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READING ABILITIES AS A FACTOR IN STUDENT USE
OF A JUNIOR HIGH SCHOOL GUIDANCE CENTER

by

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A professional paper submitted to the Graduate Faculty in
partial fulfillment of the requirements for the degree

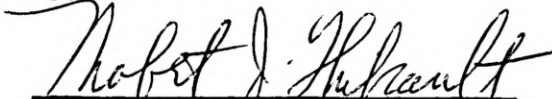
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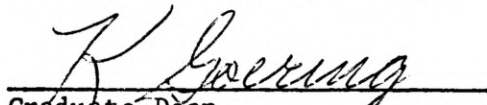
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ABSTRACT

The purpose of this investigation was to examine high reading ability as a factor in the frequency and purposes of ninth grade student visits to a junior high school guidance center.

Literature regarding bibliotherapy, developmental tasks, and children's literature was reviewed. An attempt was made to show the interrelatedness of these fields.

A null hypothesis that ninth grade students of high reading ability and ninth grade students of average to below average reading ability pay the same number of visits to the school guidance center was tested at the .05 level of significance and was rejected. The investigation showed that ninth grade students of high reading ability pay significantly fewer visits to the school guidance center than do students of average to below average abilities. No significant differences in purposes for ninth grade student visits to the guidance center were found.

Findings of the investigation appeared to substantiate theories of writers in the areas of bibliotherapy and children's literature that the reading process influences personality development. It also tended to substantiate personality development. It also tended to substantiate the theories of developmentalists that scheduled task accomplishment is necessary for development without conflict.

Frequency of ninth grade student visits to a junior high school guidance center, as a reflection of overt conflict situations, were shown to be significantly fewer among students of high reading ability. From the investigation, it was concluded that the reading process is a factor in the development of the adolescent.

Chapter 1

READING ABILITIES AS A FACTOR IN STUDENT USE OF A JUNIOR HIGH SCHOOL GUIDANCE CENTER

Book lovers have long known that books offer the reader more than information or, in the case of literature, culture. A basic assumption among educators has been that morals, attitudes, and behavior may be changed or strengthened by the printed word. When a reader has encountered his situation, his problems, or his feelings in print, the reading process itself may have produced a release from tension and greater self-knowledge. Paul Witty (1950:494) emphasized that the reading process has been of as great an importance to educators as reading skills when he pointed out, "Increasingly, writers of the professional literature of education have stressed the contribution of reading to personality development and individual happiness." Drawing on his experiences at Northwestern University where he directed the Psycho-Educational Clinic, Witty was an early advocate of planned reading experiences in accord with learners' developmental needs and the developmental tasks introduced into education by Havighurst.

This investigation was undertaken to see if the reading level of junior high school students influenced their use of the school guidance center. Following the reasoning of Witty and the developmental task theory of Havighurst, above average readers may be presumed to go through the period of early adolescence with fewer conflicts than average or below average readers, because they read more books more

often and gain more from their reading.

STATEMENT OF THE PROBLEM

The problem of this study was to investigate the frequency and purpose of visits to the guidance center by two groups of ninth grade students, classified according to level of reading ability, at Redwood Junior High School, Napa, California, during the 1972-73 school year.

NEED FOR THE STUDY

Leona Tyler has indicated that, "Most of the research designed to find out what sorts of people use counseling services when they are available has been carried on in college and university settings (1969: 16). The body of literature which has dealt with counselee characteristics at the junior high school level has tended to be general in nature, listing characteristics of youth aged eleven to thirteen. Reading, as a factor in student adjustment, has been dealt with in a large body of studies which have tended to focus on elementary level students. However, these studies have concentrated on the emotional problems which have grown out of failure to learn to read and subsequent school failure. This investigation was undertaken primarily to see if high reading ability influenced the frequency with which students of junior high school age voluntarily used the school guidance center or

were referred there by others. This was important to unify and affirm the theories of developmentalists that successful task mastery at each stage of development has smoothed the way for continuing task mastery at succeeding stages of development and the theories of writers in the areas of children's literature and bibliotherapy who suggest that the reading process enhances development.

GENERAL QUESTIONS TO BE ANSWERED

If the theories above were correct, it was hypothesized by the investigator that high ability readers would have fewer problems during the junior high school years as reflected in the frequency and purposes of visits to the school guidance center.

A secondary purpose of this investigation was to draw inferences regarding the usefulness of bibliotherapy as a counseling technique in the guidance center as opposed to its use in the classroom by language arts teachers. This was important because the peak of student reading interest has occurred during junior high school (Biggerstaff, 1965:15). One of the original reasons for the organization of a special school for young adolescents was to assist this age group with the process of self-discovery (Johnson, 1961:14). Bibliotherapy has made use of the reader's sense of identification with characters in books to aid the process of self-discovery. Successful use of bibliotherapy has been reported in the classroom with both slow learners (Witty, 1961) and the gifted (Witty, 1963), with both elementary students (Edwards, 1972)

and secondary students (Rovin, 1967). Recently Zaccaria and Moses (1968) have unified theories regarding developmental tasks with those regarding bibliotherapy and have produced a rationale and principle for its use by the school counselor, as well as the language arts teacher. In this period of changing curriculum design when followers of the "Trump Plan" have advocated more group work assignments for school guidance personnel, bibliotherapy has seemed a promising technique for use with groups.

Therefore, if reading were shown to be a factor in student use of the guidance center, the secondary question considered was: Is Bibliotherapy a technique that should remain in the classroom where it has been used successfully by language arts teachers in the past?

PROCEDURES

The experimental group for the investigation was chosen at random from among four high reading ability English classes. These classes were composed of students who had scored at the 80th percentile or above on the Paragraph Meaning section of the Stanford Achievement Test, Advanced Battery, Form W, administered during their eighth grade year. The control group was chosen at random from among eleven English classes composed of students who scored below the 80th percentile on the same test. These groups discussed further in the "Categories" section of Chapter 3. It may be of interest to note at this point that

over ninety percent of the population from which this investigation was drawn had told the investigator during seventh grade orientation interviews that they liked to read if they could choose their own books.

