis was tested and the findings are as follow:

The chi-square for Hypothesis XXVII was not significant. Because of this, the study concludes that teachers in all selected community types tend to provide opportunities for students to respond to independent reading activities by use of oral reports with similar frequency.

Table 28. Differences among responses of teachers, by community types, in regard to the frequency of response by students to independent reading activities by use of small group discussions.

Ho: There is no relationship between the type of community in which a teacher teaches and the frequency of response by students to independent reading activities by use of small group discussions.

| Community Type    | Response 1<br>Never | Response 2<br>Once a Month<br>or Less | Response 3<br>Twice a Month | Response 4<br>Three Times a Month | Response 5<br>Once a Week | Response 6<br>More Than Once a Week | Total |
|-------------------|---------------------|---------------------------------------|-----------------------------|-----------------------------------|---------------------------|-------------------------------------|-------|
| Metropolitan Core | 41                  | 5                                     | 7                           | 1                                 | 15                        | 13                                  | 82    |
| Urban Fringe      | 29                  | 12                                    | 5                           | 3                                 | 10                        | 14                                  | 73    |
| Rural             | 40                  | 13                                    | 5                           | 4                                 | 12                        | 9                                   | 83    |
| Total             | 110                 | 30                                    | 17                          | 8                                 | 37                        | 36                                  | 238   |

Chi-square = 9.803 with 10 degrees of freedom. This statistic is not significant at the .01 level; therefore, this study fails to reject the statistical hypothesis.

Hypothesis XXVIII was designed to determine if there is a relationship between the type of community in which a teacher teaches and the frequency of response by students to independent reading activities by use of small group discussions. This hypothesis was tested and the findings are as follow:

The chi-square for Hypothesis XXVIII was not significant. Because of this, the study concludes that teachers in all selected community types tend to provide opportunities for students to respond to independent reading activities by use of small group discussions with similar frequency.

Table 29. Differences among responses of teachers, by community types, in regard to the frequency of response by students to independent reading activities by use of art expressions such as illustrations.

Ho: There is no relationship between the type of community in which a teacher teaches and the frequency of response by students to independent reading activities by use of art expressions such as illustrations.

| Community Type    | Response 1<br>Never | Response 2<br>Once a Month<br>or Less | Response 3<br>Twice a Month | Response 4<br>Three Times a Month | Response 5<br>Once a Week | Response 6<br>More Than Once a Week | Total |
|-------------------|---------------------|---------------------------------------|-----------------------------|-----------------------------------|---------------------------|-------------------------------------|-------|
| Metropolitan Core | 13                  | 22                                    | 8                           | 7                                 | 19                        | 13                                  | 82    |
| Urban Fringe      | 12                  | 19                                    | 13                          | 4                                 | 10                        | 15                                  | 73    |
| Rural             | 14                  | 20                                    | 12                          | 10                                | 18                        | 9                                   | 83    |
| Total             | 39                  | 61                                    | 33                          | 21                                | 47                        | 37                                  | 238   |

Chi-square = 8.260 with 10 degrees of freedom. This statistic is not significant at the .01 level; therefore, this study fails to reject the statistical hypothesis.

Hypothesis XXIX was designed to determine if there is a relationship between the type of community in which a teacher teaches and the frequency of response by students to independent reading activities by use of art expressions such as illustrations. This hypothesis was tested and the findings are as follow:

The chi-square for Hypothesis XXIX was not significant. Because of this, the study concludes that teachers in all selected community types tend to provide opportunities for students to respond to independent reading activities by use of art expressions such as illustrations with similar frequency.

Table 30. Differences among responses of teachers, by community types, in regard to the frequency of response by students to independent reading activities by use of dramatics.

Ho: There is no relationship between the type of community in which a teacher teaches and the frequency of response by students to independent reading activities by use of dramatics.

| Community Type    | Response 1 | Response 2           | Response 3    | Response 4          | Response 5  | Response 6            | Total |
|-------------------|------------|----------------------|---------------|---------------------|-------------|-----------------------|-------|
|                   | Never      | Once a Month or Less | Twice a Month | Three Times a Month | Once a Week | More Than Once a Week |       |
| Metropolitan Core | 24         | 28                   | 4             | 8                   | 7           | 11                    | 82    |
| Urban Fringe      | 19         | 36                   | 5             | 3                   | 7           | 3                     | 73    |
| Rural             | 32         | 30                   | 7             | 4                   | 6           | 4                     | 83    |
| Total             | 75         | 94                   | 16            | 15                  | 20          | 18                    | 238   |

Chi-square = 13.873 with 10 degrees of freedom. This statistic is not significant at the .01 level; therefore, this study fails to reject the statistical hypothesis.

Hypothesis XXX was designed to determine if there is a relationship between the type of community in which a teacher teaches and the frequency of response by students to independent reading activities by use of dramatics. This hypothesis was tested and the findings are as follow:

The chi-square for Hypothesis XXX was not significant. Because of this, the study concludes that teachers in all selected community types tend to provide opportunities for students to respond to independent reading activities by use of dramatics with similar frequency.

