THE EFFECTS OF VISITS BY AUTHORS OF CHILDREN'S BOOKS IN SELECTED ELEMENTARY SCHOOLS

DISSERATION

Presented to the Graduate Council of the North Texas State University in Partial Fulfillment of the Requirements

For the Degree of

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By

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The problem:

Guest author visits are popular events in schools across the United States. Little has been written, however, on a single author doing a single presentation in a school. This study addressed that situation. The study utilized two authors visiting four schools in a large North Central Texas school district.

Methods:

A qualitative case study approach was taken for this study. Data were collected primarily through audio-taped interviews and were supplemented by teachers' lesson plans, a student writing assignment, and library circulation records. The study focused on the perceptions and attitudes of the three groups most involved in the authors' visits—librarians, teachers, and students. The data were analyzed using the grounded theory approach developed by Glaser and Strauss.
Findings:

The most obvious effect was the positive attitude generated around and because of the visits. Both of the authors studied inspired some members of all three groups to attempt the creative process of writing. One very visible side effect was the read-aloud activities encouraged by the visits. Over seventy-five per cent of the students interviewed tried to check out or buy one of the authors' books. Librarians reported that the demand for the authors' books remained high long after the visit. Librarians took time out from their normal lessons to prepare the students for the authors' visits, thus changing library usage somewhat. Fifteen of the twenty teachers interviewed did either preparation or follow up activities connected with the authors' visits. The teachers perceived the authors' visits as valuable not only for the students' benefit, but for their own attitude. Librarians valued the visit because it was an event that placed the focus on reading and books.
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CHAPTER I

INTRODUCTION

Many school districts throughout the United States have visiting author programs. Each program appears to seek to motivate students to read and to develop a positive attitude toward books, although each district may utilize the authors in many different ways. Some have several authors brought in on one day and the students choose which author's program to attend. Others have one author visit all the schools in the district. One area in the central United States has an authors' day at a local college where several authors appear on a Saturday and all the local school children are invited.

Since the mid 1970s, several school districts in North Central Texas have had an active visiting author program. Seven of these districts joined in a cooperative plan to bring guest authors to their districts. They agreed to invite several authors and/or illustrators of children's and young adults' books to visit in their schools each year. These visits were designed to serve several purposes. The immediate purpose was reading motivation. They were also designed to provide a positive (fun) experience that related to academics and to provide information on the occupation of author and/or illustrator as possible future career choices.
One of these districts started with only four visits and in 1982-83, the most active year so far, had twenty-eight visits. Each visit consists of an author and/or illustrator visiting one school location. Some authors visit only one school in the district while others visit as many as six schools.

Each visit consists of three separate stages: advance preparation, day of visit, and follow up activities. The preparation stage consists at least of ordering books for autographing parties and advance publicity in the school about the upcoming visit. Often, contests such as best poster or bookmark are held, the author's books are read to the students, a gift is made, songs are composed and practiced, and plays are presented. Often, a free copy of one of the author's books is given as a prize, and sometimes there is competition among students to determine "guides" for the day and who will introduce the author at the assembly.

The day of the visit begins with the arrival of the author at the school, perhaps some introduction to the teachers, and a short discussion of arrangements needed for the assembly. There is always some type of assembly. It can range from a group of 30 students who meet certain criteria, to an all-school assembly of 500 students. Most of the assemblies follow the same three-part pattern:
1) the author/illustrator discusses his craft—how he gets his ideas, how he got started, and how many books he has written or illustrated; 2) he/she reads or shows (usually on slides) portions of a recently completed or appropriate book; and 3) he/she answers questions from the audience. After the assembly, the author/illustrator returns to the school library for an autographing session. Children who have bought books are called to the library. They present their books personally to the author for his or her autograph. Also at this time students can ask questions and speak on a personal basis with the author. This often seems to be as much fun for the students as the assembly program.

The follow-up activities are the least-developed stage of an author's visit. Most schools send a thank-you note of some kind to the author. Sometimes whole classes write letters which are sent to the author.

Many times statements are made by the librarians after the visit that attest to the popularity of the visits. One stated recently, "This is the best thing that has ever happened for our school library." In another district a librarian told the library supervisor, "Three and four years later I'm still getting calls for a visiting author's books." One parent stated that her son had decided to become a writer after hearing an author speak at his school. Many of these anecdotal records exist, transmitted both
verbally and through the literature. However, it appears that no systematic study has been done on the effects of authors' visits in the schools. Since many districts in Texas and the rest of the United States spend a great deal of time and money each year to provide these programs, it seems apparent that a need exists to study more systematically the effects of these visits.

Statement of the Problem

The problem for this study was the effects of authors' visits in selected elementary schools.

Purpose of the Study

The purpose of this study was to describe the effects of authors' visits from the perspective of various school groups at each of several school sites. The study looked at the perceptions of effects as seen by three groups—teachers, librarians, and students. Since each group was involved in a different way in the visit, each was expected to view the visit from a different perspective.

Research Questions

The following research questions were addressed in this study:

1) What are the effects of the authors' visits as reported by librarians, teachers, and students in the site schools?
2) What are the perceptions of the value of authors' visits as seen by librarians, teachers, and students?

3) What are the effects of the visit on the students' perception of the authors' or illustrators' books and of the genre in which the author works?

4) What are the effects of the authors' visits on library usage?

5) What are the effects of the authors' visits on subsequent classroom activities?

6) What are the effects of the authors' visits on circulation rates of the authors' works and other works in the authors' genres?

Limitations

This study provided descriptions of the effects of authors' visits from four sites within one large suburban school district, as seen by selected groups. Data for the study were collected primarily through interviews, student writing assignments and document analysis of teacher's activities, and were analyzed qualitatively. Since researcher and subject bias cannot be totally eliminated, data and conclusions should be treated as tentative hypotheses and explanations subject to further study and not as tested generalizations. Since the data collection took place after the authors' visits, the accuracy of the
information depended upon the respondents' recall of events. Since time did not permit the researcher to insure rapport with student respondents, data from student interviews must be treated with caution. It was thought that the number of student respondents should help to add credibility to student interview data.

Definition of Terms

The following terms were used in this study:

Author.—The term 'author' referred to either a writer or illustrator of children's books.

Visit.—The term 'visit' referred to the approximate two and one half hour time period in each school site during which varied activities took place.

Background and Significance of the Study

Although no studies were found that dealt with author visits in the way this study does, several articles were found that dealt with artists of one type or another visiting in schools. Shachter's study (1980) utilized "visits" by authors via video cassettes. She stated, "Many gifted children could be motivated to enjoy more literature and composition through inspiration from authors of children's books" (Shachter, 1980, p. 69). Shachter concluded that "contact with authors, even through mixed
media, stimulates reading" (Shachter, 1980, p. 70). She went on to suggest that teachers invite local authors into their classrooms.

In another study, Yeatts (1980) looked at the professional artist as a teacher. He stated, "There is a definite lack of information on artists as teachers in public school programs" (Yeatts, 1980, p. 133). Three other articles describe resident-type programs (Riggs, 1982; Taylor, 1980; Shawn, 1980). Riggs (1982) described the fine arts residency of a poet that lasted a month in one elementary school. No effort was made to measure the effects of the poet's work, other than the production of a 120-page all-school poetry book. Taylor (1980) described a "Poets in the Schools" program which began in 1966 as a pilot project in five urban communities and grew to include all fifty states and more than one thousand writers. In one study done on the "Poets in the Schools" program several positive effects were noted. Shawn (1980) wrote about a twelve-year collaboration between teachers and writers called the "Teachers and Writers Center." It began in 1966 in New York City and was "the first organization to send poets, novelists, and other artists into the schools on a regular basis" (Shawn, 1980, p. 39).

Three other writers describe authors visiting in their school on a shorter term basis than the previously described
resident programs. In one, Fusco (1981) described how she and her principal became interested in having authors visit their school. "Listening to an author describe how a character was created, where his or her setting originated, and how the author struggled to complete the end of a story is a fascinating experience. The book takes on new dimensions and appreciation is heightened: the writing process and the author no longer seem remote" (Fusco, 1981, p. 676). Parker (1981) reported on a visit by poet Karla Kuskin to her school. She described in detail the preparation of each class in getting ready for the visit.

The last of the three articles described a reading promotion event held for two weeks in a high school. Reed (1982) served on a committee to plan a regular "Reading Time" week. While Reed gave a very intense look at the preparation and content of the many sessions provided, she did not mention any after effects. She said only, "It is especially pleasing to witness the interest and appreciation on the part of student audiences" (Reed, 1982, p. 112).

Methodology

A qualitative case study approach was selected for this study. The case study approach is particularly appropriate where there is a single research object or program to be studied in depth. The guest author program studied was one that took place over multiple sites and yet retained its own
distinctive flavor, maintaining a feel of "separateness" at each school site. The program itself formed a "bounded system" (Stake, 1978, p. 7) making a case study appropriate. The study also focused on perceptions and attitudes about the authors' visits as reported by the librarians, teachers, and students. This type of phenomenological data clearly lends itself to the qualitative approach.

Bogdan and Biklen (1982) state, "A case study is a detailed examination of one setting, or one single subject, or one single depository of documents, or one particular event" (p. 58). Stake (1978) stated, "The object (target) of a social inquiry is seldom an individual person or enterprise. The case need not be a person or enterprise. It can be whatever 'bounded system' (to use Louis Smith's term) is of interest. An institution, a program, a responsibility, a collection, or a population can be the case" (p. 7). Busha and Harter (1980) state that the case study approach is particularly appropriate when there is a single research object and the goal is to gather extensive data about it so that relationships can be studied and identified.

While there are several different types of qualitative case studies, they all carry a natural set of boundaries that provide the case. The case then allows for a concentrated focus on a single narrow topic and the
utilization of an array of data-gathering techniques. Since the aim of the study was to gain comprehensive information, it was appropriate to use several methods to gather data.

Three types of data-gathering methods are typically used in qualitative case studies; participant observation, in-depth interviewing, and document collection. One, two, or even all three might be used in a single study. Bogdan & Biklen (1982) state, "... qualitative researchers avoid going into a study with hypotheses to test or specific questions to answer, believing that finding the questions should be one of the products of data collection rather than assumed a priori" (p. 55). Busha and Harter (1980) state, "When necessary, these methods are supplemented by structured techniques such as interviews and questionnaires" (p. 151). Using more than one technique allows the data to reflect different perspectives on the topic and thus be "richer."

Summary

The literature has suggested that guest author visits are popular events in schools. However, few attempts have been made to study why they are popular and what, if any, lasting effects occur. Since this study sought to describe the event from three different perspectives in order to produce a well rounded view of the effects, a qualitative approach was chosen. The guest author program formed a
"bounded system" (Stake, 1978, p. 7) that lent itself well to the case study method. Therefore, this study was a case study using qualitative methods to collect and analyze the data.

Procedures

Research Approach

The naturalistic approach was chosen for this study for the following reasons:

1) The goal of this study was the description of the effects of an authors' visit. It was not expected that there would be agreement among the groups. Using the naturalistic approach allowed individual comments and concerns to remain visible in the data.

2) The case study approach was indicated since one program is being studied in depth and it takes place in several sites.

3) Data consisted primarily of transcripts of interviews, written works by students and document analysis of teacher lesson plans. All of these lend themselves to qualitative analysis.

4) Since the study took place in one school district, broad generalizations will not be possible.

5) There were no a priori hypotheses. Rather, data
were collected and examined using a grounded theory approach (Glaser & Strauss, 1967).

**Ecological Context**

The context in which this study was conducted was a large suburban school district in North Central Texas. There existed several factors which may have influenced the attitudes, and possibly the perceptions, of the librarians about the effects of the authors' visits. These same factors may have influenced teachers and students but to a smaller degree.

All the schools selected as sites have had authors and illustrators visit previously. Therefore, this was not a first time experience for any school. However, it well might have been a first time experience for some teachers and students in that school. Schools did not get to choose what author or illustrator they had. In most cases, authors and illustrators visit in alternate years. Some schools even skip having an author/illustrator for a year or two.

Some teachers and librarians did a better job of preparing the students for an author's visit than others. Some students therefore had more background for the author's visit. This was a natural factor and could not be avoided. The expenses for the guest author's visit were paid at the district level. This has only been true since the fall of 1981. Prior to that time, each school paid its own pro-rata
share of the expenses and "poorer" schools could not afford an author visit.

Book sales were handled at the district level. This included ordering, receiving, and returning books. Individual schools were thus relieved of most of the paperwork involved in a visit. Guest author books were not sold at a profit, thus the school did not gain financially from selling large quantities of books.

All of these factors were at work during any guest author visit. Collecting data from a large number of students and teachers should prevent these factors from exerting undue influence.

Respondents

The respondents for the study were selected from the elementary school students and their teachers and librarians in a large North Central Texas school district who had a guest author visit their school. The librarian in each of the four site schools was interviewed. Four to six teachers from each school were purposefully selected on the basis of their ability to provide informed and articulate descriptions of their perceptions of the effects of authors' visits. Ten students from each school were selected randomly for interviews. Two intact classrooms at each school produced writing samples after the authors' visits (Appendix D). The schools offered a wide range of reading
scores and socio-economic groups. The student sample included students from grades three through five.

Data collected produced approximately two hundred written student responses, twenty teacher interviews, four librarian interviews, and forty student interviews (ten from each school). There were also book circulation records from each of the four schools and copies of pages from teachers' lesson plans. In addition, there were four sets of field notes describing the setting of each visit.

Data Collection

The data were collected primarily by taped interviews with teachers, librarians, and selected students. Selected classes of students were given a writing assignment during their next library period following the author's visit (Appendix D). The lesson plans of the teachers who said they followed the author's visit with appropriate activities were photo copied for analysis. The circulation rates of the author's books and genre, if appropriate, were charted for one sample week in each of the months of October, January, and February before the authors' visit and for three to six weeks after the visit had occurred. Short field notes were taken during the author's visit to describe the setting of each visit, audience, and advance preparation evident.
The data were collected as soon after the author's visit as feasible. Some teacher interviews took place while their students had their regular library period and the teacher was free (Appendix B). Other teachers were approached when their students were in pull-out classes or after school so there was not the distraction of a class present. Librarians were interviewed in the school library when no classes were scheduled or after school, again to cut down on outside distractions (Appendix A). The teachers and librarians were asked open-ended questions designed to answer the research questions. The length of the interviews ranged from ten to thirty minutes, depending on how much the respondent had to say.

The student class writing assignments were done as part of their normal library period the week following the visit. Two intact classes at each site were selected. Students had open-ended questions to which to respond (Appendix D). The students interviewed were selected at random from the classes that attended the author's presentation. The selection of the students was by number on the teacher's roll sheet using numbers such as one, five, fifteen for the first teacher and twenty, fifteen, ten for the second in order to insure a mix of gender and ability. To establish rapport, the researcher interviewed the students in a non-threatening place and preceded the interview with
general conversation designed to put the student at ease. For example, the student might have been asked about some of the best things that had happened at school lately. The teacher was not present and the student was told the tape was for the researcher and not for his teacher.

To minimize the reactive effects and to aid in the reliability of the study, the following steps were taken. The researcher's role in the setting and status position was fully described. The respondents and how they were chosen was described. The setting and situation in which the interview was conducted was described. The interviews were tape recorded and transcribed. Descriptive questions were used and checked by a second person (see description on next page). Primary data from the transcripts were used. Triangulation of data was provided by student writing and interviews, teacher interviews and lesson plans, and librarian interviews and circulation records.

Data Analysis

The taped interviews were transcribed into a written format. Redundant remarks were summarized and irrelevant casual conversation omitted. The accuracy of the transcription was checked by a second person who was experienced in the research method used, but not involved in the present research. This person had dealt with literature and the library program and was aware of the goals and
purposes of the author program. She had experience in similar research that used interviews as a primary data base. The major professor of the researcher had also randomly checked some tapes. They looked at both the accuracy of the transcription and checked that descriptive interview questions were asked of the respondents so as not to have led them into predetermined answers. The student papers required no transcription since they were already in a written format. The book circulation reports were put into a chart format so that any trends could be identified. The teachers' lesson plans were in written format and required no transcription.

Each transcript, student paper, and lesson plan were then examined and coded for references to any perceived effect. A coding system consisting of categories drawn from the data was developed as patterns emerged and common ideas begin to repeat. As Bogdan and Biklen (1982) pointed out,

Developing a coding system involves several steps: You search through your data for regularities and patterns as well as for topics your data cover, and then you write down words and phrases to represent these topics and patterns. These words and phrases are coding categories. They are a means of sorting the descriptive data you have collected . . . so that the material bearing on a given topic can be physically separated from the other data. (p. 156)

Each group was kept separate and analyzed within its group in order to maximize different perspectives if they did emerge.
After coding all the written documents, the data were analyzed by site and by respondent group. This data set then was searched for similarities and differences in perceptions of effects within each respondent group and between each respondent group. This process resulted in a set of patterns of effects as perceived by all groups (effects across groups) and patterns perceived distinctly by each group (effects within groups).
CHAPTER BIBLIOGRAPHY


Authors brought into a school situation usually are connected with reading promotion in one way or another. It may be as straightforward as requiring each student to read at least one of the author's books before he can attend the author's presentation or it can be more subtle, involving book displays and "snatches" of chapters read aloud to classes during library period. Authors also may be brought in to serve as role models or to stimulate creative writing. In these latter two aspects they are closely tied to other artists-in-schools programs.

This review of literature summarizes the general area of artists in schools and the specific area of author's involvement with schools, including reading promotion activities that could be associated with those visits. Finally, this review of literature will summarize the methodology used in the collection and analysis of data related to the effects of guest author's visits and examine cautions that go along with this type of research.
Artists in Schools

The literature dealt with several aspects of artists in schools. Some writers described the planning and funding of a future artist's visit while others described the artist's work as a teacher. Several artist-in-resident programs were explained and three writers considered evaluation of the artists-in-schools program. Taken altogether this body of literature gave a well rounded look at the artists program.

Taylor (1980) and Sullivan (1983) both discussed the planning that must go on before the artist's visit. Taylor (1980) set out to describe the "Poets in the Schools" program which began in 1966 as a pilot project in five urban communities and grew to involve all fifty states and more than one thousand poets. She gave a thorough breakdown starting with the program goals and continuing through problems, benefits, and even resources for teachers. She cited from twelve of the latest articles entered in the ERIC system dealing with this program. Taylor quoted Kimzey as saying her aims in the program were "to provide good experiences in reading a variety of poetry, and to open students' imaginations and let them know that 'anything is possible' both in their work and their lives" (Taylor, 1980, p. 83). Kimzey also recounted "numerous details concerning her work in planning Poets in the Schools programs" (Taylor, 1980, p. 84). Kimzey also included
samples of the guidelines sent to schools and poets and evaluation sheets for teachers, students, administrators, and the poets. Taylor reported that despite some problems, the program was usually seen by participants as having great value. One result reported was an increase in language art activities related to reading and writing and positive changes in students' attitudes toward learning. In one case,

A school headmaster found that students not previously involved in poetry, or even hostile to it, became interested in and even excited about reading and writing poetry themselves; he thought it was invaluable for them to hear established poets reading their own works and later to sit down with them to discuss their own poetry. (Taylor, 1980, p. 85)

Taylor quoted Whitman and Feinberg as noting that "teachers experience a release of creative energy as do their students, and as a result their own classroom work is enriched" (Taylor, 1980, p. 85).

The thrust of Sullivan's article was his recital of personal experiences hosting various writers that visited his college. He called the business of getting a writer to come to his college "a serious recruiting game, a combination of bargaining, flattering, and nosing out the weak spots" (Sullivan, 1983, p. 552). Sullivan underscored the fact that no matter how carefully one plans and selects a guest artist, there is always the unexpected crisis.
Several writers have explored the various artists-in-schools programs. All of these writers looked at programs in which artists in various fields work for extended lengths of time in one setting, usually as a teacher of his art. Moody and Aquino (1978) conducted an extensive interview with John Kerr and Thomas Kanahele, both connected with the education program of the National Endowment for the Arts. Both interviewers were connected with music education and they did extensive probing into the fact that few musicians were used in the program and many other types of artists were, specifically poets, sculptors, potters, and filmmakers. In all the programs they discussed, it was made clear that the artist was in the schools to teach and explain his craft. The artists worked in the regular classroom with the teacher. In many cases it seemed that the artist was not readily accepted by the teacher and in some cases even seen as violating the teacher's turf.

Aquino (1978) also developed a fuller discussion of artists as teachers in a Phi Delta Kappa publication published the same year. Although this publication is thirty-one pages long, only four of those pages are devoted to a discussion of artists in public schools. In the first three of those pages, he explained the Artists-in-Schools Program, first initiated in 1969. His only reference to an artist actually in a school was a profile of one actress who
taught drama at a senior high school (Aquino, 1978). She was the full time teacher for the class she conducted and was there for the entire school year. Aquino outlined how she conducted her classes. He devoted a much larger portion of this publication to artists working with colleges and universities. He suggested that the measure of effectiveness of these artists was their ability to change student behavior (Aquino, 1978). He believed that while the program boasted many individual success stories, it had not been properly evaluated, a theme we see repeated by others.

Riggs (1982) also described a residency sponsored by an Arts Council. Although they had a choice as to the type of artist, they chose a poet to work in their public elementary school. The poet conducted a four-week residency, working with selected students in Kindergarten through grade five. Again, we see the artist acting as a teacher, instructing and demonstrating her art. No effort was made to measure the effects of the poet's work, other than the production of a 120-page all school poetry book. The second year of the project they chose a sculptor, again for a four-week residency. The sculptor, as the poet before, acted as a teacher of her art.

Moore (1983) offered a different slant on the artist as a teacher. He participated as a student in a college fiction writing class conducted by a visiting writer. Moore
stressed throughout his article how the writer/teacher (Sir Angus Wilson) developed a personal relationship with each of his students. Moore compared his own teaching practices with that of Wilson and noted the changes he had undertaken in his own classroom after his experience. This would seem to bear out Whitman and Feinberg’s finding that "teachers experience a release of creative energy as do their students, and as a result their own classroom work is enriched" (Taylor, 1980, p. 85).

Shawn (1980) wrote about a twelve year collaboration between teachers and writers called the "Teachers and Writers Center." It began in 1966 in New York City and was "the first organization to send poets, novelists, and other artists into the schools on a regular basis" (Shawn, 1980, p. 39). They placed professional writers in the classroom alongside the regular teacher. After a few years the writers each decided to establish a more permanent relationship with one school rather than working with different ones. The program reported by Shawn is the only one found of the resident type that concerned itself only with writers, although a number of the writers were poets. Again, the focus of the program seemed to be on using the writers as teachers of their craft. The Center’s purpose purported to be "to revitalize the entire teaching of language and literature throughout the school life of the
child" (Shawn, 1980, p. 42). They were still continuing this effort when the article was written.

Evaluation of the Artists-in-Schools Program (AIS) seems to be non-existent. Of the three lone articles found on evaluation of the program, two called for evaluation studies to be done (Eisner, 1974; Smith, 1977) and the third (Yeatts, 1980) evaluated an altered form of the program after they decided the original AIS program did not meet their objectives.