A survey was conducted in September to establish the feelings of the two groups toward reading and the frequency of members' visits to the school library. Graphs were used to present these findings.

Visits to the guidance center by students in the two groups were logged daily throughout the school year by the investigator.

Purposes were:

1. Information
2. Program
3. Self-referral
4. Teacher-referral
5. Parent conference

A table was used to show findings regarding students' visits to the guidance center.

A null hypothesis of the primary problem of the investigation was stated and tested at the .05 level of significance using statistical procedures.

The secondary problem of the investigation was discussed as a general question and recommendations were made regarding the use of bibliotherapy.

LIMITATIONS AND DELIMITATIONS

The basic limitation of this study was that not all ninth grade students read well enough to enjoy books or reading. Although the junior high school years were the peak period of reading, it was also a period when some students began to reach their academic potential. The limits of academic potential were tied to reading skills. Thus, this investigation was undertaken with the knowledge that a certain percentage of students at ninth grade level preferred not to read and not to be in school.

Delimitations of the investigation were the sample size of sixty students, who comprised two ninth grade English classes in the population of four-hundred-thirty ninth grade students at Redwood Junior High School, Napa, California. The students' reading abilities were measured by one test: the Paragraph Meaning section of the Stanford Achievement Test, Advanced Battery, Form W, which was administered during their eighth grade year. Both groups were assigned to English classes with the same teacher. A further delimitation was to be found in the section of Napa from which Redwood drew its student population. Parents of students were white, middle-class wage earners. There was not a variety of ethnic, economic, or social backgrounds among the students.

DEFINITION OF TERMS

Adolescence. A period with unique problems resulting from the physical changes of puberty, the increased expectations and different demands placed upon the adolescent and his actions by society, as well as the adolescent's changing expectations of himself (Hopke, 1968:12).

Young person, early adolescent, adolescent were used interchangeably to denote the junior high school aged person.

Bibliotherapy. A process of dynamic interaction between the personality of the reader and literature--interaction which may be utilized for personality assessment, adjustment, and growth (Russell and Shrodes, 1950:335).

. . . use of books to influence total development; a process of interaction between the reader and literature which is used for personality assessment, adjustment, growth, ethical, and mental-hygiene purposes; a concept that ideas inherent in selected reading materials can have a therapeutic effect upon the mental or physical ills of readers (Good, 1959:58).

Developmental task. A task which arises at or about a certain period in the life of the individual, successful achievement of which leads to his happiness and his success with later tasks, while failure leads to unhappiness in the individual, disapproval by the society, and difficulty with later tasks (Hopke, 1968:110; Good, 1959:548).

Guidance center. Used in this paper to denote a school office responsible for several functions among which are registration, scheduling, orientation, information services, testing, reporting, and counseling.

Counseling. Used in this paper to denote one function of the guidance center in which a one-to-one relationship is established between school counselor and student and which is concerned with development of the student's potential.

Junior High School. Used in this paper to denote a school composed of three grade levels, seventh through ninth, that serves as a bridge between elementary school and high school.

Reading ability or reading level. Used in this paper to denote the level of reading attained by a student as measured by the Paragraph Meaning section, Stanford Achievement Test, Advanced Battery, Form W (herein after referred to as PM,SAT) and reported in percentiles based on national norms.

SUMMARY

This investigation was undertaken primarily to see if high reading ability were a factor in the number of visits of ninth grade students to the guidance center at Redwood Junior High School, Napa, California, during the 1972-73 school year. A null hypothesis was

stated and tested at the .05 level of significance. Data was collected from two groups of ninth grade students. The experimental group was composed of thirty students who had scored at the 80th percentile or above on PM,SAT. The control group had scored below the 80th percentile on the same test. A secondary purpose of the investigation was to collect information upon which to base recommendations regarding the use of bibliotherapy as a counseling technique with groups of ninth grade students.

Chapter 2

REVIEW OF THE LITERATURE

Literature reviewed for this investigation ranged over three fields: children's literature, bibliotherapy, and the developmental concepts of Havighurst and Jersild. A chart was prepared to focus attention on similarities among theories in these fields. Investigation showed that there existed a large body of literature dealing with emotional problems of school children who experienced school failure as a result of reading problems. This literature was omitted as background for this study as having no bearing on the problem which was intended to focus on students who read well. Writings dealing with bibliotherapy emphasized the positive effects of reading upon social and emotional growth; therefore, this literature was consulted as a background for both the primary and secondary problems of the study.

BIBLIOTHERAPY

A review of the literature dealing with bibliotherapy indicated that a majority of articles and books on the subject were addressed to librarians. These studies usually included an historical survey of the therapeutic value of reading, a description of the emotional or social growth possible with the aid of reading, and were concluded with book lists keyed to various problems of adjustment. Book lists were categorized using various themes: by personal problems

(Porterfield, 1967), by societal problems (Heaton, 1955), by attitudinal, social, and behavioral problems (Moody, 1971). Research studies have been, in the main, psychological experiments or theories directed toward clinicians (Gottschalk, 1948; Shrodes, 1960, for example) or have used special student populations and were illustrated with case studies (Witty, 1950, for example).

Historically, the affective role of the reading process was recognized early in recorded history. The inscription on the front of the ancient library at Thebes was "Medicine for the Soul" (McDaniel, 1956:585). In 1844, a committee at the Massachusetts General Hospital brought recognition to the therapeutic effects of reading by budgeting funds for books that were to be circulated among patients (1956:585). After World War I, special libraries in hospitals became an accepted practice, as they had proved beneficial in the veteran's hospitals of that era (Dolan:1957).

During the 1930's, when the medical profession began to emphasize preventive medicine, Bryan (1939:773-776) drew an analogy between her concept of mental health through reading and preventive public health through inoculations and checkups. Books, she hypothesized, could be used for preventive (developmental) personality structuring. She aligned herself philosophically with those who regarded man as a total organism whose intellectual being could not be separated from his emotional or physical being. Thus, she felt, reading could affect

the total being. The Library Journal published three articles written by Bryan during 1939 in which she set forth her view that the holistic concept of man was spreading to the classrooms of that period and that teachers were widening their efforts to include social and emotional development as well as intellectual training as the business of the public schools. Bibliotherapy, she felt, could be developed into a science, and the effects of the reading process could be used for stimulation of the growth processes and mental hygiene (Bryan: 1939, Part I, Part II, and Part III).