Table 31. Differences among responses of teachers in regard to actual frequency and ideal frequency of reading of trade books to students.

Ho: There is no relationship between the actual frequency of reading of trade books to students and the frequency of reading trade books that teachers feel is ideal.

| Ideal<br>Frequency    | Ideal Frequency |                   |                    |              |             | Total |
|-----------------------|-----------------|-------------------|--------------------|--------------|-------------|-------|
|                       | Daily           | Four Times a Week | Three Times a Week | Twice a Week | Once a Week |       |
| Daily                 | 132             | 3                 | 0                  | 0            | 0           | 135   |
| Four Times a Week     | 34              | 2                 | 0                  | 0            | 0           | 36    |
| Three Times a Week    | 16              | 0                 | 4                  | 1            | 0           | 21    |
| Twice a Week          | 16              | 1                 | 2                  | 4            | 0           | 23    |
| Once a Week           | 4               | 1                 | 1                  | 0            | 4           | 10    |
| Less Than Once a Week | 11              | 0                 | 1                  | 1            | 2           | 15    |
| Never                 | 3               | 0                 | 0                  | 1            | 0           | 4     |
| Total                 | 216             | 7                 | 8                  | 7            | 6           | 244   |

Chi-square = 135.558 with 24 degrees of freedom. This statistic is significant at the .01 level; therefore, this study rejects the statistical hypothesis.



Hypothesis XXXI was designed to determine if there is a relationship between the actual frequency of reading books to students and the frequency of reading of trade books that teachers feel is ideal. This hypothesis was tested and the findings are as follow:

The chi-square for Hypothesis XXXI was significant; therefore, the alternate hypothesis is accepted:

There is a relationship between the actual frequency of reading of trade books to students and the frequency of reading of trade books that teachers feel is ideal.

The acceptance of this alternate hypothesis means that there is a significant difference in what teachers practice and what teachers feel is ideal in regard to the frequency of the reading of trade books to students.

Table 32. Differences among responses of teachers in regard to actual occasions and ideal occasions for reading of trade books to students.

Ho: There is no relationship between the actual occasions for reading trade books to students and the occasions for reading trade books to students that teachers feel are ideal.

| Actual Occasions                                     | Ideal Occasions                                      |  |                     |   |   |   | Total |
|--|--|--|---------------------|---|---|---|-------|
|  | Response 1<br>At a<br>Regularly<br>Scheduled<br>Time | Response 2<br>If There<br>Is<br>Free Time<br>Available | Response 3<br>Other | Response 4<br>Combina-<br>tion of<br>Responses<br>1 and 2 | Response 5<br>Combina-<br>tion of<br>Responses<br>1, 2, 3 | Response 6<br>Combina-<br>tion of<br>Responses<br>1 and 3 |       |
| Response 1<br>At a<br>Regularly<br>Scheduled<br>Time | 111  | 3  | 7                   | 14  | 1   | 1   | 137   |
| Response 2<br>If There is<br>Free Time<br>Available  | 33   | 9  | 1                   | 1   | 0   | 0   | 44    |
| Response 3<br>Other                                  | 8  | 1  | 2                   | 2   | 0   | 0   | 13    |

|  |     |    |    |    |   |   |     |
|--|-----|----|----|----|---|---|-----|
| Response 4<br>Combination<br>of Responses<br>1 and 2 | 14  | 0  | 3  | 12 | 0 | 3 | 32  |
| Response 5<br>Combination<br>of Responses<br>1, 2, 3 | 2   | 0  | 0  | 1  | 1 | 0 | 4   |
| Response 6<br>Combination<br>of Responses<br>1 and 3 | 3   | 0  | 0  | 0  | 0 | 2 | 5   |
| Total  | 171 | 13 | 19 | 30 | 2 | 6 | 241 |

---

Chi-square = 152.641 with 30 degrees of freedom. This statistic is significant at the .01 level; therefore, this study rejects the statistical hypothesis.

Hypothesis XXXII was designed to determine if there is a relationship between the actual occasions for reading trade books to students and the occasions for reading trade books to students that teachers feel are ideal. This hypothesis was tested and the findings are as follow:

The chi-square for Hypothesis XXXII was significant; therefore, the alternate hypothesis is accepted:

There is a relationship between the actual occasions for reading trade books to students and the occasions for reading trade books to students that teachers feel are ideal.

The acceptance of this alternate hypothesis means that there is a significant difference in what teachers practice and what teachers feel is ideal in regard to the occasions for reading trade books to students.

Table 33. Differences among responses of teachers in regard to actual frequency of allowance of time for independent reading activities and ideal frequency of allowance of time for independent reading activities.