Eisner and Smith, writing three years apart, both called for the same thing: an honest evaluation of the Artists-in-Schools Program. Eisner (1974) wrote five years after the program was established in 1969. He described the development and then current status of the program as an educational venture. He stated,

No review of the literature in the field of art education or in the field of educational evaluation or educational experimentation will reveal any published article or report that can be regarded by any serious student of educational practice as a competent effort to evaluate the program. (Eisner, 1974, p. 21)

He further noted that two items, disseminated so as to appear as evaluations of the program, were nothing more than public relations documents. Smith (1977) also pointed to some short films made ostensibly for the purpose of collecting data but which seemed to be made "for the purpose of promoting AIS programs" (Smith, 1977, p. 16). While Eisner’s article seems to be a simple plea for evaluation,
Smith's goes further. He lists and explores in depth eight questions about the policies of the AIS program. He points out contradictions in their stated policy and asks that it be reassessed. Both of these writers clearly call for the policies and program to be evaluated.

Along a similar line, Yeatts (1980) conducted a formal evaluation of a project which featured a professional artist as a teacher of gifted and talented high school students. Yeatts' school district first investigated the Artists-in-Schools Program but found the objectives and regulations of the program would create conflicts in the project they desired to implement. They then applied for and received an ESEA Title IV-C grant to develop their own model program, which they called ACCENT. They chose to engage a novelist/actress as a full time artist-in-residence for a year. She taught high school juniors and seniors from four schools in the area. Yeatts stated that "pre-and posttest results indicate that the 88 high school students who studied with Mrs. Ritter increased significantly in skills of English expression during that semester" (Yeatts, 1980, p. 134). Yeatts also summarized the results of a written essay evaluation by the artist's students at the end of the year. Again, comments were positive (Yeatts, 1980, p. 135). Yeatts commented, "There is a definite lack of information on artists as teachers in public school programs" (Yeatts,
1980, p. 133). Yeatts’ study would certainly seem to agree with the conclusions of Bisner and Smith.

Authors in Schools

The literature that deals with author visits and authors in schools falls into three broad categories; 1) planning for and description of programs, 2) author visits via media, and 3) authors visiting in person. Each offers insight into a different aspect of authors in schools. Unlike the artists-in-schools programs, no calls for evaluation were found. The literature seems to be of a positive, descriptive nature with many informal comments and positive statements found about the various programs. Three studies were found that attempted to measure the effect of authors’ visits in some way. Two of these studies used visits via media and the third used multiple authors in a single school.

Hitt (1984) and Peck (1982) both discussed planning. Hitt suggested that teachers look in their own community for local writers who could be resource people and motivators for their students. Fledgling authors, Hitt believes, regard writing as an "exciting new experience which they may be willing to share" (Hitt, 1984, p. 70). If a search of the local environs fails to uncover any writers willing to visit, then Hitt suggested looking in several books on writing for marketing information and articles by authors on
such topics as "Characters Make Your Story" (Hitt, 1984, p. 71). Hitt stated that a writer's "devotion to a pursuit is not lost on students. Let an author open the door to reality" (Hitt, 1984, p. 71).

Peck (1982) approached planning an author's visit from the perspective of an author who has spent much of his time visiting in schools. He leads his audience step-by-step through the planning process. His directions are matter of fact and to the point. He began with the first contact made with the publisher, moved to planning the presentation and buying the books, and then the anticipated arrival. He added helpful advice on such things as finding the author at the airport and the sticky problem of money. Mr. Peck gave a studied, articulate look at planning through the eyes of one who has certainly been there.

Speights (1982) described a program similar to the artists-in-schools program discussed previously. The characteristic that sets Speights' program apart is that the programs were of one day duration or less rather than the extended residency type. The program, called Arts in the Schools, generated a guidebook containing entries with descriptions of "twenty-three craftspersons, five creative writers, three dance artists, three exhibitors, fourteen musical offerings, fourteen theater arts resources, three travel presentations and fourteen persons or groups in the
visual arts" (Speights, 1982, p. 29). From this preselected list each school chose the artist or artists who visited the school. The program was coordinated and financed by the local school's parent-teacher organization. Most programs were by individual artists but a few were group performances. The director of the sponsoring County Arts Council stated:

The main advantage of the program is that the students get to meet the artist on an intimate basis, who talks not just about his or her crafts but about himself or herself as a person; how they got started; why they're interested in doing such crafts. It serves as career planning for older students and as a learning experience for the younger ones. We want the children to realize that the artists are their friends and some are even neighbors, people like themselves. (Speights, 1982, p. 30)

Bell (1977) and Haggerty (1984) described the same school district's program at different stages of its development. The school district that Bell and Haggerty referred to was the senior member of the co-op which the writer's district later joined. Bell's article referred to their desegregation order of 1975 that provided the impetus for the series of assembly programs that later came to be called the World-of-Wonder series. The program was restricted to the arts--both folk and fine arts--but involved the visits of live people, performing and demonstrating for the students. That first year, with only one school involved, saw over thirty weekly assembly or small group programs take place. The audience varied from
week to week; some programs involved all the students and others involved only one grade level. The next year, a larger co-op was formed in order to bring more out of town children’s authors into the program and to expand it to include twenty-nine of their thirty-two elementary schools. At this point, the writer’s district joined the co-op. The co-op members only operated in the children’s author phase of the series and were not involved with the other art areas. Haggerty (1984) described the then current program that involved the visiting authors. "The whole idea of the visit is to focus on the library and the importance of reading, Mrs. Bell said. It has been, I think, very successful" (Haggerty, 1984, p. 1). Haggerty again quoted Mrs. Bell as saying, "Library circulation has increased, particularly for an author’s books around the time of his or her visit" (Haggerty, 1984, p. 1). The design and intent described in Haggerty’s article most closely parallels that of the writer’s own district program.

Three articles deal with author’s visits in classrooms via media; telephone, filmstrips or video cassette. Adams (1984) used a telephone call with an author as a culminating event after several months of study of the author’s books. The project involved classroom teachers, the parent-teacher organization, volunteer reading laboratory workers, music students, art classes, a school board member and even the
cafeteria staff at Adams' Elementary School. They integrated required reading skills and instructional procedures with the author's books, who in this case was Peggy Parish; author of the Amelia Bedelia series. They scheduled a thirty minute teleconference with Parish in January and let the children ask questions they had prepared. Adams stated, "Many children hoped that perhaps in time they too could become renowned authors sharing words of wisdom with eager young readers". . . "So successful was this project that the format has continued" (Adams, 1984, p. 723). As we have also seen in the other articles, Adams similarly offers no evidence on which she bases these conclusions about the program.

Shachter's study (1980) utilized visits by authors via video cassettes. She stated, "Many gifted children could be motivated to enjoy more literature and composition through inspiration from authors of children's books" (Shachter, 1980, p. 69). The avenue chosen to provide access to the authors was the use of video cassettes presented to classes. The programs used were part of a series called "Profiles in Literature," offering thirty minute interviews with well known authors. After viewing several of the shows, a class and their teacher made positive comments. One student said, "After seeing the programs, I want to read more of the guest's books. I never knew the inside story about why
certain novels were written. The author's honest answers deeply moved me" (Shachter, 1980, p. 69).

Shachter also tested the effectiveness of audio cassettes versus the more expensive video cassettes by giving a posttest after each presentation. "Median scores . . . were consistently higher following the video/audio form, and this form was more popular. Students ranked higher the guests they saw as well as heard" (Shachter, 1980, p. 70). Shachter concluded by saying,

A great deal can be learned from established authors in person and via mixed media. Their wisdom and experience await talented young people. For some, the experience may plant an early seed of desire to become a professional writer. (Shachter, 1980, p. 70)

Finally she suggested, "contact with authors, even through mixed media, stimulates reading" (Shachter, 1980, p. 70) and encourages teachers to invite local authors into their classrooms.

Schon, Hopkins, Everett and Hopkins conducted a systematic study "to investigate the effects of a special school-library-initiated and library-based motivational program on library use, library attitudes, and reading attitudes of elementary school students" (Schon et al, 1984, p. 227). The study lasted for twenty weeks and included ten recommended topics. One of the topics was "meet the author," evidently accomplished through the use of a filmstrip and audio cassette. Each week the experimental
subjects were given thirty minutes of the special treatment; activities relating to one of the ten recommended topics. A matching control group received no special treatment and stayed with their regular teacher. To try to minimize novelty and Hawthorne effect, the authors carried on the project for twenty weeks and monitored library use for four weeks after the treatment stopped. "The results . . . show that the experimental group greatly and significantly exceeded the control group on both library media center use (CU and NCU) measures" (Schon et al, 1984, p. 229). The results also showed "that during the twenty weeks of the study the average student use of the library increased dramatically, 101 percent and 103 percent, for classroom-related and nonclassroom-related use, respectively" (Schon et al, 1984, p. 229). It was further suggested by the authors that it is apparent that school librarians can influence elementary students use of the library through the use of special programs, of which the "meet the author" program was one. Based on interviews with the participating librarians, the improvement of the students' attitudes and increased use of the library encouraged the librarians to provide new services and materials for the students, thus having a positive effect on both groups.

Four reports were found on authors who visited in person in schools with children. In one, Fusco (1981)
described how she and her principal became interested in having authors visit their school.

Listening to an author describe how a character was created, where his or her setting originated, and how the author struggled to complete the end of a story is a fascinating experience. The book takes on new dimensions and appreciation is heightened: the writing process and the author no longer seem remote. (Fusco, 1981, p. 676)

After the two had experienced this they set out to bring the same kind of presentation to their school. Their efforts culminated in an "Author's Week" that saw thirteen authors speaking to a total of 520 children in forty-six groups. They used a pre- and post-attitudinal survey to gauge the success of their project. "Survey results indicate positive changes in student's attitudes toward the process of writing, as well as toward the authors" (Fusco, 1981, p. 677). Multiple copies of the author's books were ordered well in advance so students could read the books of the authors they wished to see. Library circulation records were monitored for several weeks before and after the special week and showed an impressive increase according to the writer. One student's negative comment actually was a positive one for the program saying, "I didn't like Author's Week. There was more than one author at a time and I had to pick between two that I wanted to meet" (Fusco, 1981, p. 679).
Parker (1981) reported on a visit by poet Karla Kuskin to her school. She described in detail the preparations of each class in getting ready for the visit. Art work was produced, a poem by Kuskin was set to music, poems were written by the students and biographical information was presented in preparation for her visit. Parker noted that even after Kuskin's visit, which was deemed successful, the excitement was still alive. Students still sought out her books, and the children and teachers were encouraged to write more poetry. She stated that the entire experience "has enriched our lives" (Parker, 1981, p. 451). No mention was made of any effort to determine the effects of the visit except for short anecdotes and a student remark that occurred after the visit.

A reading promotion event held for two weeks in a high school was described by Reed (1982). Reed, the media specialist in her school, served on a district committee to plan a regular "Reading Time" week. They decided to expand it to two weeks for the high school due to the less flexible schedule there. Although "Reading Time" week had always been popular in the elementary schools, it had been less successful at the high school level. They decided first to change the name in the high school to "Focus on Books" to avoid any elementary connotation. Next, they formed a committee within the school. They decided to try and touch
as many as they could by incorporating a variety of activities in their schedule of events. The activities offered included presentations by several authors who spoke at different times, two panel discussions on varied topics, book talks by four people and a trivia quiz with a crossword puzzle expert. While Reed gave a very intense look at the planning, preparation and content of the "Focus on Books" week, she did not mention any after effects of the program. She said only "... it is especially pleasing to witness the interest and appreciation on the part of student audiences" (Reed, 1982, p. 112).

Larrick's report (1982) had a different focus. While it described Bill Martin Jr. as a guest author in a school and with teachers, the primary task of the report seemed to be to personally acquaint the reader with Bill Martin as a person. She outlined his books and topics of interest to him. There was no program explained nor any hints on preparing for a visit. She did comment about the positive feelings left after three of his appearances. Typical of those positive feelings seemed to be the comment by one teacher after his presentation who said, "I'll never be the same!" (Larrick, 1982, p. 490).

Reading promotion activities always appear to be connected with author's visits in schools. It seems to be part of the normal get-ready activities. Often the reading
activities involve booktalking and reading aloud. As at least one other writer pointed out, booktalking may be a natural way to increase the reading appetite of youngsters.

Level (1982) conducted a study in the school in which she was employed as media specialist. She used sixty-four fifth graders and divided them into two groups. One group got a fifteen minute booktalk four days a week for three weeks. At the end of that time Level concluded that "I certainly influenced which books children checked out during the three weeks" (Level, 1982, p. 154). Her results are even more interesting considering the fact that the treatment group was drawn from the low reading group and the control group was drawn from the high reading group. The low reading group (the treatment group) did not read as many books as the high reading group (138 to 185) but read much more than normally expected. Two students in the treatment group checked out seventeen and eighteen books each while the most books checked out by one student in the high reading group was twelve. Reed (1982) also had included booktalks as part of the "Focus on Books" week activities discussed earlier.

Reading aloud from the visiting author's books, particularly in the primary grades, is a part of the normal preparation activities for an author's visit. Much has been written on the need for and effects of reading aloud to
children of all ages (Demos, 1984; Gatheral, 1981; Jolly, 1980; Kennedy, 1983; Kimmel & Segel, 1983; McCormick, 1977; Shattuck, 1980; Smardo, 1984; Stahlschmidt & Johnson, 1984; Trelease, 1982). Several of these studies focused on the particular aspect of the librarian or media specialist and the read aloud program (Kennedy, 1983; Smardo, 1984; Stahlschmidt & Johnson, 1984) while others discussed involving parents, teachers and even older readers in reading aloud to children. All of the studies agree that listening skills, later reading comprehension, language development and attitude toward reading are all positively effected by reading aloud to children.

Methodology

Research in education has traditionally been of a quantitative nature. Some cite Rice's studies on spelling in the 1890s as the start of educational research. Rice's research was later referred to as a "quasi-experiment" and Engelhart (1972) quoted Solomon as saying there were no true control group designs used before 1901. After that time, many experimental studies were done. At the same time, statistical methods and formulas were introduced that complemented each other and encouraged even more quantitative studies.

Ethnography in education came on the scene at about the same time as Rice was doing his studies. Boas, an
anthropologist, wrote on anthropology and education in 1898. He believed cultures had to be studied inductively and not through the western framework of the researcher. Qualitative methods were used in sociology and anthropology widely after this time but little used in education until they were brought to the attention of education again by the studies of Margaret Mead on the school as an organization.

Since the late 1960s, when qualitative methods began to be used in evaluation research, there has been a resurgence of interest in qualitative methodology. This led Rist (1980) to report that "The reaction of increasing numbers of researchers to the limitations of quantitative methods suggests that this method has now approached its outer boundaries" (Rist, p. 8). One of the hallmarks of quantitative research has been the use of the scientific method, with the use of hypotheses generated prior to the research study.

Unlike the quantitative approach, qualitative research calls for the researcher to refuse "to form specific hypotheses prior to going into the field" (Overholt and Stallings, 1976, p. 13). Indeed, this is the single most distinctive trait of qualitative research. The researcher lets the ethnographic hypotheses emerge from the observed facts with no effort on his behalf to elicit specific phenomena.
Qualitative research has five key features, but it is likely that not all will be present in any one study. When several features are exhibited, they will rarely carry equal weights within the same study.

1. Qualitative research has the natural setting as the direct source of data and the researcher is the key instrument.
2. Qualitative research is descriptive.
3. Qualitative researchers are concerned with process rather than simply with outcomes or products.
4. Qualitative researchers tend to analyze their data inductively.
5. "Meaning" is of essential concern to the qualitative approach. (Bogdan and Biklen, 1982, p. 27)

Because of these features, certain designs and techniques lend themselves to qualitative research. The case study, in one of several forms, along with interviews, participant observation, field notes, personal documents, and photographs are all likely to show up in qualitative research study design.

This review concentrates on the design and techniques used in this study: key informant interviews, brief field notes, and the case study approach along with the accompanying analyses. The review concludes with an examination of the cautions connected with qualitative research.

**Case Study and Ethnography**

The case study approach is particularly appropriate where there is a single research object or program to be
studied in depth. As Stake says,

The case need not be a person or enterprise. It can be whatever "bounded system" (to use Louis Smith's term) is of interest. An institution, a program, a responsibility, a collection, or a population can be the case. (Stake, 1978, p. 7)

Bogdan and Biklen (1982) define a case study as "... a detailed examination of one setting, or one single subject, or one single depository of documents, or one particular event" (Bogdan and Biklen, p. 58). Busha and Harter (1980) state that the case study approach is particularly appropriate when there is a single research object and the goal is to gather extensive data about it so that relationships can be studied and identified. While there are several different types of qualitative case studies, they all carry a natural set of boundaries that serve to define the case.

Ethnography in its formal sense refers to a particular type of qualitative research, that of describing a culture, a type primarily done by anthropologists. It usually includes field-work, actually living with the subjects of study oftentimes, and lasts an extended length of time, often several years. Bronislaw Malinowski, who remained in an Australian village during World War I, and Margaret Mead, well known anthropologist, probably are still among the most well known of this group (Bogdan and Biklen, 1982). For both of them, as well as many others, their field work
studies took up a good part of their early lives. It is not this narrow formal definition of ethnography that is referred to in most references to qualitative research today. Qualitative research is a more general term and includes a whole range of strategies (Bogdan and Biklen, 1982). The two best known data collection strategies in qualitative research are participant observation and in-depth interviewing, although there are many others often used in conjunction with them.

The ethnographic interview is described by Spradley (1979, p. 58) as a friendly conversation "into which the researcher slowly introduces new elements to assist informants." He goes on to say that care must be taken or the interviews will become like a formal interrogation. At that point, Spradley says,

Rapport will evaporate, and informants may discontinue their cooperation. At any time during an interview it is possible to shift back to a friendly conversation. A few minutes of easy going talk interspersed here and there throughout the interview will pay enormous dividends in rapport. (Spradley, 1979, p. 59)

It can easily be seen that by the very structure of the interview, it is an attempt to draw out the respondent, to get him to add his own meanings and feelings to any structured questions the researcher might ask.

Strahan (1983) described the teacher's role as an observer in his or her own class. He suggested that the teacher serves as an ethnographer during these times.
Strahan (1983) noted also that many educators may not be interested in doing formal studies in their classrooms but, if trained, could use ethnographic techniques to explore questions about their own students and classrooms. Because of this natural observer role of the teacher, she/he can also serve as a rich source of observational type information for the researcher. Spradley (1979) explained ethnographic methodologies as offering a number of ways to gain information in interviews. Asking descriptive questions of the teacher gives them an opportunity to relay their own ideas and provide specific details.

Wilson (1977) stated that "To know merely the fact that feelings, thoughts, or actions exist is not enough without also knowing the framework within which these behaviors fit" (Wilson, p. 250). Field notes describing the situation and the researcher's role in that situation can help in understanding the teacher's and student's thoughts and feelings. Bogdan and Biklen (1982, p. 74) noted "While researchers know that fieldnotes are central to participant observation, some forget that they can be an important supplement to other data-collecting methods." Descriptive fieldnotes will thus add to the interviews.

Data Collection and Analysis

Wilson (1977) says that there are two essential tasks in ethnographic-type research. One is to learn what data
will be necessary to answer his/her questions and the other is getting access to that information. He further suggests that the researcher develop "sampling procedures that reflect the research goals" (Wilson, 1977, p. 256). When the situation is right "... the researcher makes calculated decisions about what kind of data to collect and whether or not he should engage in active field interviewing (probing, rather than relying on naturalistic observations)" (Wilson, 1977, p. 256).

The next decision is the choice of whom to talk to. In small studies it might be possible to talk to everyone involved. In cases involving larger groups, selection of informants is important. The sample should be large enough to provide diversity but the quality of data is also important. For this reason, Bogdan and Biklen (1982) suggest choosing key informants. These are potential respondents who may be more willing to talk, have more experience in the setting, or are especially insightful about what goes on. They are chosen by purposeful sampling rather than random selection. The purpose is to interview (or observe) those who can lend the most to the study and articulate their feelings.

Glaser and Strauss (1967) describe a method of analyzing data obtained by qualitative methods. They suggest using the tension between the data and the
researcher's analysis to constantly refine emerging theories. They state, "Our approach, allowing substantive concepts and hypotheses to emerge first, on their own, enables the analyst to ascertain which, if any, existing formal theory may help him generate his substantive theories" (Glaser and Strauss, 1967, p. 34). This is the basis of their "grounded theory" approach. The theory emerges or arises from the data rather than being fit into an already existing category.

Bogdan and Biklen (1982) also suggest the use of the constant comparative method in analyzing data. This method is one used more often in studies having many data sources. It involves constantly comparing the data from one source with that of another. As theories begin to emerge, they are constantly checked to see if they hold true in the next case. The data are constantly being compared to earlier data and theories are formulated then rejected or elaborated according to each later set of data. Becker (1961) points to negative evidence as another way to test any emerging theories. This too can be purposefully done, in order to search for any cases that might be expected not to fit the emerging theory. Sometimes negative cases can be explained within the emerging theory and other times will require the new theory to be reconstructed.
Cautions about Qualitative Research

Ethnographic research differs from experimental research from its hypothesis formulation to its data collection techniques and on to the analysis of data; however, some of its major strengths lie in these very differences (LeCompte and Goetz, 1982a). Because of these strengths and other reasons, qualitative research studies in education have been growing (Rist, 1980; LeCompte and Goetz, 1982b; Petterman, 1982; Wilson, 1977). However, the reliability and validity of any study must be addressed whatever the research design.

All kinds of research have credibility problems (Berdie and Anderson, 1974; Bogdan and Biklen, 1982; Cohen and Hyman, 1979; Goetz and LeCompte, 1981; Hsu, 1980; LeCompte and Goetz, 1982a; Rist, 1980; Sadler, 1981). LeCompte and Goetz (1982a) stress the differences in ethnographic and experimental research designs that result in variations in the ways reliability and validity are approached. They use the three significant areas of formulation of research problems, the nature of research goals, and the application of research results to show the differences.

In experimental research, the formulation of the problem includes the research design. If the problem is an examination of effects caused by a specific treatment, then the goal of the design is to eliminate any factors that
might contaminate that treatment. In experimental research therefore, the credibility rests on how well the design and power of the treatment eliminate other factors as the cause of the observed effect. Ethnographic research, in contrast, depends on the interaction of the variables in a natural setting and rarely focuses on a special treatment. "Credibility is established by systematically identifying and examining all causal and consequential factors" (LeCompte and Goetz, 1982a, p. 33).

Ethnographic research strives to avoid the use of a priori hypothesis while experimental research usually tests causal propositions developed externally to the specific research site (LeCompte and Goetz, 1982a). This has directly to do with the nature of the research goals of ethnographic and experimental research. In ethnographic research, the researcher prefers to describe systematically the variables and to let those variables generate categories and associations among any phenomena that exist. These categories and associations can then be compared with other categories and associations that appear in like settings. In this way, theories are developed in ethnographic research that can be tested again in other sites. Experimental researchers go into a study with theories already developed and test the theories using their own special treatment. Any data collected must fit into predetermined theories.
Differences also exist in the anticipated application of results. Ethnographic research rarely is generalizable to large populations. It aims rather for comparability and translatability of its findings. Comparability means that the researcher describes the characteristics, variables, and constructs so clearly that the description can be used as a basis for comparison with other groups. Translatability means that the methods, categories, and characteristics of the phenomena are identified so clearly that these comparisons can be made confidently. These two factors provide the basis for any generalizations in ethnographic research. Experimental research depends, among other things, on the use of tested research designs, random sampling, and large samples to insure the generalizability of any research findings.