It was not until 1950, however, that a standard definition of bibliotherapy was provided by Shrodes, ". . . as a process of dynamic interaction between the personality of the reader and literature--interaction which may be used for personality assessment, adjustment, and growth (1950:335)." Shrodes had investigated the use of reading in the treatment of the mentally ill. Drawing on this research, she and Russell called public school teachers' attention, again, to the benefits of reading upon the everyday developmental aspects in the lives of school children (Russell and Shrodes, 1950:Part I and Part II).

During the ten-year period from 1962 to 1972, writers began more frequently to direct the attention of school librarians, reading teachers, and language arts teachers toward the therapeutic and developmental aspects of the reading process (Darling, 1962; Witty, 1964; Cianciolo, 1965; Edwards, 1972). Moses and Zaccaria (1968)

provided a rationale and principles for teachers and school counselors interested in the use of bibliotherapy in public school settings. Their writings contained the only systematic organization in the literature which was aimed primarily at school personnel. Both rationale and principles were based upon developmental theories and developmental task concepts.

CHILDREN'S LITERATURE AND DEVELOPMENTAL TASKS

Two authorities in the field of children's literature have presented criteria for judging children's books that closely paralleled the developmental task concept.

Paul Hazard (1944), a French scholar in history and comparative literature, provided the growing system of school libraries, special children's libraries, and publishing houses specializing in children's literature with critical standards for the special body of literature for children. His theme, of developing a sense of joy and freedom in children through reading good books addressed especially to them, paralleled the developmental task concept as presented by educators such as Havighurst and Zaccaria and child psychologist Jersild. Hazard's book of literary criticism was published in the United States (1944) some years before Havighurst introduced the developmental task concept into education (1948), or Jersild published his classic The Psychology of Adolescence (1957).

May Hill Arbuthnot, teacher and author in the field of children's literature, built her theories both on Hazard's literary criteria and the work of developmental psychologists. She compiled a list of needs which were filled by children in their reading (1964). Her writings, as standard college texts, have influenced and guided reading teachers, elementary teachers, language arts teachers, and librarians in the selection of appropriate books for children and adolescents for a generation. Arbuthnot differed with bibliotherapists on one point when she warned that children with problems should not be matched to books that dealt with that problem. She contended that characters in stories usually resolved their problems, and this was not always the case in real life (1964:11). She postulated the beneficent quality of the reading process to be much subtler than matching reader with plot. Hazard matched this hypothesis with his basic premise that children through the ages have resisted books designed only to instruct or indoctrinate them.

Havighurst introduced the concept of developmental tasks as the basis for public school curriculums (First Edition, 1948). He defined tasks for each age group and theorized that crises in adolescence were the result of unmastered tasks of earlier periods. Jersild (1957) placed special emphasis upon the understanding and mastery of emotions as the major task of adolescence. He equated his major goal for adolescence, that of self-discovery, with the discovery of hidden

feelings and the indirect means used for their expression. He reasoned that adolescents had learned to hide, blunt, or disguise their feelings from the adults with whom they came in contact (1957:134-35). Personality development during adolescence depended on learning acceptable ways of expressing emotions as they were discovered and recognized. In great literature, he wrote, youth could "absorb meanings" and "catch certain overtones" of feelings which they had learned to suppress. He added, however, that the meaning of emotions could only be learned through first-hand experiences, for "He can never know what it is to feel simply by reading (1957:206)."

There was a noticeable similarity among Hazard's criteria for children's literature--Arbuthnot's needs met through reading, Havighurst's developmental task schedule for adolescents, and Zaccaria's developmental tasks as goals for guidance of adolescents. The widest differences were found among Havighurst's emphasis upon sexual role identification, Zaccaria's emphasis upon vocational-occupational decisions, and Jersild's emphasis upon emotional maturity. It was interesting to note that Havighurst was the only one of the developmentalists who made allowance for aesthetic satisfaction, which is the primary concern of the literary experts, Arbuthnot and Hazard. The following chart, pages 16 and 17 (Figure 1), was devised for use in comparing these theories.

<u>Jersild's Goals of Adolescence</u>	<u>Arbuthnot's Needs Satisfied by Literature</u>	<u>Hazard's Criteria for Children's Literature</u>	<u>Zaccaria's Goals for Guidance of Adolescent Task Management</u>	<u>Havighurst's Developmental Tasks for Adolescents</u>
MAJOR GOAL: SELF DISCOVERY	SATISFACTION OF NEEDS COMMON TO MANKIND	GROWTH OF IMAGINATION AND SENSE OF JOY & FREEDOM	HELPING ADOLESCENT DEVELOP A SENSE OF IDENTITY	SUCCESSFUL MASTERY TO PREVENT DIFFICULTY WITH LATER TASKS, DISAPPROVAL BY SOCIETY, UNHAPPINESS
Self Direction	Competence - Need to Achieve	Adventurous Journey and Fantastic Adventures Realistically Told	1) New and more mature relations with age mates of both sexes. 2) Preparing for marriage and family life. Achieving emotional independence of parents & other adults.	1) new and more mature relations with both sexes (age mates). 2) Preparing for marriage and family life. Emotional independence of parents & other adults.
Tolerance of Aloneness			1) achieving assurance of economic independence. 2) selecting & preparing for an occupation	1) selecting & preparing for an occupation. 2) achieving assurance of economic independence
Vocational Responsibility	Material Security- Need for Physical		a) crystallizing vocation; b) specifying vocation; c) implementing vocation	Accepting physique and using body effectively
Mental Maturity	Well Being		Accepting one's physique & using body effectively	

Figure 1 (Continued)