Ho: There is no relationship between the actual frequency of allowance of time for independent reading activities and the frequency of allowance of time for independent reading activities that teachers feel is ideal.

| Actual Frequency   | Ideal Frequency of Allowance of Time for Independent Reading Activities |                   |                    |              |             |       | Total |
|--------------------|---|-------------------|--------------------|--------------|-------------|-------|-------|
|                    | Daily   | Four Times a Week | Three Times a Week | Twice a Week | Once a Week | Never |       |
| Daily              | 131   | 1                 | 5                  | 7            | 3           | 0     | 147   |
| Four Times a Week  | 7   | 1                 | 1                  | 0            | 0           | 0     | 9     |
| Three Times a Week | 12  | 1                 | 4                  | 2            | 0           | 0     | 19    |
| Twice a Week       | 22  | 2                 | 6                  | 4            | 1           | 0     | 35    |
| Once a Week        | 17  | 0                 | 3                  | 6            | 3           | 1     | 30    |
| Never              | 4   | 0                 | 0                  | 0            | 0           | 0     | 4     |
| Total              | 193   | 5                 | 19                 | 19           | 7           | 1     | 244   |

Chi-square = 50.147 with 25 degrees of freedom. This statistic is significant at the .01 level; therefore, this study rejects the statistical hypothesis.

Hypothesis XXXIII was designed to determine if there is a relationship between the actual frequency of allowance of time for independent reading activities that teachers feel is ideal. The hypothesis was tested and the findings are as follow:

The chi-square for Hypothesis XXXIII was significant; therefore, the alternate hypothesis is accepted:

There is a relationship between the actual frequency of allowance of time for independent reading activities that teachers feel is ideal.

The acceptance of this alternate hypothesis means that there is a significant difference in what teachers practice and what teachers feel is ideal in regard to the frequency of allowance of time for independent reading activities.

Table 34. Differences among responses of teachers in regard to actual occasions for allowance time for independent reading activities and ideal occasions for allowance of time for independent reading activities.

Ho: There is no relationship between the actual occasions for allowance of time for independent reading activities and the occasions for allowance of time for independent reading activities that teachers feel are ideal.

| Actual Occasions                | Ideal Occasions for Allowance of Time for Independent Reading Activities |                               |                                      |            |                                       |                                       |                                       | Total |
|---------------------------------|--|-------------------------------|--------------------------------------|------------|---------------------------------------|---------------------------------------|---------------------------------------|-------|
|                                 | Response 1   | Response 2                    | Response 3                           | Response 4 | Response 5                            | Response 6                            | Response 7                            |       |
|                                 | When Assigned Work is Completed  | At a Regularly Scheduled Time | When Students feel it is Appropriate | Other      | Combina-<br>tion of Responses 1 and 2 | Combina-<br>tion of Responses 1 and 3 | Combina-<br>tion of Responses 1, 2, 3 |       |
| When Assigned Work is Completed | 32   | 21                            | 18                                   | 2          | 9                                     | 3                                     | 4                                     | 89    |
| At a Regularly Scheduled Time   | 0  | 32                            | 5                                    | 1          | 2                                     | 0                                     | 4                                     | 44    |

|  |    |    |    |   |    |    |    |     |
|--|----|----|----|---|----|----|----|-----|
| Appropriate                            | 3  | 1  | 4  | 0 | 0  | 0  | 0  | 8   |
| Other                                  | 1  | 2  | 1  | 0 | 2  | 0  | 0  | 6   |
| Combination<br>of Responses<br>1 and 2 | 2  | 13 | 4  | 0 | 22 | 3  | 3  | 47  |
| Combination<br>of Responses<br>1 and 3 | 1  | 0  | 1  | 0 | 0  | 6  | 1  | 9   |
| Combination<br>of Responses<br>1, 2, 3 | 0  | 0  | 2  | 0 | 1  | 2  | 7  | 12  |
| Total                                  | 39 | 69 | 35 | 3 | 36 | 14 | 19 | 215 |

---

Chi-square = 205.871 with 36 degrees of freedom. This statistic is significant at the .01 level; therefore, this study rejects the statistical hypothesis.



Hypothesis XXXIV was designed to determine if there is a relationship between the actual occasions for allowance of time for independent reading activities and the occasions for allowance of time for independent reading activities that teachers feel are ideal. This hypothesis was tested and the findings are as follow:

The chi-square for Hypothesis XXXIV was significant; therefore, the alternate hypothesis is accepted:

There is a relationship between the actual occasions for allowance of time for independent reading activities and the occasions for allowance of time for independent reading activities that teachers feel are ideal.

The acceptance of this alternate hypothesis means that there is a significant difference in what teachers practice and what teachers feel is ideal in regard to the occasions for allowance of time for independent reading activities.