In some studies, researchers use a variety of techniques in order to enhance the reliability and validity of the study. Often, techniques are borrowed from one research tradition to enhance a study done primarily in the other tradition. For example, an experimental research design might be used with the data gathered through ethnographic techniques, or an interview study might be supplemented with statistics. Differences in research designs between ethnographic and experimental research do
not preclude a legitimate sharing of data collection strategies (Denzin, 1978).

Reliability in ethnographic research presents unique problems. Because the natural settings and interaction between the variables is almost impossible to reconstruct, replication of a study is difficult if not impossible. Some naturalistic studies are undertaken to record the process of change and that unique situation could rarely be replicated.

Ethnographic researchers can "enhance the external reliability of their data by recognizing and handling five major problems: researcher status position, informant choices, social situations and conditions, analytic constructs and premises, and methods of data collection and analysis" (LeCompte and Goetz, 1982a, p. 37). Reliability of each of these areas depends on a clear description and explanation of how each area was handled. Without this clear description, no other researchers can hope to replicate the study. Internal reliability threats can be reduced by the use of any of five common strategies: low-inference descriptors, multiple researchers, participant researchers, peer examination, and mechanically recorded data. By using one or more of these strategies, the researcher seeks to provide records so that another independent researcher could examine the data and, hopefully, arrive at the same conclusions.
Validity requires that the propositions generated match reality. Internal validity asks if the researcher actually observed or measured what he thought he was observing or measuring. External validity asks to what extent any propositions generated are applicable across groups.

LeCompte and Goetz (1982a) list five threats to internal validity that may occur. They include history and maturation, observer effects, selection and regression, mortality, and spurious conclusions. Each of these present difficulties to the experimental as well as the ethnographic researcher, although they will be handled differently and seen in varying degrees of importance by each tradition. Triangulation of data sources helps the researcher to insure that the meanings he assigns and those of the participants agree.

External validity or generalizability to other populations is difficult to provide in ethnographic studies. Usually the researcher aims for comparability and translatability rather than the production of a general theory. The ethnographic researcher depends on a thorough identification and description of the site, participants, and other characteristics of the study so others can determine the extent of comparison to their own setting. The ethnographic researcher provides information and lets
others compare and contrast their group with his study rather than making broad generalizations to all such groups. "Attaining absolute validity and reliability is an impossible goal for any research model" (LeCompte and Goetz, 1982a, p. 55). However, it is hoped that by using a variety of techniques, several data sources and good description, the threats to validity and reliability can be minimized.

Summary

Authors and artists brought into schools for short term visits or extended residencies seem to serve as focal points for other activities. Much of the literature suggests that these are popular events in the schools where they take place. A majority of the literature is given over to a study of the artists-in-schools program which uses a variety of artists (poets, sculptors, writers) who work in schools for extended periods, sometimes as long as a year. Few studies were found that made mention of any attempt to formally evaluate the programs.

Programs using live authors in schools for short visits are in the definite minority, as reflected in the literature. Most often these visits are seen as part of a special week or reading event held in the school. These live visits always seem to generate other types of activities, ranging from increased circulation of the authors' books in the school library to poetry writing and
art contests. Little has been done to document any effects the visits have had on the participants other than the recording of anecdotes and impromptu positive statements.

The guest author program described in this study forms a natural "bounded system" as described by Stake (1978). A qualitative approach, using key-informant interviewing supplemented by description of the site, participants and other characteristics of the study as well as analyses of the teachers' lesson plans, students' papers and library circulation promise to provide data from several sources. Qualitative research demands that no hypotheses be generated prior to the study but that any theories arise out of the data itself.

Because of differences in ethnographic and experimental research designs, the problems of reliability and validity are also approached differently in the two traditions. The qualitative researcher depends on description and aims for comparability and translatability rather than theory generation. Triangulation of data sources and the description of characteristics of the case help other researchers to compare and contrast it with their own thus reducing threats to validity. Many naturalistic studies cannot be replicated, but then no study can be replicated exactly. However, by careful handling of the
data, several sources from which to collect data and good
description these threats can be reduced.
CHAPTER BIBLIOGRAPHY


CHAPTER III

PROCEDURES

Guest author programs of varying types are in evidence in various parts of the country (Shachter, 1980; Riggs, 1982; Taylor, 1980; Fusco, 1981; Parker, 1981). These studies have had little, if anything, to say about the effects of the author's visit on the three groups primarily involved in the visit: the students, the teachers and the librarians. All of the studies indicated positive reactions to the author's visit and at least four did attitude tests on the students (Shachter, 1980; Yeatts, 1980; Taylor, 1980; Fusco, 1981.) None of these studies, however, involved a single author doing a single presentation in a school.

An examination of the literature revealed no studies that concentrated on guest author visits of the type undertaken in this research. The problem for this study was to describe the effects of authors' visits from the perspective of various school groups at each of several school sites. The study looked at the perceptions of effects as seen by three groups: students, teachers, and librarians. Four elementary schools were used as school sites.
Since the intent of the study was to describe the effects of guest author visits from the perspective of three different groups, naturalistic research techniques were selected. Key informant interviewing, supported by audiotape recordings, was the primary data collection method utilized in the study. This type of phenomenological data clearly lent itself to a qualitative, naturalistic approach.

Qualitative research is often said not to satisfy the laws of reliability and validity, which tend to overlap in this type of research. The problems that threaten reliability, such as unique situations and idiosyncratic behavior, are the same problems that may threaten the validity of a study (Erickson, 1979; LeCompte & Goetz, 1982a). Because of this criticism of qualitative research methodology, great care has been taken to enhance credibility throughout the investigative process of this study. The status of the researcher is an important consideration because of the influence it may have on the responses of the participants of the study (LeCompte & Goetz, 1982a). Since the investigator was employed in the same school district in which the study was conducted, many of the respondents were familiar with her. In her position as Library Consultant, she worked closely with the school librarians and was frequently seen by the teachers and students as she visited the schools throughout the year.
The teachers were also familiar with the investigator through her role in staff development programs and the professional library.

Since key informant interviewing was the primary data collection method used in this study, the selection of respondents was undertaken with care. Respondents are frequently chosen because they have access to observations denied to the researcher. They may be atypical and should be chosen with care so as to ensure, as much as possible, a balanced representation among the groups (LeCompte & Goetz, 1982b). The researcher has addressed representation by including teachers in each grade level who participated as key informants. Student informants were also selected from each grade level that participated in the visit.

Full narrative descriptions are valuable in enhancing the external reliability of an ethnographic study. Social situations and conditions need to be fully described (LeCompte & Goetz, 1982a). A rich description of both authors involved in the study plus a full description of each of the four school sites has been included. External reliability is also enhanced by a full description of the methods used in data collection and analysis (LeCompte & Goetz, 1982a). A number of techniques have been employed in the collection of data for this study in order to supply a triangulation of methods that help to further enhance
external reliability (Denzin, 1978). Key informant interviews supported by audio-tape recordings, the examination of teacher's lesson plans, a student writing assignment, and library circulation records were used to supply data. A follow-up interview was also conducted with the teachers and librarians to verify statements made in their recorded interview. These are techniques that can be replicated by other researchers. The data were analyzed using the grounded theory approach developed by Glaser and Strauss (1967). No categories were set up before analysis of the data; the categories were allowed to emerge during analysis of the data.

The claim of internal reliability in an ethnographic study is increased by the preservation of the raw data in their original form. In this way the data can then be compared with categories drawn from them (LeCompte & Goetz, 1982a). Primary data were used directly from the interview transcripts. The accuracy of the transcriptions used in this study was checked both by the major professor of the researcher and by a second person experienced in the process but independent of the research. Confirmation of some aspects of each teacher's recorded interview was also achieved in a short follow-up interview. In this way confirmation was accomplished as analysis progressed, as suggested by LeCompte & Goetz (1982a).
The problem of internal validity in an ethnographic study of any type is also addressed by the inclusion of primary data in the description of analysis categories and the subsequent examples. Validity may be the major strength of much ethnographic work. The claim of ethnography to high internal validity derives from the data collection and analysis techniques used (LeCompte & Goetz, 1982a). Key informant interviewing is phrased more closely to the empirical categories of participants and is formed less abstractly than instruments used in other research designs. It is conducted in natural settings, and the ethnographic analysis uses a process of researcher self-monitoring (LeCompte & Goetz, 1982a). This process, termed disciplined subjectivity by Erickson (1973), exposes all phases of the research to a continual reevaluation.

The threat to validity posed by observer effects has been minimized in this study. The researcher's presence in the respondent's school was a common occurrence. All of the librarians and most of the teachers knew the researcher and the position she occupied in the district. Interviews were scheduled only with consenting teachers at a time when they were free of classroom duties. The librarian and student interviews were conducted in the open and non-threatening confines of the school library. All interviews consisted of only a single person talking to the researcher in order to
minimize group effects. No respondent was given questions in advance of the actual interview. As stated earlier, a short follow-up interview was conducted with each teacher to verify their statements about proposed follow-up activities with their students.

The data collection process, utilizing audio-taped interviews, began the week following the author's visit. Data collection took approximately a day and a half in each school. Follow-up interviews, photocopying of teachers' lesson plans, and a last check of library circulation records were done the last week before school closed for the summer.

Interviews with each of the respondents were guided by an unstructured interview schedule. Each respondent was asked open-ended questions designed to answer the research questions. The researcher did a field test with two teachers and two librarians before developing the final interview schedule in order to eliminate questions with redundant and/or single word answers. An effort also was made to make the interview schedule as neutral in wording as possible before using it with the respondents of the study. For example, "Do you think the author's visit was successful?" was changed to "How did you feel about the author's visit?" in the teacher and librarian interview guide (Appendices A and B).
The researcher also field tested the writing assignment before administering it to the students (See Figure 1). The field test resulted in the number of questions on the writing assignment being increased from three to four and the questions being reworded (See Figure 2). The writing assignment was given to two intact classes at each site (Appendix D). This was administered by the school librarian during the class's usual library period the next time they came to the library after the author's visit. The librarian was instructed to use a neutral introduction to the writing assignment. Students were instructed to write only first names on the papers so that the sex of the respondent could be determined later if deemed necessary.

1. What did you learn from the author's visit?
2. What do you think an author does?
3. What do you think about the author's books?

Figure 1--Questions used in field test of writing sample

Library circulation statistics were checked both before and after the visit. This was done to determine if the author's visit had any effect on overall library book circulation. The circulation of the author's books was
also checked at each school to create a circulation profile for each site.

1. What did you learn from the author's visit?
2. Do you like the author's books? Why?
3. List any of the author's books you have read.
4. What do you think an author does when writing a book?

Figure 2--Revised questions for writing sample

Teachers' lesson plans were checked visually by the researcher if the teacher indicated in the interview that she did any preparation activities for the author's visit. The researcher then did a follow-up interview with each teacher at the end of school to determine if she had done any follow-up activities. Lesson plans that indicated either preparation or follow-up activities specific to the author were photocopied for later analysis.

The interview transcriptions were analyzed in an iterative fashion. Analysis categories evolved, matured, or were discarded as the analysis progressed. A matrix was constructed with key words slotted in for each question on the interview guide (Appendix H). Construction of the matrix helped in the development of tentative, preliminary categories which were then checked and refined. This
technique was used for each group of respondents. Some categories were later subsumed under larger categories. Others, interesting but unimportant to the study when taken by themselves, were discarded.

Procedures for Collection of Data

Instrumentation

An unstructured interview guide with selected key questions served as the primary method of data collection (Appendices A, B and C). Each of the three groups interviewed had an interview guide with questions designed to bring out the perspective of that group. The sequence of questions used was usually that of the guide, but if it were more appropriate, the researcher was free to leave out some questions answered by a prior remark or advance to develop an area introduced by the respondent. In this way the researcher was able to probe with such questions as "Why?", "What else did you do?" and "Why did you feel that way?" The interview was usually concluded by asking if the respondent had other comments or observations they wanted to share.

All interviews were audio-tape recorded to save time and for accuracy in later transcribing. Also, the use of audio-tape recordings removed the distraction of note taking and enabled the interview to take on more of a
conversational tone, which is an aim in a naturalistic study. Written transcriptions were made of all interviews. The validity of the transcriptions was later verified by the major professor of the researcher and by a second person experienced in the process.

A short writing assignment served as a secondary data collection instrument (Appendix D). It was given to two intact classes at each of the four school sites. It contained only four questions and was aimed toward any factual knowledge the student might have picked up before or during the author's visit. It listed only first names of the student respondents so that the sex of the respondent could be determined later if deemed necessary. All tapes, field notes, transcriptions, and completed writing assignments have been retained in their original form for further verification if necessary.

**Respondents**

The respondents in this study were selected from the students and teachers who participated in the visit in each of the four site schools. The librarian in each of the site schools also served as a respondent. From four to six teachers were interviewed at each site. At least one teacher was interviewed from each grade level who participated in the visit at each site.
At the first group of two site schools, visited by guest author Bill Wallace, grades three, four, and five were involved in the visit. The investigator interviewed teachers in all three grade levels involved at those schools. Each group of two site schools was comprised of one small and one large school. Four teachers out of the seven involved were interviewed at the smaller school and six out of the eighteen teachers involved were interviewed at the larger school. At the second group of two school sites, visited by G. Clifton Wisler, only grades four and five were involved in the visit. At the smaller school, five of the six teachers whose classes participated were interviewed. At the larger school in this group, five teachers out of eight whose classes participated were interviewed. Teachers from grade levels four and five were interviewed at each school in this second group.

Ten students from each site were interviewed. The students to be interviewed were chosen randomly from the classes of teachers who chose to participate. In no case were more than four students interviewed from a single teacher's class. In several cases only two students came from a single class. The students also represented each grade level that participated in the visit in that school.

Two intact classes, selected from those classes who participated, completed the writing assignment at each
school. These eight classes were comprised of five fourth grade and three fifth grade classes. They were randomly selected from the classes that had library class at the time the researcher was in the building collecting data. Their writing was anonymous except for their first names.

Ecological Context

This study was conducted in four of the thirty-one elementary schools in a large suburban school district in North Central Texas. The researcher was employed in the school district at the district level as the Library Consultant. The district is one of the fifteen largest in the state.

The four site schools were chosen for two primary reasons. First, they were among the schools expecting an author visit and second, they were diverse enough in their makeup to be representative of many other schools in the district. Two smaller schools were represented with 371 and 405 students each and two larger schools having 617 and 973 students. They would be divided for the author's visits into two groups with one small and one large school in each group. The four schools were also widely spaced within the district, thus representing several socioeconomic areas.

Each elementary school in the district contains kindergarten through fifth grade. Each elementary has the services of a school library. Two of the site schools were
of the closed classroom type, and their library was also of a closed room type. The other two site schools had an open concept, were built on the same general plan, and had large open libraries. Each group of two site schools consisted of a small closed concept school and a larger open concept school. One large site school was almost at the district's northernmost boundary, while the other large site school was near its southeastern boundary. The two smaller schools occupied sites in the central and southern areas of the district.

In the first group of two schools, where Bill Wallace was the guest author, the author's presentation was in the school's cafetorium with grades three through five attending. In the second group, with G. Clifton Wisler as the guest author, the presentation was conducted in the school library. Only the fourth and fifth grades participated in Mr. Wisler's presentation.

Mr. Wallace spoke in an auditorium type setting. Some students sat on the floor at both schools. In the smaller school, the cafeteria tables (with seats attached) were set up and they accommodated the older students. He used a microphone and podium and had a well-rehearsed talk prepared. Afterward, he invited the students to ask questions.
Mr. Wisler preferred a more intimate setting for his talk. There were no more than seventy-five students in each presentation. At the larger school, he did three presentations in order to keep the student numbers low. This was done at his request. He sat in a chair while the students sat on the floor around him. He did not use a microphone or podium. Although he had a well-rehearsed talk, it was delivered in such a way as to appear entirely spontaneous. He also invited student questions at the conclusion of his talk.

Data Collection Procedures

The data for this study were collected during the spring of 1984. The researcher observed both guest authors' visits to the four school sites. Approximately one week after the author visit, the researcher returned to the school and began data collection.

The selection of the subjects requires careful consideration if the question of external reliability is to be satisfied (LeCompte & Goetz, 1982a). Since all the teachers whose classes were involved in the visit were not going to be interviewed, the technique of key informant interviewing was used. Using this technique, teachers were selected for interviews based on their willingness to talk about the experience at a time when the investigator was in their building. Some teachers declined because of
scheduling problems, and a few were absent either at the time of the author visit or when the researcher was present. A successful effort was made by the researcher to include teachers from each grade level involved in the visit, but no effort was made to balance the number of teachers in each grade level. However, when the interviews were completed, the number of interviews in each grade level did balance. Four third grade teachers were interviewed in two different schools. Eight fourth and eight fifth grade teachers were interviewed in the four site schools studied thus producing a stratified sample among the grade levels.

The students to be interviewed were chosen randomly from those teachers' classes who chose to participate. As an example, in a third grade class the teacher was asked to send students whose names were on lines 20, 15, and 10 of her roll book. A fourth grade teacher in the same school was asked to send students 1, 5, and 15 on the roll. Since elementary teachers usually arrange their roll book alphabetically by last name without regard to sex or ability, a random sample of students was obtained. The investigator gave the numbers to the teacher at the conclusion of the teacher interview and arranged the time for the first student to be sent. The next student came as the previous one returned to class. In some cases, teachers sent the next name on their roll instead of the requested
numbered student with a note that the requested student was absent. If the teacher had not been interviewed, the investigator asked her permission to interview students during the teacher's break time; at lunch; or, in some instances, after school. None of the teachers who were approached to participate refused permission to talk with their students. Most were quite willing; some even asked if the investigator needed more than the requested number. In no case were more than four students requested from a single teacher, and in several cases only two students were requested.

The classes selected to do the written assignment were those who had their library class the day the investigator came to their school to interview teachers. The librarian in the site school administered the writing assignment at the beginning of the library period. Each librarian was instructed as to how the writing assignment was to be introduced to the class. In three of the four schools, the writing assignment was done by two different grade levels. Because of scheduling in the fourth school, two different classes in the same grade level did the writing assignment. No effort was made to pick certain classes to write. Only two criteria were used in their selection: one, their class had participated in the visit and two, their library class was scheduled during the time the investigator was in the
building. The investigator did not stay in the library during the writing assignment. Since all the librarians routinely give writing assignments, the assignment was made to seem a routine one from the librarians. This was done in order to minimize any "Hawthorne Effect" that might have occurred had the investigator administered the assignment. After completing the writing assignment, the students resumed their normal library class activity.

If the teacher indicated in the interview that she had done preparation activities or had planned follow-up activities, a note was made of her name and school. After the list became lengthy, the researcher decided a follow-up visit to each teacher would give a better perspective. In this way the researcher could check on both the teachers who had said that they were going to do follow-up activities and those who had said they were not but could have changed their plans. This procedure helped to control for observer effects and enhanced internal validity.

During the follow-up interview, the teachers were asked if they had done any follow-up activities after the author's visit. If they indicated that they had, their lesson plans were checked for specific references to the guest author. Photocopies were made of all the lesson plans that included a reference to the guest author, including those of teachers who had done preparation activities for the author visit.
This short follow-up interview was held with each interviewed teacher during the last week of school before summer vacation.

The library circulation records were also checked the last week of school. At that time, the circulation of books had ceased for the year thus records could be checked easily. At each of the four site schools, circulation figures were checked for the third week of the month in the months of October, January, and February. The circulation records were then checked for the third week after the author's visit in each school and again for the sixth week after the visit.

Since these general circulation figures proved inconclusive, the circulation of each individual title of the guest author's books was checked. Circulation figures for these books showed a positive trend, but since the author's books were held in such small numbers in each school site, no conclusion could be drawn.

Procedures for Analysis of Data

Trial interviews were conducted with two librarians and two teachers prior to the actual study for the purposes of uncovering possible errors in planning and to gain experience in the interview techniques. The trial interviews were conducted with respondents not included in the study. As a result of these trial interviews, the final
interview schedule was changed slightly. The questions were altered to make the interview schedule as neutral as possible in wording.

All interviews in the study were audio-tape recorded for the purpose of obtaining accurate accounts of the teachers', students' and librarians' statements. Exact transcriptions of the recordings were made with the exception of extraneous remarks such as "O.K." and "uh" (Appendices E, F, and G). This required numerous replays of each tape in order to capture the exact wording and insure accuracy. In instances where exact transcription was not possible, this was indicated by "(inaudible)". Only a few passages were so marked.

After all the tapes were transcribed, a sample was selected to be checked for accuracy. Five taped interviews and the accompanying written transcriptions were submitted for checking. The accuracy of the transcriptions was checked by the major professor of the researcher and by a second person experienced in the process but independent of the research undertaken here.

After validation of the accuracy of the transcriptions, the analysis of the collected data was begun. In order to make the large quantity of data available from the sixty-four interviews more manageable in the early stages of analysis, matrices were constructed. Each matrix was
constructed on an eighteen by twenty-four inch sheet of paper with key words from the actual questions from the interview guide written across the top and the respondent’s answers written in under each question (Appendix H). A simplified diagram of the form used in the matrix is included here for clarity (see Figure 3).

<table>
<thead>
<tr>
<th>Question 1</th>
<th>Question 2</th>
<th>Question 3</th>
<th>Question 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respondent #1</td>
<td>Answer</td>
<td>Answer</td>
<td>Answer</td>
</tr>
<tr>
<td>Respondent #2</td>
<td>Answer</td>
<td>Answer</td>
<td>Answer</td>
</tr>
<tr>
<td>Respondent #3</td>
<td>Answer</td>
<td>Answer</td>
<td>Answer</td>
</tr>
</tbody>
</table>

Figure 3—Simplified diagram of the matrix form used for data analysis.

Each matrix was completed by school and by group so that all the students interviewed from Meadow Elementary School were on one sheet, all the teachers from Meadow Elementary School on another and so on. This made it easier to compare answers from the four sites on each question. In addition, especially rich or insightful answers were coded with an asterisk on the matrix since there was not room to quote the entire content of long answers. The transcription was also marked with an asterisk at the appropriate place in order to facilitate retrieval.
The entire group's answers to each question were studied after the transcriptions had been scanned and the statements plotted on the matrix. The answers to each question were analyzed to discover common thoughts and possible categories. After this had been done for each group, the preliminary categories were developed for each of the three groups.

With the preliminary categories for a group established, the full interview transcriptions were reread and coded when statements appeared that fit into the preliminary categories. This was done for each of the three groups. Statements that appeared to be good examples of a category or expressed an idea in a particularly succinct manner were also marked. As coding progressed, it became evident that some categories needed to be broader, while others were eliminated or subsumed under another category. The final number of categories was reduced to seven for the student respondents, five for the teacher respondents, and six categories for the librarians.