<u>Jersild's Goals of Adolescence</u>	<u>Arbuthnot's Needs Satisfied by Literature</u>	<u>Hazard's Criteria for Children's Literature</u>	<u>Zaccaria's Goals for Guidance of Adolescent Task Management</u>	<u>Havighurst's Developmental Tasks for Adolescents</u>
Mental Maturity	Intellectual Security - Need to Know	Knowledge Presented without drudgery		Developing intellectual skills and concepts necessary for civic competence
Emotional Maturity 1)self help 2)accept responsibility 3)tolerate delay 4)identify with larger social group 5)opportunity for enjoyment & responsibility in sex 6)ability to deal with symbols 7)resolve childhood fears & hostility	Emotional Security Need to Love and be Loved Play Need for change	1)Awaken senses & share in great emotions of mankind. 2)Respect for mysteries of man & universe. 1)Respect for dignity of play 2)Humor	Achieving masculine or feminine social role	1)Achieving masculine or feminine social role 2)Desiring and achieving socially responsible behavior.
Self-Direction - A philosophy of life	Aesthetic Satisfaction Need for beauty and order	1)Simple beauty that arouses "lasting vibration" in soul. 2)Pictures of kind child likes		Acquiring a set of values and an ethical system as a guide to behavior

Figure 1. Comparison of Theories of Jersild, Arbuthnot, Hazard, Zaccaria, and Havighurst

SUMMARY

A majority of studies in the area of bibliotherapy were historical, exploratory, or descriptive. They were directed toward clinicians and librarians until recently when articles appeared addressed to reading teachers and language arts teachers. Zaccaria and Moses unified the theories surrounding bibliotherapy and produced a rationale and principles for its use by school personnel, including school counselors. The theories of literary experts Arbuthnot and Hazard and those of developmentalists Jersild, Havighurst, and Zaccaria were examined and summarized in the form of a chart to facilitate comparison of their ideas regarding the period of adolescence.

Chapter 3

PROCEDURES

The population, categories, and sampling procedures of the investigation were described in this chapter, and their relation to the community of Napa and the regular Redwood school routine was shown. Methods of collecting, organizing, and analyzing data were presented.

POPULATION DESCRIPTION

The population from which the two samples for this investigation were drawn was the 1972-73 ninth grade students at Redwood Junior High School, Napa, California. This population was chosen because the investigator had been assigned as counselor to this class. The total number of students in the class fluctuated somewhat throughout the school year, as students enrolled in or dropped from Redwood. However, an average of 430 was maintained. Redwood, with a total school enrollment of 1,351, was one of three junior high schools in the Napa Valley Unified School District. Total enrollment of the school district for the 1972-73 school year was 15,187.

Redwood was known as the middle class school in the NVUSD. The major portion of parents of Redwood students were white, middle-class wage earners employed in highly skilled, semi-professional, professional, or business occupations. Divorce rates in the community

were above average for the state of California, and many mothers of Redwood students were employed outside the home. However, the homes from which Redwood students came were stable. Students usually resided with two parents, not necessarily both their own by birth, in one-family dwellings located in pleasant, well-kept subdivisions. Parents respected education, and relationships between home and school were good.

Individual differences among the student population from which the two samples were drawn were mainly a matter of personality and coping behavior, rate of physical and social development, and academic aptitude and achievement. Personality differences, as reflected in behavior, ranged from happy acceptance of school, home, and personal responsibility to truancy, running away from home, and other minor infractions of the law. Ages ranged from thirteen to fifteen, and physical development reflected this age range. Social development was reflected in behaviors ranging from steady dating to pulling hair in the lunch line. Academic aptitude and achievement, as measured by standardized test scores and school marks, ranged from the 99th percentile (national norms) on various standardized tests to scores below the 10th percentile and from straight "A" report card marks to straight "D" and "F" reports.

CATEGORIES

Categories for this study were one experimental (E) group and one control (C) group selected at random from English classes that had been formed before school and the investigation began. It should be emphasized that high reading ability was defined for purposes of grouping in line with teacher recommendations explained below and not for purposes of this study.

Grouping at Redwood

To allow for individual differences as varied as those described above, various grouping patterns had been tried at Redwood. The population which was the subject of this investigation had been in heterogeneously grouped English and Social Studies classes during their seventh and eighth grade years, except for those students who were placed in special classes for remedial reading instruction. English and Social Studies teachers during the Spring of 1972 requested a revised grouping plan for the 1972-73 school year. Students of high academic potential, the teachers felt, would profit from enriched academic offerings during the ninth grade. Moreover, the teachers contended, the ninth grade students who had been in segregated classes, albeit for remedial reading instruction, would profit from placement in classrooms with other students. Thus, it was that two tracks were used for placement of the 1972-73 ninth grade.

The Stanford Achievement Test, Advanced Battery, was customarily administered district-wide to eighth graders. The Paragraph Meaning scores of this test were selected by administrators as the basis for grouping Redwood's ninth grade Social Studies and English classes in line with teacher recommendations. The 80th percentile of the PM,SAT was selected as the cut-off point for enriched classes when a preliminary survey indicated that over twenty-five percent of the students going into the ninth grade had scored at or above that score. Some few students who had maintained "B" grade averages throughout junior high school but had not scored quite at the cut-off point were also included in the enriched groups. Students were consulted in the matter of placement and only one or two who had scored above the cut-off requested placement in the multi-ability groups. Thus, approximately 120 students were placed in four classes designated "E" by data processing personnel. The balance of the ninth grade were placed in eleven English classes designated "J" by data processing.

SAMPLES AND SAMPLING PROCEDURES

The experimental group, composed of thirty-two students, was chosen for this investigation at random from among the four English classes designated "E". The control group, composed of thirty-two students, was chosen at random from among the eleven English classes designated "J". A table of random numbers was used. After the

samples were drawn, it was noted that the same teacher had been assigned to both classes. This was a matter of chance, but it placed a control on the teacher variable. The teacher was informed of the purposes of the investigation and cooperated.

Early in the school year, two members of the experimental group dropped from school, and the number remained a steady thirty students for the balance of the year.