In addition to the preceding data, the study reports raw frequency and percentages in the following areas:

Table 35. Responses to the sentence completion statement: Calendar year during which last course in children's literature was taken.

| Year                | 1974 | 1973 | 1972 | 1971  | 1970 | 1969 | 1968 |
|---------------------|------|------|------|-------|------|------|------|
| Number of Responses | 20   | 14   | 13   | 21    | 19   | 21   | 19   |
| Percentage of Total | 8.8  | 6.1  | 5.8  | 9.3   | 8.4  | 9.3  | 8.4  |
| -----               |      |      |      |       |      |      |      |
| Year                | 1967 | 1966 | 1965 | 1964  | 1963 | 1962 | 1961 |
| Number of Responses | 16   | 8    | 5    | 11    | 7    | 8    | 2    |
| Percentage of Total | 7.0  | 3.5  | 2.2  | 4.9   | 3.0  | 3.5  | .8   |
| -----               |      |      |      |       |      |      |      |
| Year                | 1960 | 1959 | 1958 | 1957  | 1956 | 1955 | 1954 |
| Number of Responses | 5    | 5    | 4    | 3     | 3    | 4    | 5    |
| Percentage of Total | 2.2  | 2.2  | 1.8  | 1.3   | 1.3  | 1.8  | 2.2  |
| -----               |      |      |      |       |      |      |      |
| Year                | 1953 | 1952 | 1951 | 1950  | 1949 | 1948 | 1947 |
| Number of Responses | 2    | 1    | 1    | 1     | 1    | 2    | 1    |
| Percentage of Total | .8   | .4   | .4   | .4    | .4   | .8   | .4   |
| -----               |      |      |      |       |      |      |      |
| Year                | 1946 | 1943 | 1941 | Total |      |      |      |
| Number of Responses | 1    | 2    | 1    | 226   |      |      |      |
| Percentage of Total | .4   | .8   | .4   | 99    |      |      |      |

Table 36. Responses to the query: Total number of courses in children's literature taken in undergraduate school.

| Number of Courses   | 0    | 1    | 2    | 3   | 4   | 5  | 6  | Total |
|---------------------|------|------|------|-----|-----|----|----|-------|
| Number of Responses | 34   | 133  | 43   | 20  | 8   | 1  | 1  | 240   |
| Percentage of Total | 14.2 | 55.4 | 17.9 | 8.3 | 3.3 | .4 | .4 | 99.9  |

Table 37. Responses to the query: Total number of courses in children's literature taken in graduate school.

| Number of Courses   | 0    | 1    | 2   | 3   | 4  | 5  | Total |
|---------------------|------|------|-----|-----|----|----|-------|
| Number of Responses | 136  | 75   | 18  | 9   | 2  | 1  | 241   |
| Percentage of Total | 56.4 | 31.1 | 7.5 | 3.7 | .8 | .4 | 99.9  |

Table 38. Responses to the query: Number of complete books read in the past six months for your personal enjoyment or information which were not required reading for a college course.

|                     |         |       |       |       |       |     |     |
|---------------------|---------|-------|-------|-------|-------|-----|-----|
| Number of Books     | 100-200 | 50-99 | 30-49 | 20-29 | 10-19 | 9   | 8   |
| Number of Responses | 4       | 11    | 14    | 26    | 51    | 3   | 16  |
| Percentage of Total | 1.6     | 4.5   | 5.7   | 10.7  | 20.9  | 1.2 | 6.6 |
| -----               |         |       |       |       |       |     |     |
| Number of Books     | 7       | 6     | 5     | 4     | 3     | 2   | 1   |
| Number of Responses | 3       | 20    | 10    | 19    | 28    | 18  | 6   |
| Percentage of Total | 1.2     | 8.2   | 4.1   | 7.8   | 11.5  | 7.4 | 2.5 |
| -----               |         |       |       |       |       |     |     |
| Number of Books     | 0       | Total |       |       |       |     |     |
| Number of Responses | 15      | 244   |       |       |       |     |     |
| Percentage of Total | 6.1     | 100   |       |       |       |     |     |



Table 40. Responses to the query: Number of daily newspapers subscribed to.

| Number of Newspapers | 5  | 3   | 2    | 1    | 0   | Total |
|----------------------|----|-----|------|------|-----|-------|
| Number of Responses  | 1  | 7   | 66   | 150  | 23  | 247   |
| Percentage of Total  | .4 | 2.8 | 26.7 | 60.7 | 9.3 | 99.9  |

### Summary

In Chapter IV the study has presented each statistical hypothesis and the appropriate data to test each hypothesis. Also, for each table the computed chi-square and the appropriate degrees of freedom has been stated. After giving the significance level, a statement as to the rejection or non-rejection of the statistical hypothesis was made.

Hypothesis I through X attempted to determine if length of teaching experience would influence:

- A. the frequency of reading trade books to students.
- B. the occasions for reading trade books to students.
- C. the frequency of allowance of time for independent reading activities.
- D. the occasions for allowance of time for independent reading activities.
- E. the frequency of student response to independent reading activities by use of written reports.
- F. the frequency of student response to independent reading activities by use of a combination of written and oral reports.

- G. the frequency of student response to independent reading activities by use of oral reports.
- H. the frequency of student response to independent reading activities by use of small group discussions.
- I. the frequency of student response to independent reading activities by use of art expressions such as illustrations.
- J. the frequency of student response to independent reading activities by use of dramatics.