The lesson plans of those teachers who indicated they had done preparation or follow-up activities were examined. If there was a specific reference to the author or his books, the lesson plan was photocopied. The lesson plans were studied to determine if the activities represented fit into any of the preliminary coding categories.
The writing assignment given the students was also analyzed to see if the students' answers fit into the coding categories already established (see Appendix D). Again, these papers were read, reread, and analyzed to determine if the existing categories matched the data or if new categories emerged from this written assignment. Although the written assignment reached approximately 225 additional students, no new categories emerged from these data.

Library circulation statistics were checked both before and after the visit. Book circulation figures were checked on the librarian's record sheets to determine if overall book circulation had been affected. Since elementary school students are restricted to one or, at most, two books a week, book circulation for each school remains more or less constant. Illness and withdrawals from school cut down on student numbers; holidays reduce the number of days books are circulated. Excluding these two minor factors, each student typically checks out one book each week and returns it the next week. Thus circulation is approximately the same each week.

Book check-out cards also were examined for the guest author's book alone. Circulation dates on these cards indicated almost continuous circulation since the author's visit was announced. However, since each of the site schools held only one or two—and in one school zero—of
the author's books prior to his appearance, no conclusions could be drawn.

Summary

A series of sixty-four interviews were conducted in four site schools. A breakdown of the interview respondents reveals four librarians, twenty teachers, and forty students. In addition, approximately 225 additional students completed a written assignment. Teacher lesson plans and library circulation records also were examined to determine any influences of the author's visit. The interview transcriptions were analyzed in an iterative fashion using Glaser and Strauss' (1967) grounded theory approach.

The use of naturalistic, qualitative data collection methods and analysis procedures resulted in the following:

1. Descriptions of the site schools and the preparation, presentation, and follow-up that occurred in each school after the author's visit.

2. Descriptions of the similarities and differences that existed among the three groups as evidenced by the coding categories that emerged.

3. Tentative conclusions regarding the effects of the guest author's visit on the three groups.
CHAPTER BIBLIOGRAPHY


CHAPTER IV

ANALYSIS AND CONCLUSIONS

The collection of data for this study used the techniques of interview and document collection. Analysis of the data was accomplished by the use of the grounded theory technique of Glaser and Strauss (1967). This involved the constant comparative method in which data were read repeatedly to arrive at separate categories of meaning. Categories then were tested against the data and the process continued in an iterative fashion until the categories stabilized.

This chapter presents the findings that emerged from the analysis and will be developed in five sections. The first section contains descriptions of the four site schools, a profile of the student population, and a short description of the authors' presentations in each school taken from field notes. A brief profile of the two authors involved precedes the site schools description. The second section provides definitions of the coding categories that evolved through application of the grounded theory analysis procedures to the transcripts of the interviews. The third section provides a description of each of the three groups and includes the analysis of the document collection.
connected with each group as well as the interview transcripts. The fourth section will present differences and similarities noted between the sites and groups. A summary of the findings appears in section five.

Description of Four Site Schools

Author Bill Wallace visited the first group of two schools used in this study. He was a white male in his middle thirties. He lived and worked in Oklahoma and was a native of that state. His first book had been on the Texas Bluebonnet Award list the year previous to his visit and had been subsequently named the winner of both the Texas Bluebonnet Award and the Oklahoma Sequoyah Award that year. Both of these awards are determined by popular vote of the school children of each of those two states. In order to vote a student must read at least five books from a list of twenty preselected titles. The reading list is compiled annually by a state committee in charge of the award.

His second book was released just prior to his visit to the district and therefore was not familiar to the students, teachers or librarians before preparations were under way for his visits. The second book was introduced to all the participants when the author's books arrived at the school sites approximately a week and a half before his visit. These books were ordered directly from the publishers who helped sponsor the author's visits. The books are sold at
district cost to the students, teachers, and librarians involved in the visit. The price of the book reflected an approximate 35% discount off list price and was a nonprofit project for the district. The author realized no gain from the sale except his normal royalty of approximately 10% of list price. The author also had no input on the titles purchased or the quantity of books ordered by each school.

Bill Wallace was paid a modest honorarium of $100 per school visit. His publishers paid the hotel cost along with the cost of his meals at the hotel. The sponsoring school districts paid his transportation expenses, furnished his lunches during the week and had a dinner party for him. Mr. Wallace stayed a week and visited ten schools in the two sponsoring districts.

The first school visited by Bill Wallace will be called the Meadow Elementary School to protect the privacy of the students, teachers, and librarians participating in the study. Meadow Elementary School had about 370 students in kindergarten through grade five. It was located in a predominately white middle class area. The area consists primarily of single family homes with one small area of apartments. It is located close to an expressway and large shopping area. The school has an active Parent-Teacher Association that regularly has its Board Meetings in the school library and usually gives the library a portion of
its earnings from the carnival the association sponsors annually.

Students in grades three, four, and five were involved in the author's visit. The students in grade three scored seven months above grade placement on their mean composite score on the Iowa Tests of Basic Skills the year of the author's visit. They scored a 3.9 in grade equivalent placement on their reading portion of the test. A score of 3.1 would be the grade level equivalent expected if they were performing only at grade level. The students in grade four scored eight months above grade placement on their mean composite score on the Iowa Tests of Basic Skills. They scored a 5.0 grade equivalent on the reading portion of the test. A grade equivalent of 4.1 would indicate they were performing at grade level. The fifth grade scored a mean composite of one year and two months above grade placement. They scored 6.4 on the reading section alone when a score of 5.1 would indicate grade level placement.

Since the school was not one of the largest in the district, it was served by a half time librarian and a half time aide who alternated their time in the school. The librarian was at the school two full days during the week and then spent one half of the day on Friday at the school and the other half of the day at her second school. The aide had the opposite schedule. This was the librarian's
first year in the district and the first guest author for which she had prepared. She had previous experience both as a school librarian and in a public library. The students came to the library once a week with their class for about thirty minutes. At that time they would have a short lesson and about ten minutes to check out a book for the week. The fifth grade was usually allowed to check-out two books at a time. The lesson portion of the students' library time might have been on map skills, how to use the card catalog, or an introduction to an author via biographical information, filmstrips about them, or readings from several of the authors' books. The students were also allowed to come individually or in small groups to the library when classes were not scheduled or when only the aide was present.

The author's presentation in Meadow Elementary School was in the morning and took place in the school's combination auditorium-cafeteria. The presentation involved students in grades three, four, and five. There were about one hundred eighty five students and their teachers present in the auditorium. The principal, custodian, one parent with a young child, reading consultant, kindergarten and grade one consultant, and the researcher also were present. Some of the third grade students sat on the floor in the front by the author while the majority of the students sat on seats attached to the cafeteria tables. The tables were
set up in their usual positions for lunch. The teachers stood or sat around the outside edges of the room, positioning themselves close to their students. The other adults sat around the outside edge of the room. The presentation began close to 9:30 am with an introduction by the principal. The author related how he started writing stories for his own class of fourth graders when he started teaching. He explained his efforts to find suitable stories to hold the attention of his class and how this lead him into writing his own stories. He described his class' reactions to his stories. Further along in his presentation, he showed the original manuscript of his now successful book which was obviously dog eared and well worn. He also showed numerous rejection slips he collected from publishers while trying to get the book accepted for publication. He outlined how it took him eleven years to get a publisher to accept his book.

After about thirty-five minutes he asked his audience if they had any questions for him. They did. The presentation was finally called to a halt after a total of forty-five minutes even though some children still indicated they had questions for the author. The classes were sent back to their rooms. The students who bought books were told they would be called to the library to pick up their book and have it autographed. Later, the author sat in the
library and talked to the students and teachers as they presented their books for autographing. He spent approximately one hour and fifteen minutes autographing the one hundred books that were sold.

The second school visited by author Bill Wallace will be called Riverview Elementary School to protect the privacy of the students, teachers, and librarian participating in the study. Riverview Elementary School was the largest elementary school in the district with an enrollment of about 970 students in kindergarten through grade five. It was one of the newer schools in the district also, opening in the fall of 1979. It was located in a rapidly growing area that was close to a large recreational lake. About half of the students came from high income, upper middle class homes. The other students came from small, older homes built when the area was predominately a farming community. Together, the two groups created a mix of both ethnic and income backgrounds. The area was almost completely single family homes. The school has one of the most active Parent-Teacher Associations in the district with an active parent volunteer program.

The students in grades three, four, and five participated in the author's visit. The students in grade three had a mean composite score seven months above grade placement on the Iowa Tests of Basic Skills. They scored a
3.8 in grade equivalent placement on the reading portion of the test compared to an expected average of 3.1 grade level placement. The fourth grade students scored a mean composite score five months above grade placement on the same test. They also scored 4.6 on the reading portion. A score of 4.1 would be the mean grade level placement. The fifth grade students also scored five months above grade placement as their mean composite score on the Iowa Tests of Basic Skills. Their score on the reading portion of the test was 5.4. A score of 5.1 would indicate grade level achievement.

The school was served by one full time librarian. She was one of the six original elementary school librarians hired when the elementary school library program was started in the fall of 1977. Prior to being a school librarian, she had been an elementary school teacher. She had had several guest authors visit the schools she had served and was considered one of the most creative of the elementary school librarians. Each class in the school came to the library once a week. The librarian emphasized reading motivation and would often read short books or chapters from longer books to the students. Skill lessons were interspersed throughout the year. The students checked out books when they came to the library with their class and also were free to check-out and return books during the day since the
The librarian was there all day. The students were allowed to use the library individually or in small groups when classes were not scheduled. The librarian conducted a book fair sometime during the year in order to earn paperbacks for the library collection.

The author's presentation in Riverview Elementary School also took place in the morning and was held in the school's combination auditorium-cafeteria. Students in grades three, four, and five and their teachers were invited to the presentation. There were about four hundred and seventy students and their teachers present. Because of the large number of students involved, the room had been cleared of all the lunch tables and the floor cleaned. The students came in class by class and sat on the floor in neat rows very close together with their legs crossed. The teachers and other adults present sat or stood around the sides of the room. The presentation began about 9:15 am with the author being introduced by the librarian.

Bill Wallace's presentation at Riverview Elementary School was virtually the same as his presentation at Meadow Elementary School earlier in the week. The students again were quiet and attentive. Again, after about thirty minutes, the author asked the students if they had questions. He answered their questions until the scheduled forty-five minutes ended. The teachers then took their
classes back to their rooms. Students who bought books were called down to the library by class group to pick up their books and present them to the author for autographing. The author spent about one and one-half hours autographing and talking to students in the library. After the autographing period was over, the author left the school.

Author G. Clifton Wisler visited the second group of two schools used in the study. He also was a white male. He was in his early thirties at the time of the visits and in addition to being an author, was also a middle school teacher in the district. He was also a native of Oklahoma. He had written several books prior to his visit and for the first time had one of his books, Winter of the Wolf, listed as a nominee on the Texas Bluebonnet Award list. It was his third novel for young people and was a retelling of an old Comanche Indian legend. His book got enough votes in the state that year to be voted fourth most popular out of twenty contenders, some by very well known authors. Winning even fourth place was quite an honor for this young author since students only had to read five books in order to vote. This same book, Winter of the Wolf, was also a finalist for the 1982 Golden Spur award for the best Western juvenile fiction.

Although his books are popular at the middle grades (fifth, sixth, seventh, and eighth), few of the elementary
schools had bought them prior to the one being listed on the Bluebonnet list. Only one of the two schools involved in the study had any of his books and that one had only the book listed as a Bluebonnet nominee. The second school owned none of his books prior to preparation for his visit. Two of his later books were ordered and introduced to the participants as preparations for his visits got underway. Those books arrived at the school sites approximately a week and a half before the scheduled visit. All of his books were ordered directly from the publishers who gave the district a discount on their purchase. One of the books was an inexpensive paperback novel set in the present day that proved to be quite popular with the students, both for its humorous content and its price. The hard back books were sold at an approximate 35% discount off list price and the paperback was sold at approximately 25% off. The author had no input on quantities or titles offered for purchase at the school sites and only realized his usual royalty of 10% on sales of his books.

Mr. Wisler was paid a very modest honorarium of $75 per school visit. Since he lived in the district and had no transportation or hotel expenses, his publishers did not contribute toward the cost of his visit. The district furnished his lunch on the day of his visit to the two schools and the honorarium, but it did nothing beyond that.
Because his visits were scheduled near the end of the year and he lived in town, no parties were held for him at that time. He taught four days that week at his assigned middle school and then acted as a guest author the fifth day, having a substitute for his classes.

The first school visited by Mr. Wisler will be called Highland Elementary School to protect the privacy of the students, teachers, and librarian participating in the study. Highland Elementary School had about 615 students in kindergarten through grade five. It was located in a predominately white middle class area. The area consisted almost entirely of single family homes including one area of single family townhomes, smaller than the other homes. It was located in the far north part of the district in a rapidly growing area. The school was one of the newer ones in the district, opening in 1975, and had an open classroom concept. The library was large and spacious and was located in the center of the classroom area. This school also had an active Parent-Teacher Association.

Students in grades four and five were involved in the author's visit. The fourth grade students at Highland Elementary School had a mean composite score of one year and one month above grade placement on the Iowa Tests of Basic Skills the year of the author's visit. Their reading subtest score was 5.3, placing them one year and two months
above grade placement on reading. The fifth grade scored nine months above grade placement as their mean composite score on the same test. They scored the same nine months above grade placement on the reading subtest of the same test.

The school was served by a full-time librarian since it was one of the largest in the district. The librarian had joined the district in the second year of the elementary school library program. She had moved here from another state at that time and had experience as a school librarian in that state. She had had several guest authors visit her schools and was considered a very capable and creative elementary school librarian. Each class in the school came to the library once a week for about thirty minutes. At that time they had a library lesson and short book check-out period. Since the librarian was there all day, the students were free to check-out and return books during the day in addition to the time they came with their class. The librarian varied the lessons so that library skills and reading motivation activities were about equally represented in the lesson activities.

G. Clifton Wisler's presentation at Highland Elementary School was in the morning and took place in the school's library. Because the school was large and the author preferred smaller groups, he did three presentations with
three classes in each of the first two presentations and two classes in the third presentation. The first presentation included two fourth grade classes and one fifth grade class. The students sat on the carpeted floor of the library while the three teachers, the librarian, and the researcher sat in chairs. The librarian introduced the author very briefly and the author began his talk. Like the other adults, he sat instead of standing in front of the students. His talk started off with tales of his own elementary school days and a story telling contest he won in fourth grade. He related how his interest in story telling and writing arose from that time. Later, he was involved in Boy Scout camp-outs and first listened and later told tales around the camp fire. His book on the Bluebonnet list, *Winter of the Wolf*, was an outgrowth of one of the tales he told around the camp fire. From this background, he introduced his later books and told how he researched them. He went into much detail about how he wrote and the importance of outlining chapters and stories. The students were quiet and attentive and seemed to especially enjoy the stories of his school days. After about twenty minutes, the author asked for students' questions. The first presentation lasted thirty-seven minutes.

The second presentation started ten minutes later after a brief period spent autographing. Again, two fourth grade
and one fifth grade class were included in the presentation. The students again sat on the floor with the adults in chairs. Mr. Wisler repeated his earlier talk with only minor variations. After about twenty minutes he asked the students if they had questions for him. This group of students had fewer questions and the presentation was over in about thirty minutes. He then autographed books for students who had bought them. He then had a short break to rest his voice and have a cold drink before the third presentation started. The third presentation included only two fifth grade classes. Again the participants sat on the floor in the library while the author sat in a chair in front of them. He again repeated the same presentation he had given for the other two groups. This time during the question session, the school principal happened to come by the library. He listened for a short while to the students' questions for the author and then asked one of his own; "Was English your favorite subject?" The third presentation ended after thirty-five minutes. The author saw a total of 215 students in the three presentations. The author then autographed books for the students in the classes included in the third presentation. After also autographing copies of his books for the school library, he left the school.

The second school visited by Mr. Wisler will be called Prairie View Elementary School to protect the privacy of the
students, teachers, and librarian participating in the study. Prairie View Elementary School was a mid-size school of about 400 students in kindergarten through grade five. It was one of the older schools in the district and located in an older, well established neighborhood. Because it is a well established neighborhood, most of its students complete their elementary education there rather than moving away during the course of the early grades. The school is of the closed classroom type and enjoys a good reputation in the community. Because of its reputation, it pulls students from a wide geographic area. The area was one of mid-sized single family homes with only a few rent houses and apartments along the outer fringes of its geographic borders. The library was a new addition to the school and was finished in 1979. The new library was a large room built between two existing classroom wings. It, like the rest of the school, was of the closed classroom type having only one door. Since the school had been there many years, the library had a large but old and well-used collection of books. The school also had an active Parent-Teacher Association and a large number of parent volunteers, one or two of whom helped in the library.

The students in grades four and five participated in the author’s visit. The fourth grade had a mean composite score of seven months above grade placement on the Iowa
Tests of Basic Skills. On the reading subtest, they had a score of 4.9; eight months above grade placement. The fifth grade in Prairie View Elementary School had a mean composite score eight months above grade placement on the same test. They also scored at 5.8 or seven months above grade placement on the reading portion of that test.

The school was not one of the largest in the district, so it was served by a half-time librarian and a half-time aide. The librarian was at the school two full days each week and at her larger second school the other three days of the week. The aide had the opposite schedule. The librarian was one of the original six elementary school librarians hired in 1977 and had been a high school and middle school librarian previously. She had hosted many guest author visits in the elementary and middle schools she had served.

As with the other schools, the students came to the library once a week with their class for about thirty minutes. They would have a lesson and a book check-out period. This librarian planned a variety of units including plays, genealogy units, and making books. The students were also allowed to come to the library when only the aide was present for small group projects or to check-out a book.

Mr. Wisler's presentation at Prairie View Elementary School was in the afternoon and took place in the school's
library. The author did two presentations in this school. The first presentation included the three fourth grade classes. The library tables had been moved back out of the way to accommodate the students. The students sat on the floor with the teachers, librarian, and researcher at the back and sides of the room in chairs. The author devoted thirty minutes to the same basic talk he had done at the first school, embellishing it a little since he had more time here. At the end of his talk, there was a fifteen minute question and answer period and then another ten minutes or so of autographing student's books.

After a fifteen minute rest break, the second session started. This session included the three fifth grade classes. The classes again sat on the floor with a few spilling over to the tables in the back. The teachers again sat in chairs at the back. His talk lasted about thirty minutes and then questions were allowed for an additional fifteen minutes. In both presentations at Prairie View Elementary School he saw a total of 134 students. After that he autographed books for those who had bought them. Several of the teachers stayed around to ask questions and get books autographed after the students left the library. After all the autographing of the student's books, teacher's books, and books for the library was completed, the guest author left the school.
Definitions of Analysis Categories

The categories that evolved during analysis of the interviews are listed below with a definition of each category:

Student

1) Attitude--This category was indicated when a student expressed a positive attitude toward the author as a person and/or toward the author's books. Reference to the author's visit are also included in this category.
Examples: "He was funny and I wanted to hear the things that he had to say about his new book." (Riverview Elementary School, fourth grade girl), "... never seen a real author before and it was just kind of neat to see someone that's real popular and famous." (Riverview Elementary School, fifth grade girl), "I didn't think he was going to be as funny as he was but he was a lot different than I thought he was going to be." (Prairie View Elementary School, fifth grade girl) and "You get to see them. You get to see them sign the book." (Riverview Elementary School, fifth grade boy).

2) Recall of specifics - This category was indicated when a student indicated he recalled a specific statement or event described by the author during the presentation.
Examples: "I remember that he said he read several different books and the first one, Old Yeller, the kids
really liked it but the other ones it was kinda so so, so they told him to make his own books and read them." (Meadow Elementary School, fourth grade girl), "Took him eleven years." (Meadow Elementary School, fourth grade boy) and "The jokes he told and about his school and how he didn’t like the girl that sat behind him and everything." (Highland Elementary School, fourth grade boy).

3) Prepared by teacher - This category was indicated when a student said he had been prepared in some way by his teacher for the author’s visit. This included references to how he (the student) should conduct himself in the assembly, information shared by the teacher about the author, and the reading of the author’s books by the teacher. Example: "She said that he wrote a lot of books and she’s read some of them and he was a real good author." (Highland Elementary School, fifth grade boy), "She said she would put our name on the board if we didn’t be polite [sic]." (Highland Elementary School, fourth grade boy) and "She read us a book." (Prairie View Elementary School, fourth grade girl).

4) Insight into author’s world - This category was indicated when a student said he had learned something from the author’s presentation and was able to recall a specific item. Example: "Well, I learned that writing isn’t easy. You have to have specific things written down to get them published and everything so the children can read them."
(Prairie View Elementary School, fifth grade girl), "I learned that you could write a book or write a story by something that you see or something that happens to you. Just like an object laying on the side of the road or something." (Highland Elementary School, fifth grade girl) and "I learned how long it took him to do a book. I never thought it would take that long." (Meadow Elementary School, fifth grade boy).

5) Underlying theme - This category was indicated when the student indicated he picked up on the underlying theme of the author's presentation. Examples: "He talked about when he was a child. Then when he grew up he remembered back and got ideas from that." (Highland Elementary School, fifth grade girl), "Well, I learned that if you don't make it the first time try and try again and some day it will work out." (Riverview Elementary School, fifth grade girl) and "That it takes a pretty long time to get a book published and that he didn't stop and for us not to stop if we decided to issue a book." (Meadow Elementary School, fifth grade girl).

6) Shared experience - This category was indicated when the student said he talked about the author's visit or shared the author's books with other students, friends, or parents. Examples: "I told them [parents] that he's coming to visit us and it's going to be a pretty good experience
that I'll see him and everything and have him talk about how he published his books and everything." (Highland Elementary School, fifth grade boy), "When I went home I told my neighbors around me and I told my parents and then last week I went over to my friends and I told them about it." (Riverview Elementary School, fifth grade girl), "I talked to my mom about it and told her what he said and how hard he tried to get his book published and stuff and I told her all the stories he told us and stuff." (Riverview Elementary School, fifth grade girl).

7) Preparation by self - This category was indicated when the student indicated he/she had tried to prepare himself for the author's visit by either checking out a book by the author or by buying one in advance of his visit. Examples: "I checked out Winter of the Wolf." "I was going to try to buy it but they were all sold out." (Highland Elementary School, fifth grade boy), Tried to check one out "and they didn't have any. All the teachers had them." (Prairie View Elementary School, fifth grade girl), "... I knew I was already going to buy one of those so there was no point in checking it out." (Meadow Elementary School fourth grade girl) and Tried to check a book out "Plenty of times, and everybody said it was already checked out. I bought both of them." (Meadow Elementary School, fourth grade boy).
Teacher

1) Attitude - This category was indicated when a teacher expressed a positive attitude toward the author as a person and/or toward the author's books. Reference to the author's presentation are also included in this category. Examples include the following statements.