The control group number fluctuated from thirty-two at the beginning of the school year to twenty-six at the end of the year. Four students dropped from school during the school year, and two were moved from the class in program changes. Visits of thirty students who were original members of the control group were logged for purposes of the study.

METHODS OF COLLECTING DATA

A survey was conducted in the two groups by the investigator with the cooperation of the teacher to obtain data regarding students' feelings about reading and frequency of their use of the school library. Participation in the survey was voluntary. One member of the experimental group preferred not to participate. Eight members of the control group preferred not to participate.

Rolls of the two sample groups were obtained before school began, and names of students were coded and placed on two log sheets,

one for each category. Data regarding frequency and purpose of visits to the guidance center were recorded daily. At the end of the school year, tabulations were made.

METHODS OF ORGANIZING DATA

Data gathered by the survey was presented in two graphs. Figure 2, page 27, showed the feelings of the two samples about reading. Figure 3, page 28, showed frequency of visits to the school library as some measure of the numbers of books read by each sample.

A table and two graphs were used to present the data collected in the daily log. The table, shown as Figure 4, page 30, contained information from the log which was used in statistical procedures in order to accept or reject the null hypothesis. Figure 5, page 31, compared purposes of the sample groups' visits to the guidance center. Figure 6, page 33, showed the ratio of numbers of visits to the guidance center by number of students making the visits.

STATISTICAL HYPOTHESIS

The null hypothesis tested was:

$$H_0: \bar{X}_E - \bar{X}_C = 0$$

This may be stated as: The number of visits of the experimental group (E), composed of high ability readers who scored at the 80th percentile or above on PM,SAT, was equal to the number of visits of the

control group (C), composed of readers who scored below the 80th percentile on the same test, to the school guidance center.

ANALYSIS OF DATA

Data from the survey was tabulated, converted to percentages, and presented in the form of graphs.

Data from the daily log was tabulated and analyzed by statistical procedures in order to obtain evidence on which to base acceptance or rejection of the null hypothesis. Data regarding purposes of visits was converted to percentages and presented in the form of a graph. Data regarding numbers of visits to the guidance center in proportion to numbers of students making the visits were totaled and presented in the form of a graph.

PRECAUTIONS TAKEN FOR ACCURACY

An adding machine was used for summations. Hand calculations were used for other mathematical operations. Figures were checked for accuracy by another person.

SUMMARY

Experimental and control groups in this study of reading as a factor in frequency and purpose of students' visits to a school guidance center were selected at random. Samples were drawn from

ninth grade English classes grouped in accordance with recommendations made by teachers at Redwood Junior High School, Napa, California. One high ability reading group ($N = 30$) was the experimental group, and one multi-ability reading group ($N = 30$) was the control group. Data was collected in a survey to establish each group's feelings about reading. Frequency of visits to the school library was used as some measure of the amount of reading each group did. A daily log was used to collect information regarding the frequency and purpose of visits by both groups to the school guidance center. Purposes of these visits were presented in a graph as was a comparison of numbers of students to numbers of visits made by both groups. A table was used to present statistical information used to test a null hypothesis at the .05 level of significance.

Chapter 4

FINDINGS AND INTERPRETATION

Findings of the investigation were organized in four general subject areas. Each area was illustrated with a graph or table, which presented factual information. Interpretation followed.

SURVEY

To establish that high ability readers read more books more often than other readers and that they enjoyed reading more, a survey was conducted in both experimental and control groups. Groups were asked to respond to the question:

Do you like to read? (Check one)
Very much _____
Some _____
Very Little _____

The following results were obtained.

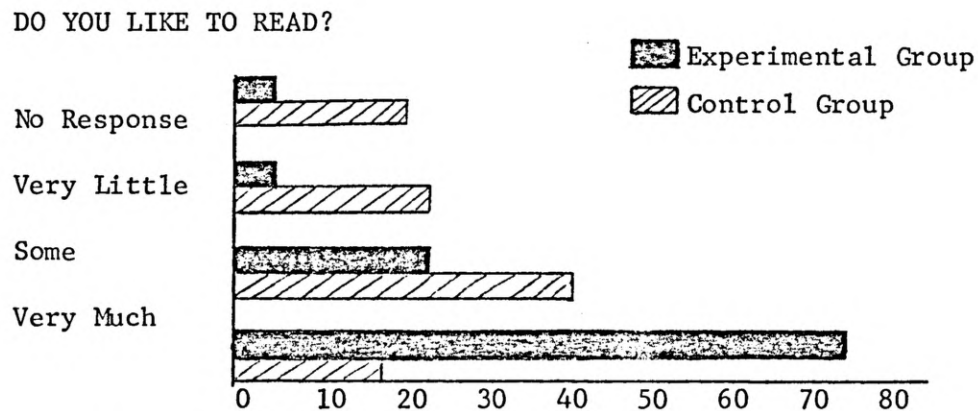


Figure 2. Graphic Comparison of Responses of Samples to Question: Do You Like to Read?

Participation in the survey was voluntary. "No" responses were included in a special category. A large majority, seventy-two percent, of the experimental group reported that they liked to read very much, as compared to seventeen percent of the control group who liked to read very much. These findings bore out the assumption that the high ability readers of the experimental group enjoyed reading more than readers in the control group.