For this study teachers were grouped by experience into three groups:

- A. 1-5 years of teaching experience
- B. 6-10 years of teaching experience
- C. 11 or more years of teaching experience

The statistics for these hypotheses were not found to be significant; therefore, the study concluded that the amount of teaching experience that teachers possess is not a significant variable in relation to the ten aforementioned items.

Hypotheses XI through XX attempted to determine if the level at which a teacher teaches was a significant variable as to the ten aforementioned items.

Teachers were grouped by levels as follows:

- A. Kindergarten teachers
- B. Teachers of grades one and two
- C. Teachers of grades three and four
- D. Teachers of grades five and six

Four of these hypotheses, XIV, XV, XVI and XVIII were found to have significant statistics. Six were not significant in relation to the ten items noted.

Hypotheses XXI through XXX attempted to determine if teachers who taught in different community types differed significantly in their responses to questions regarding the previously stated ten items. The responses were compared and not one statistic for these hypotheses was found to be significant. The study, therefore, concluded that the community in which a teacher teaches is not a significant variable concerning the items referred to previously.

Hypotheses XXXI through XXXIV attempted to determine if there is a relationship between what teachers actually practice in the classroom in regard to children's literature and what they think is ideal in regard to the teaching of children's literature. Practice and the ideal were compared in the following areas:

- A. the frequency of reading trade books to students.
- B. the occasions for reading trade books to students.
- C. the frequency of allowance of time for independent reading activities.
- D. the occasions for allowance of time for independent reading activities.

The responses of teachers were compared and all four of the statistics were found to be significant. The study, therefore, concluded that what teachers did in their classrooms regarding children's literature differed significantly from what these same teachers felt was ideal in the teaching of children's literature.

Hypotheses XXXI and XXXIII dealt in quantitative terms with regard to the frequency of reading trade books to students and the frequency of the allowance of time for independent reading activities. For both of these hypotheses the study concluded that teachers tended



to favor more frequent occurrences of each of the activities as ideal but failed to accomplish these frequent occurrences in practice.

Hypotheses XXXII and XXXIV involved responses regarding the occasions for reading trade books to students and the occasions for the allowance of time for independent reading activities, respectively. The study concluded that teachers felt that ideally trade books should be read to students at a regularly scheduled time more often than is practiced. The study also concludes that most teachers would change the occasion for allowance of time for independent reading activities if they could approach what they felt to be the ideal situation.

## CHAPTER V

### SUMMARY

#### Introduction

In Chapter IV the specific data concerning each hypothesis were stated. In this chapter each hypothesis will be reviewed and the alternate hypothesis will be presented in instances where the data merits the acceptance of the alternate hypothesis.

As a test of independence, the chi-square statistic is used in this study. A significant chi-square means that there is a significant difference in the way the variables reacted to each other. A chi-square that is not significant indicates that there is no significant difference in the relationship of one variable to another.

If the chi-square is not significant, the study concludes there is little difference in responses between areas compared. In other words, the differences found are not sufficiently large enough to support the conclusion that they occurred independent of the operation of chance.

#### Discussion

The purposes of this study were to determine: (1) the general use of children's literature by teachers in teaching in selected Michigan school districts, and (2) the general attitude of these teachers

toward literature. To achieve these ends a chi-square test was used to determine the significant relationship, if any, that exists between selected variables. Only eight of the thirty-four chi-square tests were found to be significant.

The study can be divided into five different areas of interest. One would be the relationship of years of teaching experience to:

1. the frequency of reading trade books to students.
2. the occasion for reading trade books to students.
3. the frequency of allowance of time for independent reading activities.
4. the occasion for allowance of time for independent reading activities.
5. the frequency of student response to independent reading activities by use of:
  - A. written reports
  - B. a combination of written and oral reports
  - C. oral reports
  - D. small group discussions
  - E. art expressions
  - F. dramatics

In this first area of interest, years of teaching experience, not one test was found to be significant. The study sought to discover if long-term teachers would function differently in regard to children's literature than teachers who had been teachers for a shorter duration of time. According to this study, there are no significant differences in practice.

A second area of interest was the relationship of the level at which a teacher teaches and the previously mentioned variables. Of

the ten tests of relationship, four were found to be significant at the selected alpha level. This suggests that anyone attempting to consider teaching practices as to grade level in regard to children's literature might do well to recognize that in at least one study grade level was a significant variable.

It was found that in regard to the occasion for allowing time for independent reading activities, kindergarten teachers allowed time at times other than when assigned work is completed, or at a regularly scheduled time, or when the students feel it is appropriate, more often than expected. First and second grade teachers allowed time when assigned work is completed more often than expected, and fifth and sixth grade teachers tended to allow time at a regularly scheduled time more often than expected.

Another finding was that, in regard to the frequency of response by students to independent reading activities by use of written reports, fifth and sixth grade teachers tended to give opportunities for written reports more often than expected.

In the area of the frequency of response by students to independent reading activities by use of a combination of written and oral reports, it was found that lower grade teachers gave fewer opportunities and upper grade teachers gave more opportunities than expected.