One of the things I enjoyed more than anything else was that he'd say something and the children would look at me and grin and their eyes all sparkly cause we had waited for that answer and had talked about it and wondered. (Meadow Elementary School, fourth grade)

... I thought it had been real worthwhile and one of the best things we've had as far as encouraging the kids on reading and all. (Meadow Elementary School, fourth grade)

And I thought it was so neat for the kids to see that he was a real-life person. Not somebody in a penthouse or with a lot of money or real elegant but just a very normal fellow. (Prairie View Elementary School, fifth grade)

2) Effect on classroom activities - This category was used when a teacher indicated that the guest author visit had influenced classroom activities. Most often the activity involved reading the author's book aloud to the class but also included other preparation activities, writing activities done after the visit, and class discussions. Examples include the following statements.

Well, we've used his talking about how he got his ideas for writing stories in the classroom. They've had to find some kind of object on the side of the road or something and then make up a story about it and who owned that object and make up a story and how to write stories so they would
kind of learn how authors come up with their ideas for books . . . (Highland Elementary School, fifth grade)

    Everyday I have been reading about thirty minutes when it’s supposed to be ten. We’re finishing it today I think. They just don’t want to stop. (Riverview Elementary School, third grade)

    Our next book is his book. The boys in my class asked me to read it. (Highland Elementary School, fifth grade)

3) Effect on students - This category was used when a teacher indicated perceived effects on students because of the visit. Student attitude, attention, and comments are included in this category. Examples include the following statements.

    They accepted him more as an individual, more as a person. I think he let out his feelings and emotions so that’s what they got from him, not so much he’s a great author or he writes great books. Now they all wanted to read his books because they felt now that they knew him as a person. (Riverview Elementary school, third grade)

    But we keep journals in the classroom and a lot of them have started up the journals again, something they keep on their own. And after the author I’ve noticed a lot more of them getting those out and just writing maybe a poem down or just a thought that they were thinking about writing. (Highland Elementary School, fifth grade)

    But as we read the book then they begin to ask "If we didn’t sign up for that book may we do it now?" and so I think there definitely was an attitude change as we read the book and got into it. (Meadow Elementary School, third grade)

    . . . I have a little boy that said he was going to start writing down things that he thought was interesting and maybe keeping a diary and thinking of stories that he could write. (Prairie View Elementary School, fourth grade)
4) Insight into author's world - This category was used when a teacher indicated she now better understands the book, the publishing world or the life of the author. Examples include the following statements.

And I asked him when he was here what kind of background preparation he did on the battle. And so he told us . . . He has two or three paragraphs that I think are as good an explanation of why we had the Civil War as I have ever seen and we talked about that as a class and the kids talked about what they thought that really meant and how sometimes when you write a book it's important to have ideas and facts that are real basic to kids understanding and not just a story. (Prairie View Elementary School, fifth grade)

And I thought - in a very simple way - of all the things he had to do. I thought of the process of the book. I thought he related very well to the students what had to be done. (Meadow Elementary School, third grade)

I felt it helped me understand the book a little bit better. When reading the first book, A Dog Called Kitty, to the class we felt that this was based on something that had happened to him during his life. It was so real and I think the children were surprised to find out that this was not a true story because he put so much feeling into his writing. (Meadow Elementary School, third grade)

On the process of rejection and how you really did a manuscript, I didn't know all of that. (Riverview Elementary School, third grade)

5) Personal effects - This category was used when the teacher related some way in which the visit had effected her personally. This included her attitude, buying the author's books herself, and the visit serving as an inspiration to her. Examples include the following.
It was such an upper for me. It was just an upper and if I’m up everything I do tends to look a little better. (Riverview Elementary School, fourth grade)

I thought he was very nice and I have read both of his books since his visit. I hadn’t read either one of them but I have read both of them and I bought my own children a copy of his books and my son who happens to be a sixth grader has read it and my daughter is planning on reading it. (Riverview Elementary School, fourth grade)

... I respect him and I think it’s great. I’m proud that he did that and is a teacher. And it made me think, you know, if you just sit down and if you would just think of all the things that have happened all through teaching you could make a good book. But I have just sat and thought about it and he did that. And I like that. (Prairie View Elementary School, fourth grade)

... it was interesting to see a middle school teacher relate so well to the children and so affectionately because it’s nice for me to realize that there are middle school teachers that will have my fifth graders next year now are that into their feelings. Because we tend to think that they all harm them once they leave us. (Highland Elementary School, fifth grade)

It was just an education that I particularly needed. Because I’d never really talked to someone about how it really works. And so it helped me more than the children I think because of my specific thing I had been doing and my specific interest. (Meadow Elementary School, fourth grade)

Librarian

1) Attitude - This category was indicated when a librarian made positive statements about the author, author visit, atmosphere - in short anything positive generated by the author’s visit. Examples include the following.
Oh, it's all been very positive. Not one person has said anything negative about it. This really made me feel real good because sometimes I get real excited about something and the teachers don't act like they're excited and all but on this particular occasion I think they matched my excitement. (Riverview Elementary School librarian)

They enjoy having the real live person come talk to them. It gives the students a feeling that the author is a person. You might read a particular author over and over again or many, many books and you never think about who wrote it. (Prairie View Elementary School librarian)

2) Effect on library activities - This category was used when a librarian indicated that the author's visit had influenced activities in the library. Examples include the following.

I talked to the kids about the books. I sold the books. I made book marks and had them printed. (Meadow Elementary School librarian)

And when every class came in I either would review some of the book with them and read parts, you know little book talks, for like three weeks I did this and I think that's the main thing. If he had gotten up there and talked to them and they had never even read his books there wouldn't be very much interest. (Riverview Elementary School librarian)

Well, I did change my lesson plans. I had my lesson plans made out but when I found out he was coming, I set aside some time to prepare the students for him instead of going on with the units I had planned. (Prairie View Elementary School librarian)

3) Effect on students - This category was used when the librarian indicated a perceived effect on the students. Examples include the following.
... when one of my third grade classes came I had the book all ready to read to them, another book, and well "You left off in a place that you promised to finish in Kitty" and "Aren't you going to . . ." so I had to read some more. (Riverview Elementary School librarian)

They were clamouring for it, the ones that didn't have teachers reading it. (Meadow Elementary School librarian)

Well, as soon as the kids found out that he was coming, the books that we had of his were always checked out. (Prairie View Elementary School librarian)

A lot of them have come in and asked for his books. All of his books are checked out right now. (Highland Elementary School librarian)

4) Effect on teachers - This category was indicated when a librarian made a statement indicating a perceived effect on a teacher or teachers. Included are references to teachers buying books, reading books to their class and other aspects of teacher interest in the author's visit.

Examples include the following.

Now by the time his visit came around most of those teachers had finished reading that book. A couple of teachers had already started Thunder on the Tennessee. (Prairie View Elementary School librarian)

I think it did the teachers a lot of good because if I don't sell it to the teachers I'm not ever going to sell it to the kids. Their interest in authors will rub off on the kids. I felt like they reacted so positively about his visit. (Riverview Elementary School librarian)

Another fifth grade teacher bought two of his books for her son . . . (Highland Elementary School librarian)
5) Insight into author's world - This category was used when a librarian indicated she now better understood the book, the publishing world or the life of the author. Examples include the following.

He said that he liked to visit a place before he wrote about it. That was an interesting thing to hear. (Prairie View Elementary School librarian)

Certainly I didn’t know you could keep submitting the same manuscript back, to keep submitting it to a publishing company. I figured once you got a rejection you left that company alone but apparently he sent them off three and four times to the same company so that was interesting to know. (Meadow Elementary School librarian)

The fact that he never gave up, that he just even after eleven years he was still trying and I just can’t imagine anybody going that long getting rejected . . . (Riverview Elementary School librarian)

6) Personal effects - This category was used when a librarian indicated the author or author's visit effected her personally. This included buying the books herself and the visit serving as inspiration. Examples include the following.

. . . I like to expand my horizons every chance I get. And that was just another dimension in my opinion and my concept of authors and I’m really interested in the different personalities that authors bring and brother aren’t they different. (Riverview Elementary School librarian)

He’s said things in all the meetings that I have really enjoyed and being a person who would like to write myself, he has given me some pointers and he actually did give me a little encouragement also. (Prairie View Elementary School librarian)
He was inspiring. Really, I've always - as much as I read - I've always thought I'd like to write and I guess just hearing that it's possible and if you really stick to it maybe - It's inspirational. (Meadow Elementary School librarian)

Patterns Among Students

The number of student responses in each category was counted by school after the categories stabilized and were defined. The number of responses per school site was then added together to obtain a total for each category. Table I shows the analysis category name, the frequency of that response by school site and the total number of responses for each category. Each school’s responses in each category is shown separately so that differences between the schools, when they occur, are still visible within the table. This section includes an enlarged explanation of each category including numerous quoted student responses. These quoted responses will help to explain why each category was created and serve to further define the category. The student writing samples were also analyzed and explanations included when appropriate.

Each of the forty students interviewed, ten from each school site, expressed a positive attitude toward the author's visit. Of course, a positive attitude toward school activities usually is still in evidence among all elementary school students at these grade levels, third
through fifth, so each category of response needs to be examined closely and only statements that refer directly to the author's visits be analyzed for effects.

**TABLE I**

**FREQUENCY OF RESPONSES BY STUDENTS**

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<th>Response</th>
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<tr>
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<td>12</td>
<td>6</td>
<td>7</td>
<td>13</td>
<td>38</td>
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</table>

The students' statements were only counted as a positive attitude statement if the statement referred directly to the particular author who visited, that particular author's books, or to the author's visit in the student's school. An example of a neutral statement, and therefore not counted, is this one by a fifth grade student at Prairie View Elementary. She said, "... they tell how
they started and what it's like and then if you ever want to write a book you can get some ideas and stuff like that."

Attitude statements account for the highest number of responses by the students.

The following are some of the typical attitude statements made by the students interviewed.

Well, I've never seen a real author before and it was just kind of neat to see someone that's real popular and famous. . . . . I couldn't wait until he came. I wanted to see -- you know I never have really seen him before except in the pictures on the book -- and got kind of excited to see him. And when he got here I just -- I didn't know what to do. I just walked -- when we went in the cafeteria, I just looked at him. (Riverview Elementary, fifth grade girl.)

Well, I've never got to meet anybody who wrote a book and I really liked the books. I think they are real interesting. . . . . I remember when he autographed my book. It was real special because I've never had a book autographed before and I really like that book. (Riverview Elementary, fifth grade girl.)

He had a lot to talk about. He's a good author. I like his books. (Meadow Elementary, fourth grade boy.)

Well, I enjoyed him a lot and I like his books. I've read about three of them. (Highland Elementary, fifth grade girl.)

He was funny and he was kind of people like me. Everything is not serious. He put funny stuff in it and everything. . . . . He was just my type of guy. (Prairie View Elementary, fifth grade boy.)

The students were able to recall a large number of specific statements or events connected with the author's visit in their school. Indeed, recall was the third highest
category of response for the students. These were simple recall instances and did not necessarily indicate the student had learned anything, only that he remembered something specific from the author visit. The following statements represent typical recall instances.

I asked him what was the most current book he had ever written and he said the most current book he had ever written was Buffalo Moon. (Highland Elementary, fifth grade girl.)

He said that he got the idea of Winter of the Wolf when he was in camp and he was telling the story about a wolf with big red eyes and gold and that's how he got the story. (Prairie View Elementary, fifth grade girl.)

I remember that he said he read several different books and the first one, Old Yeller, the kids really liked it but the other ones it was kinda so so - so they told him to make his own books and read them. (Meadow Elementary, fourth grade girl.)

Well, he said that when he didn't get his stories copied down right and some mistakes right then he would get little sheets back that would tell him, "Thank you for sending it in but it's not quite right." ... He was a principal and a school teacher. And he was a fourth grade teacher. (Riverview Elementary, third grade girl.)

Students in all four site schools responded that they had been prepared in some way by their classroom teacher for the guest author's visit. Students responded that their teachers had admonished them about their behavior, shared information about the author or his books, or read one or more of the author's books to the class.
Typical responses that indicate this as a category include the following.

She told us to go in there and sit down and be quiet and let him talk. (Riverview Elementary, fifth grade boy.)

She told us not to whistle and only clap when we supposed to [sic]. . . . My teacher, read A Dog Called Kitty. (Meadow Elementary, fourth grade boy.)

She said to listen and not to ask the same questions that someone else asks. . . . [she read] A Dog Called Kitty. (Meadow Elementary, fourth grade boy.)

Reading the book. Like she read A Dog Called Kitty and now she's reading Trapped in Death's Cave. . . . We handed out those little book markers. (Meadow Elementary, third grade boy.)

She read Winter of the Wolf so we'd know. (Prairie View Elementary, fifth grade girl.)

She talked about him a little bit. She told us his name and she told us about how he works at Jackson Middle School. He's a English teacher. (Highland Elementary, fifth grade girl.)

The majority of the responses in this category consisted of very short answers such as, "She read a book.", "Yeah, she read A Dog Called Kitty." and "She told us to be quiet." Two of the site schools, Meadow and Prairie View, together had 74% of the positive answers about teacher preparation of the students for the visit with 16 and 10 responses respectively (see Table I).

The category of insight into the author's world was created when students not only said they learned something from the author's visit but were able to cite specific
pieces of information from the author's presentation or his books. Vague or general statements or those that consisted only of recall were not included in this category. The number of responses that indicated insight into the author's world were identical in all of the four schools with seven responses each. This category was the most stable across the school sites when only the student interviews were considered. However, a notable difference occurred when the writing samples were analyzed for responses in this category. This difference will be noted after the student interviews in this category are discussed. Examples of the students' statements that indicated this as a separate category follow.

At Riverview Elementary School, five of the seven responses by students indicating they thought they learned something were linked with the theme of the author's presentation. One fifth grade boy said, "Even the real good authors get turned down. A lot.," in response to the question "What did you learn?" In response to the same question, a fifth grade girl said, "Well, I learned that if you don't make it the first time, try and try again and some day it will work out." Another fifth grade girl responded, "I learned that it takes a lot of rejections to get a book published, but you should just keep on trying." The statements by the other two students were similar to these.
Meadow Elementary had two of the seven insight category responses linked to the theme of the author's presentation. Their statements are similar to those at Riverview. A fifth grade girl says she learned "That it takes a pretty long time to get a book published and that he didn't stop and for us not to stop if we decided to issue a book." A fourth grade boy answered, "Yes, well he did tell me to be patient." in response to the question "Did you learn anything from his visit?" Other statements by the students who said they learned something from the author's visit but not tying that learning in with the theme of the program sounded like this: "I learned how long it took him to do a book. I never thought it would take that long." and "... how long it took him to become an author you know. All the rejection slips."

Students at Prairie View Elementary followed the same pattern as the other schools. Two of the seven responses from students who said they learned something linked that perceived learning with the theme of the author's presentation. A fourth grade girl who did this said, "I learned that when you're little you can learn to write stories and when you grow up if you like writing stories then you can write books." A fifth grade boy says he learned "That sometimes when you tell - like it's not really a lie, it's like a little story, not a lie, you can turn it
into a little story." Both of these statements reflected
the theme of Mr. Wisler's presentation and to the students,
represented something they learned from his visit. Another
fifth grade boy says that "He taught us how not to tell lies
because it could get you in trouble." One fifth grade girl
states, "Well, I learned that writing isn't easy. You have
to have specific things written down to get them published
and everything so the children can read them."

Again at Highland Elementary, two of the seven students
who said they learned something, tied that learning in with
the theme of the author's presentation. Their statements
were these - from the first fifth grade girl, "Well, I
learned not to throw things at big people and I learned that
you can get to be a cartoonist or a book writer whenever
you're still in school." and from the second, "I learned
that you could write a book or write a story by something
that you see or something that happens to you. Just like an
object laying on the side of the road or something." Other
students said, "He said that it was hard work and see cause
I was going to see if I was going to be an author or
something and he said it was going to be hard work." and
"He was talking about teachers have an answer to everything.
Sometimes our teacher doesn't have an answer and I didn't
know that."
Taken together, eleven students out of the forty interviewed linked the theme of the author's presentation with their learning. In other words, their realization of the theme became their insight into the author's world and thus their learning experience. Perhaps similar to a Eureka experience. Eight of the forty students indicated they either didn't learn anything or didn't learn anything new from the author's presentation. The remaining twenty-one students thought they learned something but expressed it only in general terms such as they learned where he got his ideas or they learned a specific fact about the author such as he was a teacher. None of the forty students said they learned facts about book publishing except those facts that had to do with the author they saw. Put another way, very little general knowledge was picked up by the students. Even the facts picked up by the students were very specific to these authors.

There was also a question on the writing sample asking, "What did you learn from the author's visit?" All except nine of the approximately 225 students said they learned something. Their comments followed the same categories as the students interviewed. However, one interesting phenomenon was observed. Nine students out of the approximately 225 students said they didn't learn anything from the author's visit. These same nine students also
stated they didn't read any of the author's books. Of those nine students, eight were in one school, Highland, and seven of those eight were in one fourth grade teacher's class. Also interesting was the fact that the same teacher said she did no preparation of her class, planned no follow-up activities and was not affected personally by the visit.

Responses from the students indicating they picked up on the underlying theme of the author's presentation, composed a separate category. This category had the smallest number of responses, a total of fifteen out of all four schools. Each school had from three to five responses in this category. While this category is small, it appears to be fairly stable. As was noted in the prior section on insight or learning, eleven of the fifteen responses in this category tied the theme response in with a learning response. Students were not asked directly if they understood the theme of the author's presentation, but were asked if they learned anything. That may explain why a number of them offered the theme in response to the learning question. An example of a theme category statement not tied to a learning statement is this one by a fifth grade girl at Highland Elementary, "He talked about when he was a child. Then when he grew up he remembered back and got ideas from that." One fourth grade girl from Meadow Elementary simply stated, "To be patient." as something she remembered from
the author's visit. A fourth grade boy from Meadow Elementary School linked an attitude statement with a theme statement in this response: "He was real funny and well I liked the way he was patient and he was trying to publish a book and he kept on trying." Another attitude statement linked with a theme statement is from another fourth grade boy at the same school. He says, "We just said that he was real nice and he never gave up." The theme of the Bill Wallace presentation at Meadow and Riverview was perseverance. The theme of G. Clifton Wisler's presentation was using one's own experiences as ideas for writing.

The writing sample showed that a number of those students also picked up on the author's theme. In the writing sample students wrote their theme response statements in the "What did you learn from the author's visit?" writing area. One fifth grade student from Riverview wrote, "I learned that it takes a while to write a book. And if you keep trying you will successed [sic]." Another student in the same class says, "I learned that if you keep trying to go after what you want, you might get it." Other theme responses in the writing sample are similar to these two.

The second highest category in the number of responses was that of sharing the experience. Students shared the experience by either talking with others about it or sharing
their book. Sharing with others took place in one of four ways. Students talked in class afterward, they talked to their parents or they talked to neighbors about the visit. They also reported sharing the books they had bought with friends who didn’t buy one. This was also noticed by several teachers. Positive attitude statements were expressed by every student interviewed while thirty-nine of the forty students said they shared the experience of the author’s visit with others. The one student who didn’t indicate he shared, had the interview cut short by a call to lunch. Students who had no responses in any other categories did have responses in these two. Statements from classroom sharing included this one from a fourth grade boy at Meadow, "She (his teacher) told us that she wrote a book once and sent it and a page got lost in the mail and they sent the rest of it back and she didn’t try anymore and then when the author came and said he never gave up so she said, ‘That told me something.’" and "We told [our teachers] that he was funny and that we really liked him coming." (Meadow Elementary, third grade girl) and also "We talked about when he was teaching school and he was talking about those kids." (Riverview Elementary, fifth grade boy.)

The students also shared with their parents, neighbors and friends. One fifth grade girl from Riverview Elementary School said, "When I went home I told my neighbors around
me and I told my parents and then last week I went over to my friends and I told them about it." A fifth grade girl at Prairie View shared this with her friends, "... I didn’t expect him to be so funny. I expected him to be kind of boring because I didn’t know the book was going to be so good because the title - it doesn’t really sound very interesting." Sharing the experience seemed to take place in different localities and across all the grade levels involved in the visits. Indeed, sharing the experience along with a positive attitude about it seemed to be the most consistent response of the students.

The last category of response by the students was that of self-preparation. This included students checking out one of the author’s books from the library, trying to check-out one, and/or buying one or more of the author’s books. This was the fourth largest category of response of the seven categories. All but seven students out of the forty interviewed indicated they tried in some way to prepare themselves for the author’s visit. A large number of those students tried to check-out a book from the library. Most were disappointed. This was not surprising since the librarians reported only one or two of each author’s books at each school prior to the author’s visit there. Most of the students who tried to buy an author’s book were successful, with only a few noting the books had been sold
out before they got one. Typical statements about self-preparation were these: "I asked if they had Trapped in Death Cave." (Meadow Elementary, fourth grade boy), "I tried but all of them were gone." (Riverview Elementary, fifth grade boy) and "I bought one of his books." (Riverview Elementary, fifth grade girl). On the frustrations of trying to check-out the books, the students said "Well, yes I tried to check-out Winter of the Wolf but you know they wouldn't let us . . ." (Prairie View Elementary, fifth grade girl), "It wasn't here. Somebody had already checked it out." (Prairie View Elementary, fourth grade boy).

Most of the students who tried to buy a book reported success. Their answers here for the most part simply consisted of statements like I bought one or the title of the book they bought. Two or three of the students interviewed said they wanted to buy a book but found it sold out. Only two students reported they tried a book store after the school sold out its supply. All of the students who reported buying books, bought them at their school.

An interesting element of the self-preparation category was that not a single student interviewed reported even looking for one of the author's books at the public library. When this question was asked the students responded with statements like this, "I hardly ever go to other libraries." (Prairie View Elementary, fourth grade girl), and "I've never
been to the public library." (Prairie View Elementary, fourth grade girl). Others said they didn't have library cards or their parents wouldn't take them. It would seem that these students, at least those interviewed, were completely dependent on the school for any preparation for the author's visit.

Patterns Among Teachers

The number of teacher responses in each category was counted in a manner similar to the counting of the student responses. The teacher responses were categorized both by analysis category and by school. The responses by school were then added to produce a total number of responses per category. Table II shows the analysis category name, the frequency of the responses by school site and the total number of responses in each category. This section includes an explanation of each category in more detail along with extensive quoted responses from the teacher interviews. These quoted responses will help to explain why the category was created and to refine the category definition. The teachers' lesson plans, when appropriate, were also included in the explanation and analysis.

The attitude of each of the teachers interviewed was overwhelmingly enthusiastic. Indeed, the positive attitude and enthusiasm expressed was the most consistent response noted among the teachers. As can be seen in the frequency
chart, attitude statements were the most frequent responses noted among the teachers. Responses varied from ones about the guest author program itself to statements about what the guest author said in his presentation at the teacher’s school.

**TABLE II**

**FREQUENCY OF RESPONSES BY TEACHERS**

<table>
<thead>
<tr>
<th>Response</th>
<th>M</th>
<th>R</th>
<th>H</th>
<th>P</th>
<th>Total</th>
</tr>
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<tbody>
<tr>
<td>Attitude</td>
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<td>26</td>
<td>20</td>
<td>27</td>
<td>89</td>
</tr>
<tr>
<td>Classroom Activities</td>
<td>11</td>
<td>8</td>
<td>6</td>
<td>8</td>
<td>33</td>
</tr>
<tr>
<td>Student Effects</td>
<td>19</td>
<td>25</td>
<td>15</td>
<td>19</td>
<td>78</td>
</tr>
<tr>
<td>Insight</td>
<td>10</td>
<td>3</td>
<td>1</td>
<td>2</td>
<td>16</td>
</tr>
<tr>
<td>Personal</td>
<td>10</td>
<td>17</td>
<td>10</td>
<td>11</td>
<td>48</td>
</tr>
</tbody>
</table>

Most of the statements made about the guest author program itself were generated at one school, Prairie View. Some typical statements about the general guest author program are the following ones.