The next part of the survey was to provide an estimate regarding the amount of reading that the two groups were doing. Students were asked:

How often do you use the school library? (Check one)

At least once a week _____
 At least once a month _____
 Several times a year _____

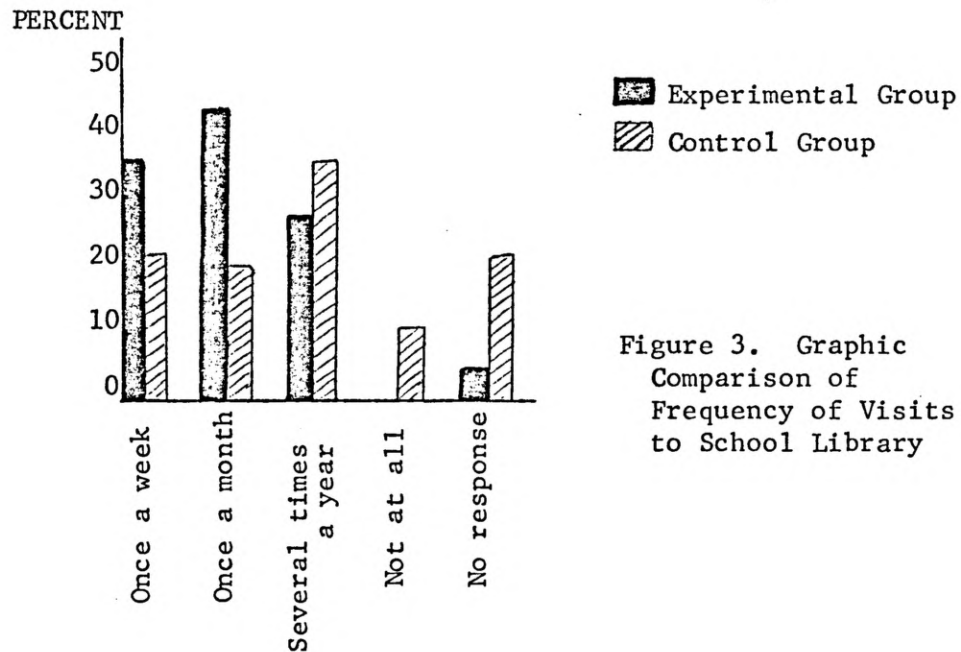


Figure 3. Graphic Comparison of Frequency of Visits to School Library

Thirty-four percent of the experimental group averaged one trip a week to the school library compared to only seventeen percent of the control group. Forty-one percent of the experimental group averaged one trip a month to the school library in comparison to twenty percent of the control group. Roughly the same percent (twenty-three percent) of the experimental group reported that they visited the school library several times a year as reported that they enjoyed reading "some." Twenty percent of the experimental group reported that they used books from the city-county library and bookmobile to supplement their reading from school library books. Twenty-three percent reported that they used "family library" or were building libraries of their own. Interestingly enough, seventeen percent of the control also reported that they used the city-county library or bookmobile. Also, seventeen percent of the control group reported that they bought their own books "at the store." The latter referred to paperbacks for sale at several stores in the area. However, ten percent of the control group volunteered that they did not use the school library at all.

The results of the survey seemed to prove correct the assumption that the high ability readers of the experimental group read more books than did the control group, and that they enjoyed their reading more.

HYPOTHESIS

From data collected in the daily log, the following statistical information was calculated.

Group	Number in group	Number of visits	Mean Number of visits	T-Ratio	Significance level
E	30	84	2.80	-3.58	2.00 with 58 degrees of freedom
C	30	141	4.70		
OBTAINED DIFFERENCE = -1.90					

Figure 4. Statistical Information Computed from Records Kept in Daily Log

The null hypothesis investigated was:

$$H_o = \bar{X}_e - \bar{X}_c = 0$$

Substituting data in Figure 3, page 28, it was stated: The experimental group averaged 1.9 fewer visits per student to the guidance center than the control group. The question was then asked, "Is this a significant difference at the .05 level?" The Estimated Standard Error of Difference between the means was computed to be .53. The t-ratio was computed to be -3.58. The t-value required for significance at the .05 level, obtained from a statistical chart (Lindquist, 1942:240) using 58 degrees of freedom, was 2.00. These figures established a difference at the .05 level of significance.

The null was rejected, and it was affirmed that the number of visits to the experimental group (E), composed of high ability readers

who scored at the 80th percentile or above on PM,SAT, were significantly less frequent at the .05 level of significance than visits of the control group (C), composed of readers who scored below the 80th percentile on the same test, to the school guidance center. This established that reading ability was a factor in the frequency of ninth grade students' visits to the guidance center at Redwood Junior High School in the school year 1972-73.

PURPOSES OF VISITS TO GUIDANCE CENTER

PERCENT OF
TOTAL VISITS

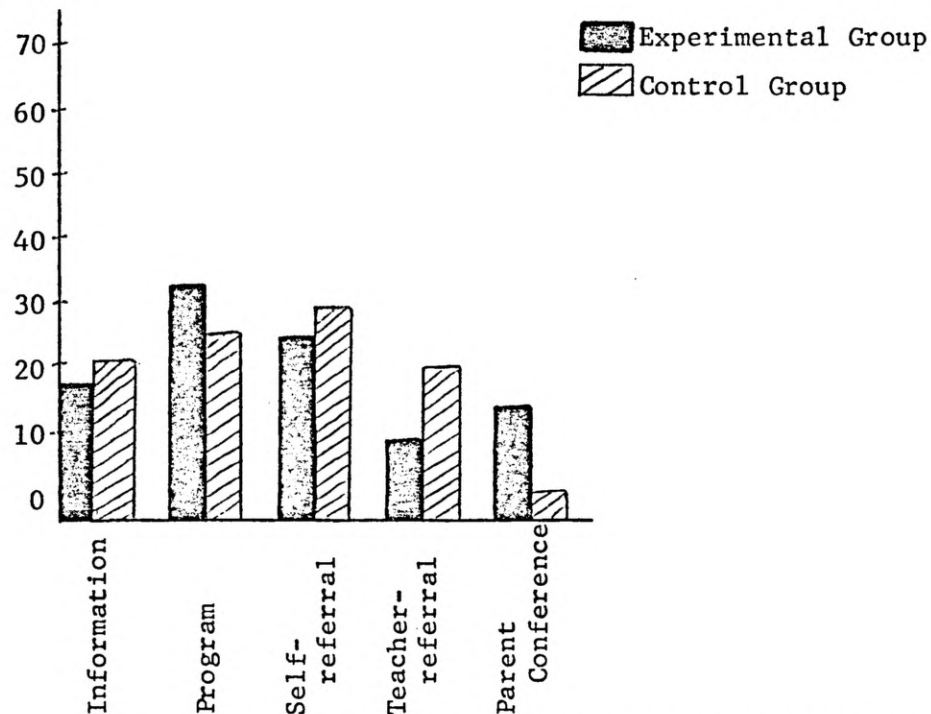


Figure 5. Graphic Comparison of General Purposes of Student Visits to Guidance Center

Both experimental and control group students paid almost half their visits to the guidance center seeking information or adjustments in their programs. There was no noticeable difference in self-referrals for counseling between experimental and control groups. The most noticeable differences between the groups were in conferences arranged by parents and in teacher referrals. Experimental group parents arranged for more conferences, and these conferences were higher in proportion to the total visits to the guidance center. Teachers referred fewer experimental group than control group students to the guidance center, and their referrals were smaller in proportion to the total visits to the guidance center.