Another significant finding of the study was in the area of the frequency of student responses to independent reading activities by use of small group discussions. It was found that half the kindergarten teachers surveyed used small group discussions more than once a week in their teaching.

A third area of interest in this study was the relationship of the community type to the previously mentioned variables. No tests were found to be significant. The study sought to explore whether teachers who taught in different community types taught differently. According to the findings of the study, there is no significant difference in teaching practices among community types.

This study attempted to discover if there was a difference in the practices of teachers compared to what they thought to be ideal in regard to the first four variables previously mentioned. Each of the four tests were found to be significant so one might conclude that teachers are not able to or do not perform in a manner that they feel is ideal in the area of children's literature.

The fifth area of interest deals with the percentages and raw frequencies of responses in regard to:

1. the calendar year during which the last course in children's literature was taken.
2. the number of courses in children's literature taken in undergraduate school.
3. the number of courses in children's literature taken in graduate school.
4. the number of complete books read in the past six months for personal enjoyment or information which were not required reading for a college course.
5. the number of magazines to which subscribed.
6. the number of daily newspapers to which subscribed.

The results and conclusions of this fifth area of interest have been reported. However, it is interesting to note some points. One point was that less than forty percent (38.4 percent) of the

elementary teachers responding have taken their last children's literature course in the period 1970 through 1974.

Another point worthy of note is that less than seventy percent of the teachers responding (69.6 percent) have taken no course or one course in children's literature in undergraduate school. Still more, 87.5 percent, have taken no course or one course in children's literature in graduate school.

Slightly less than forty percent (39.4 percent) of the respondents read five or fewer books in the past six months. Also interesting is the fact that 6.1 percent of the respondents read no books in that period.

More than fifty percent (50.5 percent) of the respondents subscribed to three or fewer magazines. However, over ninety percent (90.6 percent) of the respondents subscribed to at least one daily newspaper.

#### Recommendations for Future Research

In Chapter II it was suggested that the area of the teaching of children's literature has not been fully explored. Shortcomings lie in the areas of: (1) adequate assessment instruments in the field, (2) children's literature as a carefully planned developmental program, (3) current and thorough evaluations of functioning planned developmental programs in children's literature, and (4) time use studies in the teaching of children's literature. Perhaps, more research could be done in these four areas.

This study has also concluded that some comparisons of certain variables give results which state there are no relationships between these variables. Perhaps, certain of these variables should be compared with other variables which were unused in this study and a test for relationship should be used. Perhaps, among these might be the building principal's expectations in the area of children's literature, the amount of in-service training a teacher receives in the area of children's literature, the emphasis placed on children's literature instruction by the school district through its curriculum goals, and the socio-economic level of the students in a district.

If, in fact, we are to find an explanation for any differences in the treatment of children's literature in the instructional program, then we must consider other variables for analysis.

Another suggestion for further study in children's literature is the use of certain sections of this study in other school districts for the purpose of the reassessment and the improvement of children's literature curricula. This may lead to a reassessment of curriculum priorities in all curriculum areas for the purpose of avoiding overlaps and deletions.

Perhaps this study may be repeated in its entirety or in part, at a later date, for the purpose of determining if practices in and attitudes toward children's literature have changed.

### Reflections

In the experience of the writer of this dissertation, which spans sixteen years of professional involvement in education, six years

as a teacher and ten years as an elementary school principal, the need for involving children in literature experiences has been seen. In addition to practical experience, this researcher has gained many ideas from college instructors, professional reading, and the preparation of this dissertation. Recommendations which this researcher would like to make in this regard to the teaching of children's literature are as follow:

1. The teaching of children's literature should be a planned activity.
2. Children's literature should be treated as equal in importance to skills teaching in reading.
3. More courses in children's literature should be required at both the undergraduate and graduate levels in teacher training.
4. Universities and school districts should strive to improve quality in pre-service and in-service courses in children's literature.
5. Teachers should both encourage and allow more time for the act of reading by students in the school setting.

These recommendations, while based on this researcher's educational and professional experiences, are his personal opinions in regard to the improvement of the teaching of children's literature.



## APPENDIX

(Date)

(Superintendent)  
(Address)

Dear

I am an elementary school principal in the Walled Lake Consolidated School District. I am in the process of doing doctoral research in the area of children's literature at Michigan State University. I would like your assistance in this research project. It is an attempt to examine selected aspects of the teaching of children's literature in selected Michigan elementary schools. Contact will be made with approximately 600 individual teachers for the purpose of requesting that they complete a questionnaire which will determine their use of children's literature in their classrooms and also what methods and techniques they think should be included in an adequate children's literature program in elementary school.

I have chosen three metropolitan core school districts as specified by the Michigan Department of Education in their report on the Michigan Educational Assessment Programs. Likewise, I have chosen eleven urban fringe area school districts and fourteen rural school districts as designated in that 1972 report.