I think it’s a good program. I think that the children benefited from getting to meet an author. . . . . It helps motivate children to read. They get some personal insights into an author and why they write books or how they started writing.
books and some personal contact there. . . . .
But it's something to encourage the children to read. I think there's a lot of knowledge in books and they gain so much in extra vocabulary and comprehension. It's just a lot of fun. (Fifth grade teacher, Prairie View Elementary)

Well, I feel like it lets the children see them as a real person rather than just as a name on a book. And I don't think a lot of the children have that opportunity. You know their parents aren't going to take them to Taylor's to see an author and usually the authors at Taylor's are for adult books so seeing their favorite authors or authors that they have read stories that they wrote really brings them more to life for them. . . . . I think it probably can give a child an idea that maybe he can do that too. . . . . You know they just don't get those opportunities. I think it's one of the greatest things we've ever started. We have pen pals in McMurry, Pennsylvania and we just received letters yesterday and the teacher told me they had just had their visiting author. . . . . It's just a good experience. It's one more thing to give these kids. And it says you know - hey, you might could do this too. (Fourth grade teacher, Prairie View Elementary)

Other than the clustering of statements about the guest author program at Prairie View Elementary School, there seemed to be no further pattern to the teachers' attitude statements about specific items or events relating to the author that visited their school. The statements, as a whole, seemed to be well distributed among teachers in all four of the selected school sites.

The teachers at Meadow Elementary School made enthusiastic responses. Their statements include the following examples.
I am impressed. I felt it helped me understand the book a little bit better. . . . when we go to the library now, those that did not buy the book fight over who will get to check it out. And it just makes it a little bit more real to them that they have met the author of that book and I think it’s very worthwhile that we can have a program like this for the children. (Third grade teacher)

Oh, it was really enjoyable. I thought he did such a good job with the children. . . . One of the things I enjoyed more than anything else was that he’d say something and the children would look at me and grin and their eyes all sparkly cause we had waited for that answer and had talked about it and wondered. . . . I think it’s a real positive thing to see a real live author and to hear them. I think it’s very positive. . . . I just think it’s been real special. I guess it’s because I’ve enjoyed them so much. (Fourth grade teacher)

I thought he was a fantastic person, as far as his personality and all. I thought he was good and talked on the kids level. . . . Well, I think it’s excellent. I think it’s very, very worthwhile for them. I thought this particular author was a real effective one for children. I think the fact that he’s been in the classroom with them, been a principal . . . . Just mentioned the fact to my husband that I thought it had been real worthwhile and one of the best things we’ve had as far as encouraging the kids on reading and all. (Fourth grade teacher)

I really thoroughly enjoyed him. He is humorous and very down to earth and very appealing to the children. You could tell he was definitely on the children’s wave link. . . . I’d say it’s probably one of the nicest things we’ve done this year. They really looked forward to it, they enjoyed it, and we talked about it afterward. I think it was meaningful. (Fifth grade teacher)

The following responses about the same author, Bill Wallace, came from Riverview Elementary School.

. . . I’m really hyped about this gentleman. I just so enjoyed him. . . . I appreciated the way
he related with the children and I appreciated the way that he related with me as a classroom teacher. 
. . . . There was nothing in any of those books that I could have shared with the children, no matter what the schedule says, that would have been as meaningful and they will have an opportunity next year to review where Australia is and how to multiply by two digits. They may not have an opportunity to spend some time with Bill Wallace. (Fourth grade teacher)

Oh, I thought he was wonderful. The kids just took to him just super. He could relate to them on their level. I thought he was wonderful. . . . I feel like they need this kind of experience to make them a well rounded person. I welcomed it. . . . I wish we could have more programs like that. (Fifth grade teacher)

I thought it was very rewarding and very beneficial for the students. I think it motivated them more than anything. . . . It was a teaching tool for me. I don't know how you could get above an author's visit. I don't know how you could go any better than that rate. To me it just brings home everything that I try to teach them about writing and reading and the importance of it . . . (Third grade teacher)

The above statements made by the teachers at Meadow and Riverview are not too different than those made by the teachers at Highland about the second guest author, G. Clifton Wisler. The following examples are a few of their typical statements about their response to his visit.

Oh, a very positive experience. I think it's something that they really enjoy and I think they enjoy having people speak to them, especially in the way that he did it, in that he was very close to the children. . . . I realize that is a worthwhile activity. . . . Sometimes I feel the authors come and they are here but they are not real comfortable with what they are doing and they are here because they are getting paid to come first of all. I think he would have come no matter what. You know, I really think he liked
being here and being with the children and he liked the idea that he was maybe in the same school district where he teaches which is, to me, very, very special. (Fourth grade teacher)

I thought he was very entertaining and very informative for the students. . . . . I thought he was excellent. . . . . I like sometimes getting off the beaten path we have to follow every day to do something like this. And it is just as important as the classroom situation. (Fifth grade teacher)

I enjoyed it a lot. It's probably one of the better authors we've had at relating to the kids. . . . . He was probably into their thoughts more so than the other authors we've had in the past. (Fifth grade teacher)

The statements quoted below by the teachers at Prairie View School are similar to those already noted by the teachers at Meadow, Riverview and Highland. The statements are almost interchangeable among the four site schools and between the authors. All the statements are equally positive and enthusiastic. Statements made by the teachers at Prairie View include the following examples.

Oh, I loved it and I think the kids did. I think it was a wonderful opportunity for them to get to see the author. He was so down-to-earth with them and just sat right there and talked to them, told them experiences. I thought it was great. . . . . Well, I thought it was really, really good for them. They were excited and they were ready. . . . . I just think it's wonderful. I think it's the best thing we've ever had. Now we've had artists come through this school, lots of artists. . . . . But the only other one we ever had that I thought effected the children was the one who was an illustrator. (Fifth grade teacher)

I felt like the kids were very responsive to him. . . . . He was there, he was just a real person to the students. . . . . I think it's a very valuable experience and I would hate to see it end or stop.
And especially if we can have the smaller group type like one whole fourth grade or fourth and fifth grade even. I just really think it's something the kids get a lot of value from. Seeing someone that writes books and they can really come down to it and I just feel like it's very valuable. . . . It's worth the time. It's a learning experience for them just like any classroom activity is. They learn in different ways and different modes. (Fourth grade teacher)

Oh, I thought he was very good. The children really enjoyed him too, I think. He was very entertaining, on their level. I think they really enjoyed him. . . . I really thought it was one of the best we have ever had for them. . . . I think they need other things besides just subject matter all day long. (Fifth grade teacher)

Classroom activities were impacted at each of the site schools, but not in every teacher's class. Some respondents reported that they conducted no preparation activities and planned no follow up activities while other teachers in the same school did both preparation and follow up activities. Based on teacher responses, there seemed to be no clear cut pattern that could be used for predicting which teachers would do preparation activities and which teachers would reinforce the visit with follow-up activities. Table III shows the breakdown of teachers reporting they did preparation activities before the visit and those who reported little or no preparation activities along with those who reported follow-up activities and those who reported no follow-up activities.

The only preparation activity reported by the eleven teachers who said they prepared their classes was that of
reading one of the guest author's books aloud to their class. The follow-up activities reported were split between reading aloud one of the author's books and writing activities. Five of the ten teachers who did follow-up activities read aloud to their students, one did a writing activity and four teachers reported doing both activities. Lesson plans were checked to verify classroom activities.

**TABLE III**

REPORTED PREPARATION AND FOLLOW-UP ACTIVITIES OF TEACHERS

<table>
<thead>
<tr>
<th>Activities</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Did preparation activities before visit and follow-up activities after visit</td>
<td>6</td>
</tr>
<tr>
<td>Did preparation activities before visit but no follow-up activities after visit</td>
<td>5</td>
</tr>
<tr>
<td>Did little or no preparation activities before visit but did follow-up activities after visit</td>
<td>4</td>
</tr>
<tr>
<td>Did little or no preparation activities before visit and no follow-up activities after visit</td>
<td>5</td>
</tr>
</tbody>
</table>

At each school site, at least one teacher interviewed said she did preparation activities and at least one reported a follow-up activity. Table IV shows the breakdown.
by school of teachers who did preparation activities and those who did follow-up activities.

TABLE IV
TEACHERS BY SCHOOL

<table>
<thead>
<tr>
<th>School</th>
<th>M</th>
<th>R</th>
<th>H</th>
<th>P</th>
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</thead>
<tbody>
<tr>
<td>Preparation</td>
<td>4</td>
<td>1</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Follow-up</td>
<td>4</td>
<td>4</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

It is interesting to note here that three of the librarians said they gave the teachers the books to read and even encouraged them to read them to their classes. Those were the librarians at Meadow, Riverview and Prairie View Schools. The librarian at Riverview indicated ten out of eighteen teachers involved in the visit did read to their class. Evidently only one of those ten was included in the sample of six teachers from that school. The Highland librarian indicated she did not encourage preparation or follow-up activities by her teachers. The teacher noted as doing preparation and follow-up activities at Highland is not the same teacher while at the other schools the teachers involved in preparation of their classes were also among those involved in follow-up activities.
The lesson plans of the ten teachers who reported follow-up activities were examined. Only three of the ten had noted any reference to either the guest author or his books along with the activity. All three references were to writing activities. Reading aloud one of the author's book as a follow-up activity was noted only as "story," "storytime," "listening skills," or "reading time" in the teacher's lesson plan book. Only one or two of the teachers reading aloud even noted the name of the book in their plans.

These are a few of the comments made by those teachers who did preparation activities.

Read the book and we discussed whether we thought this really happened to him or not. The kids kept asking "Do you think it's true?"
(Meadow, Third grade teacher)

Yes, I had read the book. I read the book last year when we were doing the Bluebonnet awards and then I read it again this year. This year my class seemed to enjoy the book more than last year's class. I'm not sure why. Maybe with the anticipation of knowing he was coming. (Meadow, Fifth grade teacher)

Well, all we did in the classroom was to read the book and we just talked about it. I talked about some of the things I thought were examples of really good writing. (Prairie View, Fifth grade teacher)

We read the book, we're not through with it yet. And then we always have to talk about questions. You know, are you really asking a question or are you making a statement. You know when it comes question time, it is for questions and not telling so we always go over that. (Prairie View, Fourth grade teacher)
Comments from those who did little or no preparation activities include these typical ones.

No, no we had just told the children he was coming and that he was a teacher in one of the Garland schools. They had already been told and a lot of them had already read Winter of the Wolf because of the Bluebonnet. (Highland, Fourth grade teacher)

We talked about the two books that he had written. (Riverview, Fourth grade teacher)

We introduced them to the book. Most of the preparation that was done was in the library. I did not read them a book... (Riverview, Third grade teacher)

None. (Highland Fourth grade teacher)

The next highest category of responses by the teachers, after attitude responses, was that of perception of effect on students. A large number of responses was noted in each school. Teachers seemed to perceive effects on students ranging from their behavior in the assembly (attentive) to outward declarations of the students about writing a book themselves. Included in this category was the teacher's perception of the student's attitudes toward the author's books. Many of the teachers' responses indicate their perception of attitude responses by the students.

All of the teachers perceived the author's effect on the students to be a positive one. Some of the teachers noted effects on the students' behavior while others mentioned other effects on the students. The following are typical responses that deal with student behavior and
attitudes perceived as an effect of the author's visit on the students.

I watched them when they were in the auditorium and they were very, very attentive. I didn't even have much discipline problem when he was talking so they really seemed to be listening. Then after they began to talk about him, you could tell they had listened from the things that they mentioned about him. (Meadow, Fourth grade teacher)

They came back talking about it. Talking about him, wondering, asking me some of the same questions they had heard asked. "How did he get started?" (Riverview, Fifth grade teacher)

I have some children that have a great deal of difficulty sitting still and yet I had only one student who is a resource child, that really can't sit anyway, that I had to even look at. All the rest of them were really very much enthralled with what he had to say and the stories that he had to tell. (Highland, Fourth grade teacher)

Well, a couple of students were going to slip out of part of the meeting. They had work detail. Two of them had work detail and two others thought well they'll go help them. And after sitting in on most of the talk with him they decided they didn't want to go. They thought it was going to be boring. When I said, "Well, it's time to go now.", they said, "Oh do we have to?" So they did not go. They chose not to go. (Prairie View, Fifth grade teacher)

Other teachers commented on the positive things they saw happen to their students after the assembly or later in the week. Several pointed out incidents that would indicate that their students were encouraged to write or to consider the career of writing as a result of the author's visit. The following examples are some of their statements.

It seems real beneficial to those who are interested in writing. A lot of my fifth graders
commented about how they now have that urge to continue their writing because of something he said. . . . One of the little girls in particular said, you know he had given us a story about his early childhood and she said, "Hey, I wrote a story like that when I was . . .," I think it was the third grade that she written it, in one of the other teacher's classes, and so that was real fun. And she had kept that story and so it made her want to go back and rewrite it. (Highland, Fifth grade teacher)

I think that he did inspire the children. . . . And like I said, one of the little boys did come back and was wanting to write something, you know. He was the one that asked if there was going to be a sequel to Winter of the Wolf and he went back and he was starting the sequel to it. (Prairie View, Fourth grade teacher)

Some of them have thought about . . . because they really were interested in how young he was when he started writing. A couple of them said, "Hmmm, I can write a book about this or that." I don't know that they will, but they might. And they were concerned that he would have a full time job and do this. . . . They were real excited about getting one of his books and having it signed by him. (Prairie View, Fifth grade teacher)

I have a little girl that brought me a story after our spring break that she was writing and said that Daddy was very proud of her and he was going to publish that for her. And it was like only a page and I told her this was just a beginning that you have to continue to write more to your story - you've got a good beginning. So she took the paper and went back to her desk and told me she was going to be writing some more on that story. (Meadow, Third grade teacher)

It might have made them think a little toward writing. . . . Several of them that do some creative writing mentioned it. (Meadow, Fourth grade teacher)

Some of them made comments about having a desire to be an author. I guess because that's what he, during the question and answer session, gave to them at the end. In class, we didn't really go into it because we had a pretty long
time in the cafeteria, but they did make some comments in there. (Riverview, Third grade teacher)

They talked about it. They talked about it. "It would be fun to write books." "I’d like to write books." "Five years!" . . . The thoughts were planted. The seed was planted. (Riverview, Fourth grade teacher)

. . . as soon as they came back they all wanted to write stories, they all wanted to start on their own stories. . . . Usually they like a starter, they like a sentence, they like an idea or a picture to go from, but this is the first time I’ve ever had them just to sit down and do something, just to write something on their own. The nice thing about it too is that they’re all different stories. They are all personal feeling. Usually you get a general stereotypic "once upon a time there was a little girl who owned a horse," you know, that kind of thing, or a boy with a puppy dog. But they’re writing their own stories and they are being more factual. (Riverview, Third Grade teacher)

Several of the teachers also made comments about the students’ attitudes toward the authors’ books. Although most of the teachers did not perceive a change in the students’ attitudes toward reading in general, a number of teachers agreed that the author’s visit stimulated the students’ interest in reading the guest author’s books. Following are some of the teacher’s observations about the students’ attitude toward the guest author’s books.

But they are reading his books, I’ve noticed that. In the classroom when they finish their work, they have the books out, those who bought books. They have their book out reading it so they do like the books. (Prairie View, Fifth grade teacher)

They all like him, they liked him . . . When we came to the library the next time they all
wanted some of his books. They were looking for his books in the library. . . . When we have an author come, it spurs their interest in wanting to read his book or more of his books. (Prairie View, Fourth grade teacher)

I think a lot toward his books - maybe everybody got to know him as a person. You know, what he was like . . . And so I think he made them feel like, for eight, "He writes really good books. I bet his books are fun", because they asked me to read the other book, yeah. (Prairie View, Fourth grade teacher)

I have the low average class and they're very hard to motivate in the reading area and when he finished they wanted to read his books. (Highland, Fifth grade teacher)

I think that at that particular time it made them very much aware of reading and wanting books and particularly books by him. I think probably over time that it might mean that they would read an extra book or two . . . . Yes, I'm sure that they wanted his books more at that particular time. (Meadow, Fourth grade teacher)

Of those that purchased the book, when we got back to the room, even before we got back to the room - as soon as their book had been signed - they sat down and began to read immediately. And several asked that I not read Trapped in Death's Cave until they had an opportunity to read it themselves first. They wanted that satisfaction I guess of reading it and finding out the surprise of what the book was like. (Meadow, Third grade teacher)

The least number of noted responses by teachers occurred in the category of insight into the author's world. In this category, teachers expressed, in varied ways, that they now understood better the author's world. For some teachers, it was the mechanics they understood better. Others were interested in the background preparation and the
roadblocks overcome by the author until his book is finally published. One teacher felt she understood the book better as a result of the author’s visit. While "insight" was the category with the least number of responses, at least one response was noted in the category at each site. Some typical responses from this category follow.

I felt it helped me understand the book a little bit better. When reading the first book, A Dog Called Kitty, to the class, we felt that this was based on something that had happened to him during his life. It was so real and I think the children were surprised to find out that this was not a true story because he put so much feeling into his writing. . . . Well, I was kind of like the children. I thought that his writing most likely was based on a personal experience and things that had happened to him and I was a little surprised to find out that this was just a made up thing that really didn’t have any relationship at all to do with his life. (Meadow, Third grade teacher)

A large number of the responses in this category were from teachers who indicated that they had learned something about the mechanics of writing.

He used vocabulary terms from books and publishing and that kind of thing. Things I didn’t know and I think some of them picked up on some of those terms too. (Meadow, Fifth grade teacher)

I didn’t realize you submitted manuscripts to the publisher more than once. . . . That was an eye opener too because I assumed that after you had presented your manuscripts a few times you sort of quit. . . . And the way you get it back and you make corrections and you get it back again and you make corrections. It was just an education that I particularly needed. Because I’d never really talked to someone about how it really works. You can read and read, which I did a lot of last
summer, but three rejections slips was like the end of the world. And so it helped me more than the children, I think, because of my specific thing I had been doing and my specific interest. (Meadow, Fourth grade teacher) (Note: This teacher had written a book for children the previous summer and had tried to get it published.)

A number of short comments were made referring to how long it took to get the first book published. For example, "... to hear that for five years everyone rejected him." (Riverview, Fourth grade teacher) and "On the process of rejection and how you really did a manuscript, I didn't know all of that." (Riverview, Third grade teacher)

Several teachers were interested in and made comments about where the author got his ideas and how he prepared.

You know he might be out eating and get an idea and that experience that you are having now may in the future come back to you as something to write a book about. (Highland, Fifth grade teacher)

And I asked him when he was here what kind of background preparation he did on the battle. And so he told us all about how he went there and camped out and how many times he camped over the hillside and all these sort of things. (Prairie View, Fifth grade teacher)

I think that's what he was doing. He was using his experiences. (Prairie View, Fifth grade teacher)

The last category of response by the teachers was that of personal effects on the teacher herself. The comments in this category were very diverse since the teachers were being asked to be introspective. A number of the effects were superficial, as a teacher buying one of the author's
books, but several teachers evidently were affected more deeply. Several noted they were "inspired," at least for the length of the study. One teacher used the author's visit and the reading of one of his books to lead into a topic the class had avoided all year. Another based her decision to exclude a child from a writing workshop that was to follow on that child's behavior during preparation for the author and during his presentation. Following are some of the more interesting comments included in this category.

I felt really good that, first of all, one of the teachers in the district would come and talk to our kids and has been so successful. We also questioned how he teaches and does it at the same time until he said he wasn't going to do that next year. (Highland, Fourth grade teacher)

I took it to the beauty shop with me and I had just started it and by the time I left I had read the whole thing. And my beauty operator said, "You didn't read that whole thing!" and I said, "Yes, I did too, because it just flows." I was there for a while. I was having my hair frosted so it took a while. But I did, of course it's not a very long book. But I couldn't put it down. I read all the way through in one sitting. (Riverview, Fifth grade teacher)

I learned a lot from him about getting up and talking in front of kids. I had forgotten a lot of the silliness that goes on and this happened just before spring break so at that point I'd say I was a little bit more stick with the basics, stick to the curriculum. It caused me to kind of open my eyes and realize that we had been missing out on a loose, easy, comfortable atmosphere that was created in that auditorium when he spoke. (Riverview, Third grade teacher)

She listened because she had to. I noticed her when he was here. I sat a little ways behind her. She never did give him her undivided
attention. She ought to be in this writing class but I'm not going to put her in there because I think kids ought to be in there that are excited and want to learn. She thinks all reading is boring. I don't understand that. (Prairie View, Fifth grade teacher)

This little boy's father had passed away when he was about four years old and several times during the year he had mentioned the fact that he didn't have a father. And at that time the classroom would become very quiet and I really didn't know how to get into or did not want to get into the situation then because I didn't know how the child would react. But when we read in the story about the dog passing away and the advice that the author used, Bill Wallace said or had the mother say, "We have to remember the good things about" in relation to the dog - "remember the happy times you had with the dog and that's what you have to think about now. We can't bring him back but we have these good memories that keep us going." . . . . So we used that time to talk about people that we knew. I said we've all lost loved ones and how we felt when they were gone, that we all agreed that we were sad whether it was just a pet or someone very close to us . . . . The response from each other and their sharing of ideas helped because the little boy mentioned again then that yes, he had lost his father and that he remembered what few things, at age four, he had to remember. But I'm certain there are some things because he can tell us that he remembered the good things about his Dad and the fun times they had and so this was a good opportunity to talk about this. (Meadow, Third grade teacher)

Patterns Among Librarians

The frequency of the librarian's responses in each category was counted in the same manner as those of the students and the teachers. Table V shows the analysis category name, the frequency of the response by school site and the total number of responses in each category.
Following Table V is an enlarged explanation of each category including numerous quoted librarian's responses taken from their interviews. These quoted responses will help to explain why each category was created and serve to further define the category. Book circulation records at each school were examined and an analysis of those records is included where appropriate.

### TABLE V

**FREQUENCY OF RESPONSES BY LIBRARIANS**

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<thead>
<tr>
<th>School</th>
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<th>R</th>
<th>H</th>
<th>P</th>
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<td>2</td>
<td>7</td>
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All four of the librarians interviewed expressed enthusiasm and an overwhelmingly positive attitude toward the guest author visit in their building. Statements
expressing positive attitudes occurred more than one and a half times as frequently among the librarians than did the next highest category. Some examples of their attitude statements follow.

The librarian at Highland Elementary School expressed a positive attitude but with a slightly different slant with the following statement.

First of all I was disappointed because they wanted an author that would be for the whole school because it seems like we've had a lot of older authors or authors for older students only. But when he came and he started talking I was very impressed. I was glad that he was here and I thought he did a real good job. I liked it.