These findings were interpreted to mean that reading ability had no influence on purposes of student-initiated visits to the guidance center. The higher incidence of conferences initiated by parents of experimental group students may have been a reflection of their sense of involvement with their children's education. This involvement probably grew out of the academic success, reflected in better than average grades, which was a by-product of high reading ability. The higher incidence of teacher-referrals of control group students may have been a corresponding concern by teachers with these students lack of academic success, reflected in low achievement and low school marks, which was also a by-product of reading skills.

NUMBER OF VISITS TO GUIDANCE CENTER

Information indicated in Figure 5 was that a majority of visits to the guidance center by both experimental and control groups were

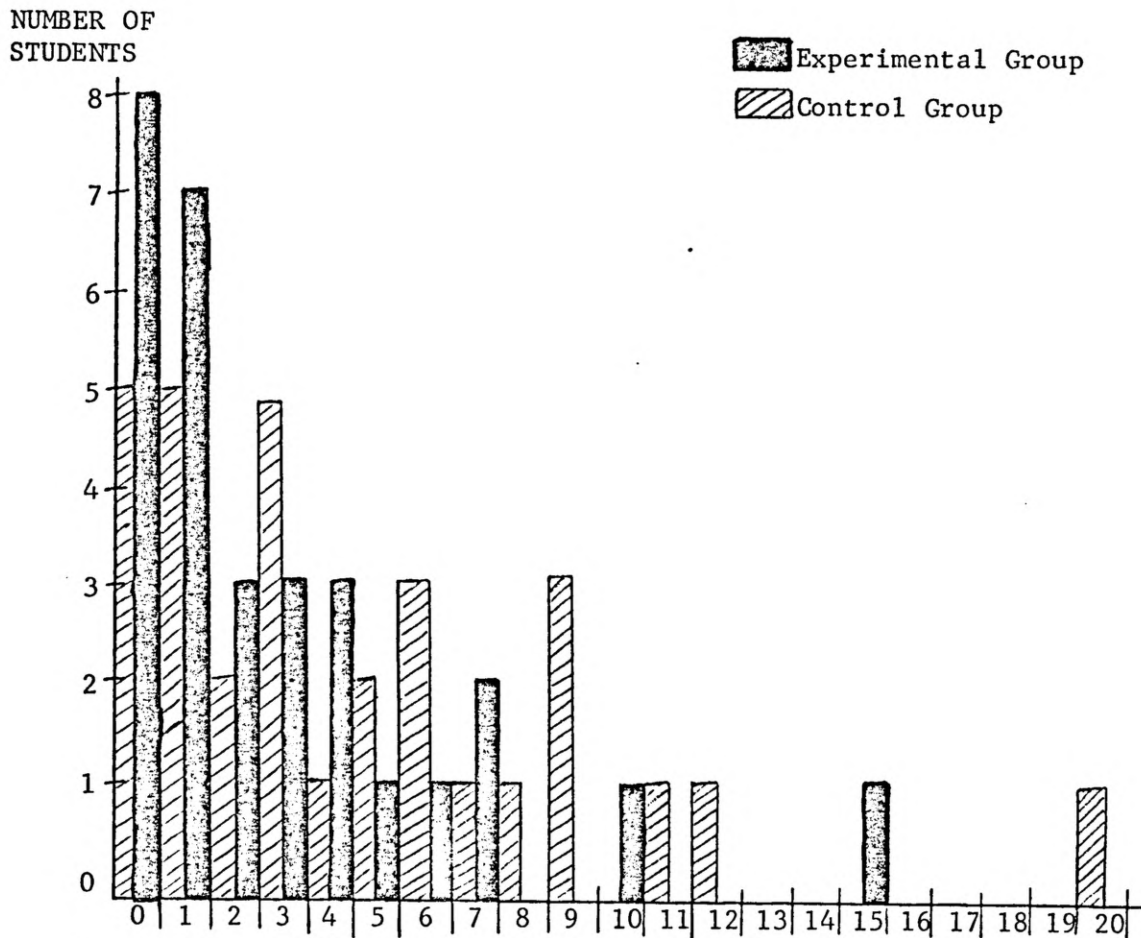


Figure 6. Graphic Comparison of Number of Visits to Guidance Center in Ratio to Number of Students Making the Visits

made by a few students. Half of the students in the experimental group visited the center only once or not at all. Visits to the center by control group tended to be not only more often but also spread out

among more students.

SUMMARY

A survey conducted as a preliminary step to the investigation revealed that experimental group students of high reading ability enjoyed reading more than control group students and read more books as reflected in their visits to the school library.

From data collected in the investigation, it was established that reading ability was a factor in the frequency of ninth grade students' visits to the guidance center at Redwood Junior High School, Napa, California. Using statistical procedures, it was found that the experimental group visited the guidance center fewer times at the .05 level of significance than did the control group.

Purposes of student-initiated visits were similar in both groups. Not only did control group visit the center more frequently, however, their visits were spread out among more students than the experimental group.

Chapter 5

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The summary below explored theories of developmentalists, writers in the area of children's literature, and the area of bibliotherapy in relation to this investigation. Conclusions were stated, and recommendations growing out of the investigation followed.

SUMMARY

This investigation tended to support the theories of developmentalists and writers in the fields of children's literature and bibliotherapy cited in the literature section of the paper. The experimental group of the study paid significantly fewer visits to the school guidance center than control group. This reflected less frequent overt conflict situations during the ninth grade school year among the members of the experimental group, distinguished by their high reading ability.