In order to do the research a list of all present elementary classroom teachers in your district is needed. Let me assure you these names will not be used in any way other than obtaining this information from teachers. I am in no way connected with nor interested in any private enterprise which will contact these teachers. I would like, if possible, the names of these teachers and preferably their home addresses. If you choose not to send home addresses it will be understood and contact will be made through your school district mail.

The teachers will be randomly sampled and will not be identified by name in the study.

If you have any questions concerning the study or would like a summary of the results of the study please contact me at the school at 1-313-624-2871. Thank you.

Sincerely,

D. Bruce Moody, Principal  
Loon Lake-Twin Sun Schools  
P.O. Box  
Walled Lake, Michigan 48088

Home Address-  
1075 Queens Court  
Milford, Michigan 48042

(Date)

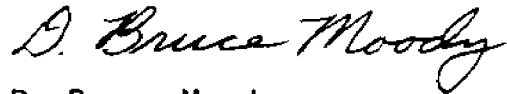
(Superintendent)  
(Address)

Dear

Late last school year you received the attached letter requesting your cooperation in my dissertation study. You complied and furnished me with a copy of your teacher directory. Under separate cover you will receive a package consisting of individual packets for those teachers who were selected from your district. Each packet contains a questionnaire and a stamped, self-addressed envelope. It would be much appreciated if these packets could be distributed by means of your district mail system.

Thank you sincerely for your cooperation. If you have any questions please call or write.

Sincerely,

A handwritten signature in cursive script that reads "D. Bruce Moody". The signature is written in dark ink and is positioned above the typed name.

D. Bruce Moody

Dear Elementary Teacher:

I am a graduate student of Michigan State University and am in the process of doing doctoral research in the area of children's literature. I have been an educator for fourteen years and am currently employed by Walled Lake Schools.

Please assist me in a study that has great implications for the teaching of and learning by children.

You have been selected to be included in a study to examine the various approaches to the teaching of children's literature by elementary teachers. Also, an attempt will be made to determine the methods and techniques that teachers think should be included in an adequate children's literature program in the elementary curriculum.

Before completing the questionnaire please note these points:

1. Do not place your name anywhere on this questionnaire.
2. Do each section completely before going on to the next section.
3. Complete the questionnaire at your earliest convenience.
4. Return the questionnaire in the self-addressed, stamped envelope provided.

Thank you. Your co-operation is sincerely appreciated.

Sincerely,



Bruce Moody  
1075 Queens Court  
Milford, Michigan 48042

Dear Elementary Teacher:

Let me reintroduce myself. I am a graduate student of Michigan State University and am in the process of doing doctoral research in the area of children's literature. I have been an educator for fourteen years and am currently employed by Walled Lake Schools.

In November you received a letter from me with a questionnaire attached. Enclosed was a stamped, self-addressed envelope. The letter explained that the questionnaire was sent to gain information about the various approaches to the teaching of children's literature by elementary teachers. Also, it explained an attempt will be made to determine the methods and techniques that teachers think should be included in an adequate children's literature program in the elementary curriculum.

Of the 372 educators asked to respond, 192 have responded. However, if you have failed to respond the study is not as complete as it should be. If this is the case, would you please take a few moments to fill out the questionnaire and return it? Another questionnaire and stamped, self-addressed envelope is enclosed for your convenience.

Before completing the questionnaire please note these points:

1. Do not place your name anywhere on this questionnaire.
2. Do each section completely before going on to the next section.
3. Complete the questionnaire at your earliest convenience.
4. Return the questionnaire in the self-addressed, stamped envelope provided.

Thank you. Your co-operation is sincerely appreciated.

Sincerely,



Bruce Moody  
1075 Queens Court  
Milford, Michigan 48042

## QUESTIONNAIRE

## SECTION I

## PERSONAL INFORMATION

Place an X in the appropriate box-

Male ..... ☐

Female ..... ☐

Fill in the appropriate responses-

School District \_\_\_\_\_

School \_\_\_\_\_

Years of experience in teaching at end of 1973-74 school year \_\_\_\_\_

Grade taught during the 1973-74 school year (if multi-level classroom, note grade at which most students were placed)... \_\_\_\_\_

Calendar year during which last course in children's literature was taken ..... \_\_\_\_\_

Total number of courses in children's literature taken in undergraduate school ..... \_\_\_\_\_

Total number of courses in children's literature taken in graduate school ..... \_\_\_\_\_

Number of complete books read in the past six months for your personal enjoyment or information which were not required reading for a college course ..... \_\_\_\_\_

Number of magazines subscribed to ..... \_\_\_\_\_

Number of daily newspapers subscribed to ..... \_\_\_\_\_

## QUESTIONNAIRE

## SECTION II

In this study, trade books are defined as those books that are not a part of a graded or developmental series. In general, they can be considered as "library books".