This statement was followed by a similar one by the librarian at Prairie View School. Both of these librarians were visited by the same author (Wisler). The librarian at Prairie View said, "Gary was very good. It was a surprise." In both these statements the librarians seem to express an initial disappointment in the selection of the author for their school. After the author's visit, both librarians expressed a positive attitude toward what happened in their school during the visit. The Prairie View librarian goes on to say "He worked very well with the children and they responded beautifully." In the Highland librarian's statement, she says that they wanted an author "for the whole school" presumably one who has written or illustrated books appealing to kindergarten through grade five, probably
an unrealistic expectation. Later, the Prairie View librarian explains what led to her initial disappointment with the author selection. She says:

Well, I was worried at first because he is quote, local and I didn’t know if this would go over as well with the students and the faculty as it would have if we had of brought someone in from New York or whatever but I was mistaken. . . . When he came . . . I realized that where they came from makes no difference to them. Not to the students. They enjoy having the real live person come talk to them.

Nothing hinting at any disappointment either before or after the visit was noted in the transcripts of the two librarians who were visited by author Bill Wallace. Only enthusiasm and positive remarks are noted in both transcripts. Typical of their positive attitude statements is this one by the librarian at Riverview.

The whole atmosphere that was in the school during his visit and before hand was really a great thing. . . . They were familiar with his books. Knew a little bit about his work but I think the way he came on to the kids, you know he was so relaxed and they could tell immediately that he had been where they presently are. He was silly enough to really get their attention but yet his topic was so serious. But he didn’t preach to them but he did drive home his point.

The librarian at Meadow echos the same points in this statement.

Well, it was very positive. The kids loved it. I mean he had them . . . out of 184 students I sold over 100 books. They were real excited about him coming and real excited about his books and they certainly were excited about his speaking. He was very personable with them. It was just very good all around.
This same dichotomy between the librarians who had Bill Wallace and those who had G. Clifton Wisler is evident when they talked about the impact of the visit on library activities. The Riverview librarian said "I devoted most of my time in third, fourth and fifth grades for three weeks to his books." She also put up a bulletin board in the main hall of the school and had a poster in the library. The librarian at Meadow noted the things she did in the library in preparation for the visit, "I did devote a week of lessons to preparing them or telling them about him. Telling them about the books." and "I sold the books. I made book marks and had them printed. I organized the book sale."

In contrast, the Prairie View librarian said,

"Well, again this being something that involved only two grades we didn’t make a big school production out of it. We did not advertise it throughout the school. We did not do any art work. We kept it very low key which ordinarily we don’t. . . . I took one class period, which is the thirty minute period, I reviewed Chicken, Thunder on the Tennessee, again Winter of the Wolf and then I had two long magazine articles that I reviewed on him and that’s all the preparation we did for his visit.

The librarian at Highland said she used library time to introduce the students to the author’s books before he came but said it was "An announcement type of thing." rather than a whole lesson or multiple activities centered on the author and his books. She justifies this by saying,
I feel like that he was just for a small section of the school and so therefore I didn't spend as much time on him as I might have for another group. Like even when we have third grade involved too, I feel like I can spend more of my time doing something for the author than just for these fourth and fifth graders.

What was the perception of the students' response to the authors given these two approaches to student preparation by the librarians? All four librarians perceived an equally positive response to the author by their students. No dichotomy existed here. All four librarians reported that the students enjoyed the author's presentation, verbalized that enjoyment and asked the librarians for books by the guest author. Typical statements about the student's responses are:

They seemed to respond to him in that when things were funny they laughed but they knew when to be quiet so he could talk on. And sometimes, you know, you'll have a visitor and once they say crack a joke then they've lost the kids but he was able to get them back. (Prairie View librarian)

I think in the very beginning they thought that they should be very, very quiet and just listen and not participate and he wanted participation. After I think they realized that they really enjoyed him. And I think it's good. I think they liked him, which so many of them told me later too. (Highland librarian)

For fifty minutes sitting on the cold floor they were attentive. I thought more than I had ever seen them for any other assembly. (Riverview librarian)

Well, they were very enthusiastic. When they came in to get their books autographed you saw how they just wanted to talk to him and they weren't in awe of him or anything like that. . . . . One
of the funniest comments was about the fact that
he didn't meet their expectations in that they
thought he would be more of a - how can I put this?
They didn't think he'd be dressed in a suit and be
a clean shaven nice looking man. They expected
some kind of country bumpkin, I guess is what I'm
trying to say. (Meadow librarian)

Several statements were made by the librarians that
indicated the importance of teacher involvement in the guest
author visit and the reality of the teacher's attitude about
their involvement. The librarian at Riverview said "I felt
like they reacted so positively about his visit." and adds
"Of course some of them saw it as an hour to get out of
class." Stressing teacher involvement in the preparation
stage the same librarian says:

I first of all offered to every teacher in
third, fourth and fifth grades a copy of the book,
even a new copy. I was willing to let them use a
new copy just to get them to read it. It worked
out real well because most of them ended up buying
the copy they were reading - they liked it so
much. I would say that out of the eighteen
classes, eighteen teachers whose classes were
involved, I'd say ten of them read either all or
part of one of the books.

Earlier in the interview, she stated her reason for
involving the teachers.

... if I don't sell it to the teachers I'm
not ever going to sell it to the kids. Their
interest in authors will rub off on the kids.

What were the reactions of some of the teachers at the
Riverview school? The librarian says,

Not one person has said anything negative
about it. This really made me feel real good
because sometimes I get real excited about
something and the teachers don't act like they're excited and all but on this particular occasion I think they matched my excitement.

She goes on to say this:

I know there were some hard feelings on the part of the kindergarten, first and second. They felt like they should have been included . . .

Evidently those teachers felt left out and did not like it even though this librarian expected and got help in preparing the students from the teachers whose classes were involved.

The librarian at Meadow tells a similar tale. "... some second grade teachers were irritated that they couldn't come." She had a problem in the preparation stage because she didn't have enough books. The librarian says,

I only had one copy in the school. I went and got another one from the public library to have teachers read. I had teachers - or the teachers who were willing did read the book to their kids - the whole book.

So she also enlisted help in preparing the students by asking teachers to read "the whole book" to their classes. Teachers not involved felt cheated rather than relieved. She said later that the teachers involved ". . . told me how much they enjoyed it."

The comments made by the librarian at Prairie View closely parallel those made by the Riverview and Meadow librarians. She involved the teachers in preparation and says the following:
... but we did have a chance to read *Winter of the Wolf* to them or the teachers did. That was good. That was one positive thing about this particular school in that as soon as we got the books from you the teachers were willing to start immediately and I was pleased about that.

This librarian at Prairie View had only used one library period to prepare the students, as was noted earlier. She did however, enlist teachers help in the preparation of the students and evidently the teachers complied. She says she kept preparation "low key" because "we didn't want really the rest of the school to get their feelings hurt." This statement indicates that the librarian believes some teachers and/or students would have been hurt if there had been more obvious preparations, perhaps posters, bulletin boards, and announcements, and their classes left out of those preparations. The Prairie View librarian stresses how important the teachers are in preparation for a guest author visit.

I can talk and talk even for a month before an author comes but if I have the backing of all the teachers that helps a great deal. If a teacher just wipes her hands of the whole deal and never mentions the author's visit then the students may get the idea that it's not so important if it's never spoken of in the classroom. But if I have the backing of the teachers, if they will read the books to the students, discuss the author's visit with them, if they will show enthusiasm along with me then it builds the enthusiasm with the children much, much more.

The Highland librarian evidently made no attempt to involve the teachers in the preparation of the students.
She said "I wished that I could have done a little more preparation for his visit." She cites the reasons why she did not as these, "... didn’t plan on it" long enough and she only ". . . had one of his books in the library." She goes on to say some of the students had read the book already and one fifth grade teacher did read it to her class. This librarian thinks the teachers would have done some advance preparation if she had asked saying, ". . . if I had encouraged them to do something they would have." She recalls after the visit that "One of the fifth grade teachers came and got his book and is reading it to her class." and "Another fifth grade teacher bought two of the books for her son but I don’t know if she is going to read them to her class or not." She makes no mention of a disappointed group in her school and still counts the author’s visit as successful. Indeed, she says "In fact I think in some thoughts I think that they enjoyed him perhaps more because they didn’t know exactly what he was going to be doing."

The library book circulation rates were studied to see if the author’s visit precipitated any change in the general rates. All four librarians said the visit did not change their general circulation rate. The basic reason for this is probably in the pattern of use of an elementary library. Each class is scheduled in on a weekly basis. If the
student returned his book from the previous week, he could check out another book. If they forgot their book they were not allowed to check one out until they returned it. This was the rule in all the schools. Therefore, book circulation stays more or less constant in that school over the whole year. It may vary only slightly from month to month due to illness of students and high numbers of overdue books. This cycle was confirmed by the researcher by checking circulation records for three months prior to the visit and the month after the visit.

The schools selected for this study held too few of the author's books for comparison studies. The two schools that had Bill Wallace visit them owned only one copy each of his book. Of the two schools that hosted G. Clifton Wisler, Highland, the larger school, had two copies of one book and the smaller school, Prairie View, did not own any. These small numbers make generalization impossible. However, it was noted by the researcher that all of the guest authors' books were checked out consistently after announcement of the author's visit. All four of the schools bought copies of the author's books for the library collection and these too were checked out consistently after the visit until the end of school.

All four of these librarians said they noticed a definite change in the student's attitudes toward the
author's books. The librarian at Prairie View said,

I can't say on reading all sorts of books but they do have effects on them reading the author's books. Because they're already coming in and asking for some of his other books. If they've read Winter of the Wolf now they want Thunder on the Tennessee. And they want to know when we are going to get Buffalo and etc.

None of the four saw any change toward reading in general after the guest author's visit but expressed hope that the interest shown in the author's books would lead them on to other books.

In summary, all four of the librarians expressed the view that the guest author visit provides a positive school experience for themselves, the teachers, and the students. They agreed there was high interest in the guest author and his books during the preparation period. They seem to agree also that while library usage and book circulation rates are impacted only slightly, the guest author's books are highly sought after, both before and after the visit.

Similarities and Differences

There were many more similarities among the three groups than differences. The most obvious similarity was that all three groups had the highest frequency of response in the attitude category. It was clearly the number one response with all three groups. The author visit seemed to generate enthusiastic responses and enjoyment equally among the three groups. Even the teachers who did no preparation
for the visit and planned no follow-up activities had a positive attitude about the visit and said they "enjoyed" it.

There is also a similarity in the second highest category of response among all three groups. The students had the second highest number of responses (a difference of only three - see Table I) in the category of "sharing the experience" while the teachers and librarians both had their second highest number of responses in the category of "student effects" (see Tables II and V). Possibly, the teachers and librarians' observations of the students as they shared their books and the students' verbalizations about the visit influenced the comments the teachers and librarians made in the category of "student effects." There is also evidence in the interview transcripts that the teachers "shared the experience" by talking to each other in the teacher's lounge and to their families at home, as well as the talking and sharing that occurred in many classrooms after the presentations. The librarians also "shared the experience" according to evidence in the interview transcripts. They talked to the students about the visit informally and shared it with their families.

The third highest category of response for the students was that of recall (see Table I). Recalling specific events can be reinforced by verbalization and elaboration of the
event. Teachers use repetition routinely to reinforce concepts and help students remember lessons in everything from the multiplication tables to how to head their papers. Perhaps the student's recall was stimulated by their prior "sharing of the experience" with their peers and family. Some students were able to recall author's visits two and three years previous to the one studied.

The teachers third highest category of response was that of "personal effects." The teachers recalled the visit as a pleasant experience and indicated it had meaning for them personally. Many of the teachers expressed interest in the author as a person, saying he was "interesting" and they enjoyed "getting to know" him. Perhaps this response by the teachers to the authors triggered the librarians' third highest category of response. The librarians noted "effects on teachers" with the third highest number of responses. Librarians had to draw on their observations of the teachers to reach any conclusions about the effect of the author visit on the teachers. For their responses to this category, librarians probably drew on their observations of the way the visit effected both the teacher personally and the teacher's classrooms. Therefore, these categories are related to each other.

The fourth highest category of response by students and teachers and the fifth highest category of response by the
students are all related to the theme of preparation. This category tied for fourth place with the librarians. Students registered the fourth highest number of responses in the category of "self-preparation" for the author's visit. Teachers gave the category of "effect on classroom activities" their fourth highest number of responses. Students validated that response by registering their fifth highest number of responses in the category of "preparation by teacher." All three groups then placed preparation-by-self, teacher or librarian in the same relative position according to their frequency of response about that category.

Classroom and library activities were impacted at every school, varying from a length of three weeks at the maximum to a minimum of one thirty minute class period. Attempts at self-preparation by the students were noted also at every school. The two schools with the highest number of responses in the "preparation by teacher" category also had the highest number of attempts at "self preparation" by the students (see Table I).

Purchasing the author's books and having them autographed was an activity all three groups enjoyed. All the librarians bought books, about half of the teachers interviewed did so and a little less than half of the students interviewed (16 out of 40) bought them. Some
students noted they tried to buy them but the school was sold out of its supply.

Few differences stand out among the groups. Differences in responses were in degree rather than category. Differences were noted in the category of "Insight into the author's world." The librarians registered the same number of responses in the categories of "Library activities," "Insight," and "Effected personally" (see Table II). "Insight into the author's world" ranked last in the teacher's responses. Perhaps this difference can be explained by the different attitude and training of the librarian and teacher.

The librarian is trained to look at books as an art form and to judge "good" and "bad" books. Librarians value publishing and writing and thus writers. They also regard library activities in preparation for the author's visit as part of their job. They focus on different authors and their books throughout the year regardless of whether a visit is planned or not. Introducing readers to authors is one aspect of their job, whether it be in person or via filmstrip or book talk.

The teachers had their lowest number of responses in the "Insight" category. They had three times the number of responses in the "Personal effects" category (16 to 48 - see Table II) as they had in the "Insight" category. As the
The only differences noted between the sites was one of degree. Highland Elementary School had the lowest number of responses in most categories. This was also the school where the librarian used only the minimum amount of preparation time, only one teacher read to her class before the visit and where the cluster of writing samples indicated the students "didn't learn and didn't read." But the students from Highland also indicated the highest number of "shared the experience" responses among the four site schools.

The four site schools seemed to be more alike in their responses to the author's visit than different. The three groups also had many similarities both in their response categories and in the frequency of responses in those categories. Differences between the schools and between the groups seemed to be one of degree only.

Summary

In analyzing all three groups at each of the four site schools, some conclusions can be drawn from the data collected. First, the major effects noted in each of the
three groups were in the affective domain. It would seem that if the goal is to teach facts about publishing and books, guest author visits are the wrong way to go about it. If, however, the goal is to affect attitudes about books, reading, and authors, even for a short while, then author visits do that job well. As far as can be determined using only two authors, the effects appear to be the same regardless of the author.

A second conclusion is that the author's visit generated interest in that author and his books but there was no indication that the visit spurred reading in general or interest in any other authors or books. The interest was specific to the school, with students not seeking out books at the public library and only two reporting even trying to buy a book outside the school. On the surface, library book circulation was not affected.

Another common element was that the visit generated read-aloud activities among the teachers. Some teachers indicated that they read aloud all year and then read the visiting author's book or books as the visit neared. Other teachers had not read aloud until they prepared their class for the visit by reading aloud one of the author's books.

A fourth and last conclusion is that the visit generated an interest in writing in all three groups. Both teachers and librarians observed students writing and/or
expressing an interest in having their writing published. The teachers and librarians also said the author's visit inspired them to consider writing.
CHAPTER V

SUMMARY, FINDINGS, CONCLUSIONS, IMPLICATIONS
AND RECOMMENDATIONS

Guest author visits are popular events in schools across the country. These visits often act as a stimulus for other activities. The literature is filled with reports of poets and writers used in extended residency programs that encourage involved students to create literature on their own. Little has been written, however, on a single author doing a single presentation in a school. This study addressed that situation. The problem for this study was to describe the effects of author's visits from the perspective of various school groups.

The study focused on the perceptions and attitudes of the three groups most involved in the author's visit—librarians, teachers, and students. The data consisted primarily of audio-taped interview transcriptions, teachers' lesson plans, and a student writing assignment. These types of data were particularly well-suited for a qualitative case study. The data were analyzed using the grounded theory approach developed by Glaser and Strauss (1967). There were no a priori hypotheses. The categories were allowed to emerge and develop during analysis of the data.
The interview transcriptions were analyzed first. A matrix was developed to aid in the initial construction of categories. A matrix was prepared for each group. After primary categories were developed, the original transcriptions were reread to verify the categories. Then the secondary data, consisting of teachers' lesson plans, students' writing assignments, and library circulation records, were analyzed and compared to the categories already developed. Final categories then were developed for each group. Those categories were presented and defined. Examples of each category also were provided. (See Chapter IV for a full description of each category.)

The data collected were designed to answer the research questions addressed in this study. Some of the questions were answered more fully than others. A summary of findings appears in the next section of this study. The following research questions were addressed in this study:

1) What are the effects of the author's visits as reported by librarians, teachers, and students in the site schools?

2) What are the perceptions of the value of author's visits as seen by librarians, teachers, and students?

3) What are the effects of the visit on the student's perception of the author's or illustrator's books and of the genre in which the author works?
4) What are the effects of the author's visits on library usage?

5) What are the effects of the author's visits on subsequent classroom activities?

6) What are the effects of the author's visits on circulation rates of the author's works and on other works in the author's genre?

Summary of Findings

Effects of the Author's Visits

Clearly, the most obvious effect on all three groups was the positive attitude generated around and because of the guest author visit. Guest author visits thus appear to be one appropriate way to generate positive attitudes toward school. Sharing the experience of the guest author's visit also rated highly with the students. Since they reported sharing not only at school but with their parents, grandparents, and friends, it can be assumed that the visit is one positive experience that was carried out into the community and not enjoyed just at school.

The author's visit generated an interest in that author and in his books. According to the interviews of all three groups, as well as the library circulation records, there was no carryover to reading in general or even to books in the author's genre. The interest in the author's
books also seemed to be specific to the students' school, with no students going to the public library and only two (of the forty in the study) saying that they had tried to buy a book at a local bookstore.

Both of the authors inspired some members of all three groups to attempt the creative process of writing. One teacher noted that several of her students were writing in their journals again. Other teachers saw some of their students writing stories. Several of the teachers mentioned that the author's story of how he got started had inspired them to write. Realistically, the teachers also noted that they probably would not follow up on it. One teacher went into great detail about how she had written a book and after being turned down by several publishers had quit trying to get it published. She said she had now been inspired to try again. This same pattern was repeated by the librarians.

One very visible effect of the author's visit was the read-aloud activities it encouraged among the teachers. Some of the teachers indicated that they kept a book going and used the author's book as the read-aloud when they learned of the upcoming visit. Other teachers indicated that they had not read to their classes at all that year until encouraged to do so by the librarian and the imminent author visit. Research (as noted in Chapter II of this study) is so strong about the positive effects of reading
aloud to children that any activity that encourages reading aloud is to be commended.

**Perceptions of the Value of Authors’ Visits**

Teachers were asked two questions that related directly to the value of authors’ visits. Initially they were asked, "How would you rate an author’s visit as an experience for your students?" After the interviews at the first school, another question was added: "How do you feel about the time the author’s visit takes from your normal classroom activities?" (See Appendix B). Neither of these questions emerged separately as an analysis category. The answers to both these questions were subsumed under other categories.

All of the teachers rated the author’s visit as "excellent," a "10," "terrific," "very valuable," and other such superlatives. Indeed, to this question, answers were more than positive; they were overwhelmingly enthusiastic. Teachers evidently perceived the author’s visit as a positive experience for their students. The response of teachers who were asked how they felt about the time away from class also were positive. Their answers ranged from a mild "don’t mind the time out" to a "well worth it" to "it adds; it doesn’t take away." Their responses are one example of the positive attitudes surrounding the guest author’s visit.
The teachers perceived the visits as valuable not only for the students' benefit, but for their own attitude. Many teachers valued the positive effect it had on them personally. Several reported being inspired to write or work on other projects. Those teachers who heard Bill Wallace were particularly struck by his perseverance in working eleven years to get his first book published. Those who heard Mr. Wisler expressed amazement that he could write and hold down a full-time teaching job at the same time.

Students, too, valued the visit, many saying that they would like to have another author visit. All the students, without exception, said that they liked having the author visit their school. This is not a surprising answer. Most of their answers as to why they liked it had to do with the author personally and/or his presentation. They said that the author they had seen was "funny," "interesting," and "a nice man." From the teachers' comments, it appeared that the author also inspired several of the students to write and, perhaps, to refocus their career choices at least for a short while.

The librarians seemed to value the visit because it was an event that placed the focus on reading and books. Three out of the four librarians said that the guest author visit had inspired them to want to write, also. The fourth one
valued the visit because it allowed her "to expand my horizons."

**Effects on the Students' Perception**

This question was answered indirectly by one of the student interview guide questions (see number 6, Appendix C). Students were asked if they tried to check out one of the author's books, or one like it, at the school library. Only seven of the forty students interviewed indicated that they had not tried to check out or buy one of the author's books. Of the thirty-three students who tried to check out or buy a book in the school library, a large number were unable to secure the book. This was due in large part to the small number of the author's books owned by the libraries prior to the visit. However, even though a large number of students were disappointed in their efforts to obtain a book by the guest author, only two of those students said that they had looked for a book similar to the author's book.

Interview responses from teachers also verified this narrow focus of interest on the guest author's books. When they were asked if they felt that the author's visit had affected their students' attitude toward reading in general, most teachers said that it had not. However, when asked if the author's visit affected their students' attitudes toward the guest author's books, most teachers responded "yes."
The librarians' responses confirmed those of the teachers regarding student attitudes. The librarians went on to say that the demand for a guest author's books remained high for several months after the visit, sometimes even stretching out over a period of several years. Many other librarians have also observed that the demand for a guest author's books remains high for as long as his student audience remains in the school.

Considering the answers from all three groups, an answer to the question of the students' perception of the author's books and of the genre in which the author works appears clear. Students are highly interested in and motivated to read the guest author's books both before and for a long time after the visit. They are not motivated, at least during the short term of this study, to read other author's books similar to the guest author's books. In other words, carry over to the genre appears nil.

Effects on Library Usage

The author's visits did affect library usage. One analysis category identified in the librarian's interviews speaks directly to this question. All four librarians changed their lesson plans and used library time to prepare students for the author visit. The librarians' responses indicated that the more classes that were involved in the
visit, the more time they spent in preparing the students. This, to them, seemed a common sense approach.

Another aspect of library usage is reflected in a student category that emerged during analysis of the student data. It is the category of self-preparation. Over half of the students interviewed in each school indicated that they either had tried to check out one of the author's books or had bought one in the school library. All the students who bought books said that they had bought their books at school. The students also stated that they had consulted only the school library for the author's book, not the public library.

Library circulation records revealed little change in library book circulation figures. Two factors influenced the circulation figures. One factor was that few of the guest author's books were available for check out. The other factor was that library book check out was very controlled in the site schools.