As Havighurst stated:

There is no developmental task of children or adolescents which the school can completely ignore for the reason that the tasks are so closely interrelated that difficulty in one task, which may show in the school, is often tied up with difficulty in another task for which the school has little direct responsibility. For instance, failure in academic work may be due to failure in some other developmental task (1958:29-30).

The reverse of Havighurst's statement seemed to hold true for the experimental group in this investigation. The social, emotional, physical, and mental tasks with which they were confronted in the

school situation were mastered with for greater ease than control group. Among the ninth grade students who made up the population of this study, there was a similarity in socio-economic backgrounds. The reading process, it was suggested by the investigation, may have been a factor that provided the basis for task mastery for members of the experimental group together with intellectual and physical rate of development. One of the common characteristics of the experimental group was high reading ability; another was enjoyment of reading; a third was more frequent reading than the control group. Task mastery, reflected in infrequent visits to the guidance center, was noticeably easier for members of the experimental group.

Bryan's views were that reading was usually regarded as a skill or a tool by the school, and the effects of the reading process were overlooked. She wrote:

The effects of reading a book, like the effects of any other experience, must be measured in terms of the change in attitude and behavior induced in a particular individual, at a particular time (1939:8).

The experimental group, during their ninth grade school year, exhibited attitudes and behavior that suggested forms of inner control in their response to school life. This was reminiscent, also, of Cianciolo's suggestion that the usefulness of literary models was to "innoculate" the young reader so that if a problem arose he had a source on which to draw for patterns of behavior adjustment (Cianciolo, 1965). Russell and Shrodes expanded this concept further:

There are some suggestions that admonitory, prescriptive reading is largely an intellectual exercise whereas the identification, projection and other mechanisms involved in reading imaginative literature may incorporate into the reading situation the emotional behavior associated with most maladjustments (1950: 417).

Thus, avid readers gained insights into behaviors without the necessity of acting out these behaviors. Shrodes (1960:315-18) elaborated this point further by writing that the normally troubled student and a deeply disturbed patient were different only in the degree of disturbance. However, she pointed out, readers whose emotions were engaged in vicarious experiences had extra psychic energy:

. . . energy that has been serving a repressive function may be liberated for productive use (1960:313).

In line with these theories, the ninth grade members of the experimental group, the investigation tended to show, were enabled to spend a more productive school year because their more frequent reading and pleasure in it freed their energies for more productive school, social, and emotional developmental task performance.

Men had always sought to oppress children, according to Paul Hazard (1944). Adults played self-consciously, if at all, to relax or to forget. Children played and found make-believe one of their earliest pleasures, he pointed out, for it brought joy and liberty to them. Story telling first provided the means for children's imagination to grow. When the child learned to read, books enhanced his imagination. Books which were provided to children only for the sake of wisdom, Hazard felt, suppressed imagination, joy, and liberty. The experimental

group of this investigation, through the pleasure they expressed in reading, seemed to have found in imaginative literature the joy and freedom upon which Hazard built his theories of literary criticism.

CONCLUSIONS

The following conclusions were drawn from the investigation:

1. High ability readers of the experimental group enjoyed reading more than members of the control group.
2. The experimental group read more, as indicated by frequency of their visits to the school library, than control group.
3. Both experimental and control group members in similar numbers reported that they were building libraries of their own. This indicated that books and reading were a valued part of the lives of both groups.
4. The high ability readers of the experimental group made significantly fewer visits to the school guidance center than the control group indicating fewer overt conflict situations in their school lives.
5. Reading ability appeared to be a factor in frequency of ninth grade student visits to the school guidance center.
6. Reading ability did not appear to be a factor in the purposes of ninth grade student visits to the school guidance center.
7. Reading ability appeared to be a factor in the frequency of teacher referrals of ninth grade students to the school guidance

center. Teacher referrals of the control group were more frequent than those of experimental group.

8. Reading ability (and its correlate school achievement) appeared to be a factor in the frequency of conferences scheduled by parents of ninth grade students with school guidance personnel. Experimental group parents scheduled more conferences than did control group parents.

9. Reading ability appeared to be a factor in the number of visits paid by individual ninth grade students to the guidance center. Control group members not only visited the guidance center more often than high ability readers of the experimental group, but also their visits were spread out among more individuals.

RECOMMENDATIONS

Based on conclusions drawn from this investigation, the following recommendations were suggested.

1. School guidance personnel at the junior high school level should plan their year's program of services with reading abilities of students, based on standardized test scores, in mind. It may be expected that frequency of use of the guidance center and its services will increase in those years in which numbers of students are reading below grade level.

2. School guidance personnel may need to initiate contacts

with students of high reading ability in order to help them anticipate the developmental tasks of later adolescence. Small discussion groups, where bibliotherapy techniques outlined by Zaccaria and Moses (1968) could be used by guidance personnel, are recommended. These small groups could be focused on supplementing the established patterns of self-directed efforts toward what Jersild termed "self-discovery" and Zaccaria called "developing a sense of identity."

3. The findings of this investigation suggested that average to below average readers, such as those of the control group, may profit from directed classroom experience using bibliotherapy techniques. Successful previously, according to the literature, when used by language arts teachers, there was no finding in the investigation to suggest that bibliotherapy would be more effective in the guidance center than in the language arts classroom.

4. School guidance personnel may need to initiate more one-to-one or small group contacts with average to below average readers using techniques not dependent upon the reading process.

5. Some knowledge of the body of imaginative literature produced for children and juveniles may need to be included in training programs for school counselors to provide a better understanding of one force which appeared to influence development of the adolescent.

6. Further research is suggested by the investigation "to find out what sorts of people use counseling services" (Tyler's words)

during the junior high school years. Due to the housing patterns in the community in which this investigation was made, socio-economic backgrounds of the students did not appear to be a factor. However, the obtained difference in frequency of visits between experimental and control groups suggested that variables other than reading abilities were present.

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