Responses - (please answer for only 1973-74 school year)

1. I read trade books to by students:      Daily ..... ☐  
Four times a week ... ☐  
Three times a week ... ☐  
Twice a week ..... ☐  
Once a week ..... ☐  
Less than once a week. ☐  
Never ..... ☐
2. I read trade books to my students:      At a regularly  
scheduled time ..... ☐  
If there is free  
time available ..... ☐  
Other (explain) ..... ☐  
\_\_\_\_\_  
\_\_\_\_\_
3. My students are allowed time for independent reading activities  
such as free reading time, small group discussions of trade  
books, opportunities to do art projects related to children's  
literature, etc.:  
Daily ..... ☐  
Four times a week .... ☐  
Three times a week ... ☐  
Twice a week ..... ☐  
Once a week ..... ☐  
Less than once a week ☐  
Never ..... ☐

4. My students are allowed time for independent reading activities such as any of the following: free reading time, small group discussions of trade books, opportunities to do art projects related to children's literature, etc.:

When their assigned work  
is completed ..... ☐

At a regularly scheduled time . ☐

When students feel it is  
appropriate ..... ☐

Other (explain) \_\_\_\_\_ ☐

5. Responses by students to independent reading activities involving children's literature are handled in the following ways in my classroom: (check as many as are appropriate)

Below check the frequency of each  
for an average student

|   | Never | Once<br>a<br>month<br>or<br>less | Twice<br>a<br>month | Three<br>times<br>a<br>month | Once<br>a<br>week | More<br>than<br>once<br>a<br>week |
|---|-------|----------------------------------|---------------------|------------------------------|-------------------|-----------------------------------|
| Written reports (only) .... <input type="checkbox"/>                            | _____ | _____                            | _____               | _____                        | _____             | _____                             |
| Written and oral reports<br>(combination) ..... <input type="checkbox"/>        | _____ | _____                            | _____               | _____                        | _____             | _____                             |
| Oral reports ..... <input type="checkbox"/>                                     | _____ | _____                            | _____               | _____                        | _____             | _____                             |
| Small group discussion .... <input type="checkbox"/>                            | _____ | _____                            | _____               | _____                        | _____             | _____                             |
| Art expression of response<br>(illustrations, etc.) .. <input type="checkbox"/> | _____ | _____                            | _____               | _____                        | _____             | _____                             |
| Dramatics ..... <input type="checkbox"/>  | _____ | _____                            | _____               | _____                        | _____             | _____                             |
| Other (explain) _____ <input type="checkbox"/>                                  | _____ | _____                            | _____               | _____                        | _____             | _____                             |
| _____   | _____ | _____                            | _____               | _____                        | _____             | _____                             |



## QUESTIONNAIRE

## SECTION III

In this study, trade books are defined as those books that are not a part of a graded or developmental series. In general, they can be considered as "library books".

General responses - (please answer using your best judgment)

1. Ideally, trade books should be read to students:

Daily ..... ☐

Four times a week ... ☐

Three times a week .. ☐

Twice a week ..... ☐

Once a week ..... ☐

Less than once a week ☐

Never ..... ☐

2. Ideally, trade books should be read to students:

At a regularly  
scheduled time ..... ☐

If there is free  
time available ..... ☐

Other (explain) ..... ☐

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3. Ideally, students should be allowed time for independent reading activities such as free reading time, small group discussions of trade books, opportunities to do art projects related to children's literature, etc.:

Daily ..... ☐

Four times a week ... ☐

Three times a week .. ☐

Twice a week ..... ☐

Once a week ..... ☐

Less than once a week ☐

Never ..... ☐

4. Ideally, students should be allowed time for independent reading activities such as free reading time, small group discussions of trade books, opportunities to do art projects related to children's literature, etc.:

When their assigned work  
is completed ..... ☐

At a regularly scheduled time .. ☐

When students feel it is  
appropriate ..... ☐

Other (explain) \_\_\_\_\_ ☐

5. Ideally, responses by students to independent reading activities involving children's literature should be handled in the following ways: (check as many as you think appropriate)

Below check the frequency of each  
for an average student

|   | Never | Once<br>a<br>month<br>or<br>less | Twice<br>a<br>month | Three<br>times<br>a<br>month | Once<br>a<br>week | More<br>than<br>once<br>a<br>week |
|---|-------|----------------------------------|---------------------|------------------------------|-------------------|-----------------------------------|
| Written reports (only) .... <input type="checkbox"/>                            | _____ | _____                            | _____               | _____                        | _____             | _____                             |
| Written and oral reports<br>(combination) ..... <input type="checkbox"/>        | _____ | _____                            | _____               | _____                        | _____             | _____                             |
| Oral reports ..... <input type="checkbox"/>                                     | _____ | _____                            | _____               | _____                        | _____             | _____                             |
| Small group discussion .... <input type="checkbox"/>                            | _____ | _____                            | _____               | _____                        | _____             | _____                             |
| Art expression of response<br>(illustrations, etc.) .. <input type="checkbox"/> | _____ | _____                            | _____               | _____                        | _____             | _____                             |
| Dramatics ..... <input type="checkbox"/>  | _____ | _____                            | _____               | _____                        | _____             | _____                             |
| Other (explain) _____ <input type="checkbox"/>                                  | _____ | _____                            | _____               | _____                        | _____             | _____                             |

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