The librarians also indicated that there was no change in use patterns of the library during preparation for or immediately after the guest author visit. In other words, there were no different or unexpected uses made of the library due to the guest author visit.

In summary, library usage was changed in that each librarian took time out from her normal lessons to prepare
the students for the guest author's visit. The more classes that were involved, the greater the amount of time she spent. Students sought out the guest author's books only in the school library and only bought books there. Library book circulation was not effected. The normal use patterns stayed the same with no classes coming more frequently or using the library in a different way.

**Effects on Subsequent Classroom Activities**

Ten of the twenty teachers interviewed did follow-up activities after the author's visit. Five of these ten teachers only did a read-aloud activity, using one of the author's books. Another teacher did a writing activity with her students while the remaining four teachers read aloud and did a writing activity. Five other teachers did preparation activities with their students before the author's visit. Only five of the twenty teachers interviewed did not do any preparation or any follow-up activities.

The eleven teachers who did preparation activities all read aloud to their students. Nine of the ten teachers who did follow-up also read aloud one of the guest author's books. From the research reported in Chapter II of this study on reading aloud, it is evident that reading aloud to children positively affects their reading appetite. Since the teachers were all reading from the guest author's books,
this may have been a strong factor in their demand for the author's books.

**Effects on Circulation Rates**

The authors used in this study had published relatively few books prior to their visit. Mr. Wallace's second book was published just prior to his visit, while Mr. Wisler had published four or five books prior to his visit. The library collection of each of the two schools visited by Mr. Wallace held only one copy of his book. One of the two schools visited by Mr. Wisler owned two of his books while the other did not have any before the visit. Thus, there were only four books available for circulation in all four schools before the authors' visits. After the visits, the four school library collections owned a total of thirteen of the two authors' books. All of these thirteen books were checked out continuously until the end of school after the author's visit. Because of these small numbers, the trends seen in the circulation of these authors' books cannot be generalized to other school populations.

In the student analysis category of self-preparation, many students mentioned trying to check out one of the author's books and being unable to get one. With only four books available in the four schools, it is easy to see why the students were disappointed. Only two of the forty students interviewed said that they had even considered
looking for a book similar to the author's book they were unable to obtain. Librarians also noted no interest in other books in the author's genre. It would appear that the students were interested only in books by the visiting author, and when those were not available the students would return to their previous interests.

Conclusions and Explanations

An inescapable conclusion of this study is that author's visits in schools affect the attitudes of the three primary groups involved in the visit. Librarians, teachers, and students overwhelmingly voiced enthusiastic and positive comments about the author personally, his books, and his presentation. While all three groups reacted in the same basic way, each group had its own reason for doing so.

The students appeared to see the author's visit as a positive experience for several reasons. Several of these reasons were voiced often enough to become categories themselves. One reason that the students liked the visit may have been that they saw the author as a celebrity. Several mentioned autographs and getting the author to sign their books. This is certainly an activity indulged in by "celebrities." They also enjoyed the author's presentation as a change of pace from their normal activities. One appealing aspect of the author's presentation might have been that this normally adult activity, book discussion, was
presented on their level with the author discussing books they knew and could read. They also savored the experience for the chance it gave them to share a fun experience with their friends and classmates as well as with their parents. One additional reason might be that many were affected by the read-aloud experience.

The teachers also appeared to have several reasons for having a positive attitude toward the author visit. One reason may have been that the visit is a popular event, with academics (reading) as its focus. Thus, teachers feel no guilt in promoting the visit, as they might with other events such as magic shows or clown acts. Seventy-five percent of the teachers interviewed were involved in promotion of the visit. They were involved either in preparation or follow-up activities. Because of this involvement, it appeared that the teachers—urging their students to behave and ask good questions—"bought into" the visit and felt some responsibility for its success. In one negative example, a teacher did no preparation or follow-up activities and said she was affected little by the visit. Seven of the nine negative student writing samples came from this one teacher's class.

Teachers also felt positively about the author's visit, perhaps because the author appeared to be an adult not too different from themselves. Most successful people appear to
have a mystique about them that sometimes sets them off as celebrities. Yet, these teachers were able to see interests which they had in common with the two authors; several even felt inspired to follow in their footsteps and write.

Teachers also appeared to react positively toward the visit because of the positive effect it had on their students. They noted that the students seemed encouraged to write and to read the author’s books.

It would appear that the librarians saw the visit as something special they could offer to the school, similar to a Christmas play or field day. Since the librarians chose the books to be sold, encouraged the teachers (or did not), and handled preparation activities, they felt a sense of responsibility more heavily since the whole focus of the program was on books, reading, and authors. Ownership of anything buys positive attitudes towards it. Because of their interest in books and authors, the librarians enjoyed meeting the author personally and becoming better acquainted. Librarians also saw and noted the positive effects the author’s visit had on both the teachers and the students. This in turn reinforced their already positive feelings.

Implications and Recommendations

Based on the results of this study, there are several implications and recommendations that seem appropriate for
the consideration of others involved with guest author visits in schools.

Research

The findings of this study reveal short term effects of a guest author's visit in an elementary school. Because of the narrow focus and limitations, the results cannot be generalized to other areas or higher grade levels. Several areas that invite further research are suggested here. First, there is a need for study of the long term effects of reading promotion activities, such as the guest author program studied here. The present study covered a relatively short term—only nine weeks. There was informal evidence presented by students and librarians that indicates that students read a guest author's books for as long as two or three years after the visit. A second area that could be studied is the effects at a higher grade level than studied here or perhaps even adults. The two authors studied here had fiction books of a moderate length. What are the effects of those authors who only do picture books? What about the large number of authors who write informational books? What is the effect if there is no librarian present to give focus to the visit? Finally, studies of this type need to be replicated in many different sites before any generalizations can be made.
Staff Development

The findings of this study suggest that teachers as well as librarians need to be educated regarding the positive effects of reading aloud to their students. This activity should not be regarded as a "filler" but as an activity that has merit on its own. Suggested titles on different levels might be given to the beginning teacher until she develops a repertoire of her own favorites. Principals and others who supervise teachers also need to be aware of the positive results which come from this activity.

Implications for Practice

Several factors emerged from this study that can be used to plan a successful guest author's visit to a school. First, planning and preparation before the visit are vital to its success. Teachers as well as the librarian should be involved in any preparation activities. The teachers will get more out of it, and so will their students. The author's books should be available for the students well in advance of the visit. Multiple copies of some titles may need to be ordered. Demand will be high; thus, multiple purchases may be justified. As the date of the visit nears, a detailed plan needs to be worked out. The plan should answer such questions as the time of the presentation, who is to attend, and where it is to be. The individual planning the event should not plan on the
cafe teria/auditorium at one o'clock if lunch lasts until one-thirty. The plan also needs to address equipment needs, lunch for the guest, and transportation. If book sales are to be a part of the visit, then prices must be set. Letters should be sent home to inform parents about a week before the visit; notices sent too early are forgotten. Books to be sold need to be ordered well in advance— at least six to eight weeks— to insure their delivery on time.

Another factor that makes guest author visits of this type effective is the use of follow-up activities. Teachers and librarians should be encouraged to plan follow-up activities that go along with the visit. Writing a thank-you letter, a poem, or a story to send to the author is an easy follow-up activity. Time should be set aside also for sharing remembered anecdotes and favorite portions of the presentation with classmates. This positive experience could also possibly be extended by introducing students to other writers via media. The librarian or teacher could take advantage of the heightened period of interest in authors following the visit to introduce other authors who work in similar genres. Finally, the local newspaper should be invited to take pictures and perhaps interview the author. Seeing pictures in the local paper will lend credibility to the students' sharing of events and
serve as a further reminder of the many positive events that take place in schools.

The findings of this study indicate that two valuable local resources were left untapped. The public library and local bookstores were untouched by the visit. If more community support is wanted or needed, the public library and local bookstores could be enlisted to help publicize the visit. Perhaps an autographing session could be arranged at one or both places or an evening reception held for interested groups. Many other possibilities exist for those who wish to provide this type of experience for their students.
APPENDIX A

UNSTRUCTURED INTERVIEW GUIDE:

LIBRARIAN
APPENDIX A

UNSTRUCTURED INTERVIEW GUIDE:

LIBRARIAN

Demographic Data

Age

Sex

Years of Teaching Experience

Years of Experience as a Librarian

Educational Background

Questions

1. How did you feel about the author’s visit? Why?

2. How do you think your students responded to the author?

3. Can you tell me some positive things and some negative things about the author’s visit?

4. Did you do any preparation before the author’s visit?

5. Do you think the author had any effect on the student’s knowledge?

6. Do you think the author had any effect on the students' attitudes toward reading in general?
7. Do you think the author had any effect on the student's attitudes toward his books?

8. Do you think the author had any effect on the student's career considerations?

9. Do you think the author's visit had any effect on the teacher's plans for classroom activities? What? Why did they do that?

10. Do you know of any classroom activities that the teachers might have done beforehand?

11. Was the library used in any different way because of the author's visit?

12. Did you change your normal lesson plans or use a different approach to the library lessons because of the visit?

13. Do you plan any follow-up activities to the author's visit? What?

14. Did the author's visit have any effect on you personally? What?

15. Did you learn anything from the visit? What?

16. Do you have any other comments or observations?
APPENDIX B

UNSTRUCTURED INTERVIEW GUIDE:

TEACHER
APPENDIX B

UNSTRUCTURED INTERVIEW GUIDE:

TEACHER

Demographic Data

Age
Sex
Grade Level Assignment
Years of Teaching Experience
Educational Background

Questions

1. How did you feel about the author's visit? Why?
2. Did you do any preparation activities for the author's visit?
3. Do you have any follow-up activities planned?
4. How do you think your students responded to the author?
5. Do you think your students learned anything from the author's visit?
6. Do you think the author's visit affected your students attitudes toward reading?
7. Do you think the author's visit affected your students' attitudes toward the author's books?
8. Do you think the author's visit had any effect on your students' career considerations?
9. Were there any other effects you saw or heard?
10. Did the author have any effect on your plans for classroom activities?
11. Did the author's visit have any effect on you personally?
12. How would you rate an author's visit as an experience for your students?
13. Do you have any other thoughts, anecdotes, or comments you would care to share?

(Additional question added after interviews at first school.)

14. How do you feel about the time the author's visit takes from your normal classroom activities?
APPENDIX C

UNSTRUCTURED INTERVIEW GUIDE:

STUDENT
APPENDIX C

UNSTRUCTURED INTERVIEW GUIDE:

STUDENT

Demographic Data

Sex

Grade Level

Questions

1. Did you like having an author visit your school? (Probe)
2. Was this the first time you had participated in an author’s visit? (Probe)
3. What do you remember most about the author’s visit to your school? (Probe)
4. Did you learn anything from the author’s visit? (Probe)
5. Did your teacher do anything in class to prepare you for the author’s visit or did you talk about it later in class? (Probe)
6. Did you try to check out one of the author’s books, or one like it, at the school library after the author’s visit? Did you try to check one out
somewhere else (public library)? Did you buy one of the author’s books at school or at a bookstore?

7. Did you talk with your parents or friends about the author’s visit? (Probe)

8. How do you feel about having another author visit?

9. Do you have anything else you would like to tell me?
APPENDIX D

STUDENT WRITING SAMPLES WITH KEY CODES
APPENDIX D

STUDENT WRITING ASSIGNMENT

1. What did you learn from the author's visit?

2. Do you like the author's books? Why?

3. List any of the author's books you have read.

4. What do you think an author does when writing a book?
Key to Student Transcriptions

A - Attitude statement
R - Recall of specifics
PT - Prepared by teacher
S - Shared experience
PS - Prepared by self
L - Learned (insight category)
T - Theme
1. What did you learn from the author's visit?

I learned about Mr. Wisler's childhood, that sort of influenced his writing. From his visit, I also learned about how he researches his books.

2. Do you like the author's books? Why?

Although I've only read one of Mr. Wisler's books, and I like the way he can express feelings of his characters in them.

3. List any of the author's books you have read.

I have read Winter of the Wolf.

4. What do you think an author does when writing a book?

Besides writing I think this author researched a lot on his topic so he's confident of his writings.
1. What did you learn from the author's visit?

I learned about his boyhood and younger life and how he got the ideas for his stories. I also learned what he is doing now. (ENGLISH TEACHER)

2. Do you like the author's books? Why?

I've never read any of them.

3. List any of the author's books you have read.

None.

4. What do you think an author does when writing a book?

First, the author does some research on his subject. Then he writes a rough draft. Then he edits it. Then he rewrites it for the publishing company.
1. What did you learn from the author's visit?

I learned that it might have been more fun than I thought way, way back in the olden days. I learned that a good way to write books is to reflect back on your childhood.

2. Do you like the author's books? Why?

I don't know because I haven't read any. The reason is, is because every time I try to check one out there always gone.

3. List any of the author's books you have read.

I haven't read any.

4. What do you think an author does when writing a book?

He looks back at some of the stories he wrote as a child, and maybe expand it a little bit,
APPENDIX E

TEACHER INTERVIEW TRANSCRIPTION WITH KEY TO CODES
Key to Teacher Transcription

A - Attitude statement
Stud - Effect on student
Class A - Effect on classroom activity
Insight - Insight
Per - Personal
R: How did you feel about the author's visit?

T: I think it's a good program. I think that the children benefited from getting to meet an author and I really liked having someone that was local come talk to us. That hasn't happened as far as I know. I think that's a good experience for the district as well as local, just our school.

R: Any other reasons? Any other feelings about guest author visits? Particularly this one but any others.

T: It helps motivate children to read. They get some personal insights into an author and why they write books or how they get started writing books and some personal contact which ...

R: Have they made comments to you or why do you think it motivates them to read?

T: Well a couple of students were going to slip out of part of the meeting. They had work detail. Two of them had work detail and two others thought well they'll go help them. And after sitting in on most of the talk with him they decided they didn't want to go. They thought it was going to be boring. When I said, "Well it's time to go now", they said, "Oh do we have to!" So they did not go. They chose not to go. So just to get to know someone they say well it really isn't that bad I think I may read some more books by that person.

R: Did you do any preparation activities with your class for the author's visit?
I: Yes, we read one of his books out loud in the classroom and they really did enjoy it.

R: Which one did you read?

I: The one about the wolf...

R: Winter of the Wolf?

I: Right. They did enjoy that one.

R: Do you plan any follow-up activities?

I: I hadn't as of right now. We do have a Spanish girl in our class and she helped us quite a bit. In fact, right before we got to the part where the legend, she told us about this legend and just low and behold it unfolded in the book. So I think we might be able to do something in our classroom with that legend.

R: How do you think your students responded to the author?

I: Well I know they enjoyed it and they were surprised that he was human. You know that he actually was a person. They did enjoy hearing about where he's been and how he gets his ideas for his books.

R: Were there any comments they made to you? The students made?

I: Mostly it was about the book that we read. When he said this everybody in the class knew what he was talking about because we had read the book.

R: Do you think your students learned anything from the author's visit?

I: I'm sure they learned something. It's hard to put into words exactly what each one of them picked up from it. I think it's a very worthwhile thing to do.

R: Do you think the author's visit affected your students attitude toward reading?
T: Some of them.
R: Toward his books or toward books in general?
T: Well towards his in particular and probably just some extent towards other books.
R: Do you think the author's visit had any effect on your students career considerations?
T: Some of them have thought about... because they really were interested in how young he was when he started writing. A couple of them said, "Humm, I can write a book about this or that." I don't know that they will but they might and they were concerned that he would have a full time job and do this.
R: Yes, one asked that question, didn't he?
T: (Yes)
R: Any other effects that you maybe saw or heard your students express?
T: They were real excited about getting one of his books and having it signed by him.
R: Did the author have any effect on your plans for classroom activities?
T: Well we definately took a time to read. I had planned at the beginning of the year to read books to the class and I have so many in my room that want to help the custodians or help in the cafeteria that there are very few times where everybody is together that we're not having a class that I haven't been able to do that and there were some times when not everyone was in the room when I read this book but I tried to pick a time when everyone was there. So I read to them more. I think they enjoyed it. At this age they enjoy being read to.
R: Did the author's visit have any effect on you personally?
T: Well I don't know how to answer that. I really enjoyed getting to know him and a little bit more about his books. I'm not going to go out and write books. I'm just not that type of person. I know that's not the reason you brought him here but I think it's a very good program. I think everybody benefits from this type of program.

R: How would you rate an author's visit as an experience for your children? Your students? Use any scale you want to.
T: Well you can tell I'm pretty positive on it. I thought this one went over very well. We've had some other authors visit and they would visit for the whole school and talk about some books but this was much more personal. I would rate it the top nine or ten out of ten.

R: How do you feel about time the author's visit takes away from your normal classroom activities?
T: I don't think it took that long. We had to change our schedule a little but that was okay. We can catch up.

R: Do you have any other thoughts or anecdotes or comments that you could share with me?
T: I really enjoy seeing children read. I enjoy reading. In my classroom I have a chart where every child is listed and every book they read they get a check on the chart and there is also a reward for them. Every five books that they do a report on they get a treat, which you know encourages them to read. But that's separate and apart from the visit that you're talking about. 

R: Would you mind if I interviewed three of your kids?
T: No, not at all.
APPENDIX F

LIBRARIAN INTERVIEW TRANSCRIPTION WITH KEY TO CODES
Key to Librarian Transcription

A - Attitude statement
Stud - Effect on students
Insight - Insight
Tea. Eff. - Effect on teachers
Lib Act - Effect on Library activities
Per - Personal
R: How did you feel about the author's visit, Jean?

L: I thought it was a very effective morning. The whole atmosphere that was in the school during his visit and before hand was really a great thing.

R: Why do you feel that way? Do you have anything to base those feelings on?

L: Well the books he's written, how could it help but be a happy atmosphere. Because the books he's written are so, oh they're fun and it's just good stories and it was just a time of anticipation and the children were not disappointed.

R: How do you think your students responded to the author?

L: Very well. For 50 minutes sitting on the cold floor they were attentive, I thought more than I had ever seen them for any other assembly.

R: You thought they responded well. Do you, can you elaborate some on why you think they responded well?

L: I think partly because of the build up. They were familiar with his books. knew a little bit about his work but I think the way he came on to the kids, you know he was so relaxed and they could tell immediately that he had been where they presently are. He was silly enough to really get their attention but yet his topic was so serious but he didn't preach to them but he did drive home his point.

R: Can you tell me some positive things and some negative things about the author's visit?

L: Okay. Well positive things would be it does stimulate an interest, maybe not in all books but it gives them a start. So many times you know if a child reads one book from cover to cover that's a spring board into
reading other books and I've heard several children say that they were going to read his books all the way through and maybe they have not ever read a whole book all the way through.

R: You think it stimulated their reading of his books? Is that what you're saying?

L: Well initially but I think it would be a springboard into reading other books. Do you want me to give you positive for his visit or positive...

R: (yes)

L: Well I thought what he had to say was so positive. The fact that he never gave up, that he just even after eleven years he was still trying and I just can't imagine anybody going that long getting rejected but I think that really without even making a big issue of what his overall point was I think it drove the point home very well to these kids not to give up. And of course I think it's good for kids to be able to sit in a group and listen attentively that's something that we don't expect of our kids enough at this school because we're so big we don't get them all together that often and it was, I never know how they are going to act because they don't have an opportunity enough to do that so that's a...I thought their reaction was a positive aspect and goodness there's so many. I think it did the teachers a lot of good because if I don't sell it to the teachers I'm not ever going to sell it to the kids. Their interest in authors will rub off on the kids. I felt like they reacted so positively about his visit. Of course some of them saw it as an hour to get out of class. His talk showed the kids what a person is capable of doing even though they just live in a small town and have a mediocre well not mediocre but a, what kind of background am I trying to say,

R: Well restricted.
L: Well, yeah and not all, he didn't have every opportunity in the world. He made his own opportunities and things didn't always go right for him and that's what these kids need to hear. I thought it was so good for them to know about the process; sending the manuscript and what the galley sheet looks like and how many times he had to correct his work even after the editor had gone over it with him. That is very valuable information.

R: What about some negative things?

L: One negative thing I see in it is that first of all it is a lot of trouble. Of course that is outweighed ten times and I felt real rushed, of course he was so fast with his autographing. That would be the only thing, I just felt like we were pushing him so and he didn't get a chance to interact with the kids as they bought their books up but it was not nearly as bad of course as it was with Ames and I don't think I could ever as long as this school is this big have an author who had books that were that reasonably priced where I'd sell 300, that's just not fair to anybody. And there was some flack from, well not really flack, I shouldn't even say that. I know there was some hard feelings on the part of the kindergarten, 1st and 2nd. They felt like they should have been included but his books I don't think what he had to say would have interested that age group for that long. They might have enjoyed hearing him talk about 10 minutes but I think they would have been lost after that.

R: Any other negative or things you think would be better a different way or not done?

L: The only thing I see is that really gave me a lot of trouble was selling the books. It is a hassle to keep up with all that money and I don't have any place to keep anything.

R: Would it be better if we didn't sell books? Or you didn't sell books for the author visits?
L: That is real... I never had thought about that.

R: They don't in some places.

L: I know. I would hate to do the author that way. I think as a courtesy to him we ought to at least offer the books for sale. I haven't seen any real bad effects like maybe in some schools they do have this problem but I've always felt like the ones who wanted books usually got them. I haven't ever felt like a child was crushed because he couldn't afford a book. He still got the benefit of hearing the author and we don't make a big deal out of you know buy the book. We don't push it that much. I just say they're here if you want them but I imagine some schools they don't offer them for sale because they can't afford them which ...

R: Well Dallas, DISD, doesn't just doesn't order them or sell them. They just...I don't know why.

L: Well it is a hastle. You know like this one book. I kept as good a records as anybody and I do not know what happened but I kept them in that little room in there and I know teachers let kids go in there and work so it could have ..but I even wanted to check and see about that one.

R: Do you think selling the books adds anything to the author's visit?

L: I really do. I think getting an autographed book and saying look...

(Principals announcement)

R: Did you do any preparation before the author's visit?

L: A lot. I thought the main thing was that they knew the books and it was easy since he just had two books. I first of all offered to every teacher in 3rd, 4th and 5th grades a copy of the book even a new copy. I was willing to let them use a new copy just to get them to read it. It worked out real well because most of them ended up buying the copy they were reading they liked it so much-- I would say that out of the 18 classes, 18 teachers whose classes were involved, I'd say 10 of them read either all or
part of one of the books. And when every class came in I either would
review some of the book with them and read parts, you know little book talks,
for like three weeks I did this and I think that's the main thing. If he
had gotten up there and talked to them and they had never even read his
books there wouldn't be very much interest.

R: What about bulletin boards?

L: I did get one up. I would like to have had more in fact I would like to
have involved the children more in some extemporaneous writing and art but I
did well to get the books across to them.

R: Did you have any decorations or anything in the library?

L: I just had a poster announcing his visit and the sale of the books. I
think with authors who have written books that are more picture books and
things like that that you can do a lot more.

R: Do you think the author had any effect on the students knowledge?

L: Oh yes.

R: Can you tell me what kind of effect of what?

L: Well the processes involved in having a book published. I think that is
one of the major things that they learned.

R: What about do you think the author had any effect on the students
attitude toward reading?

L: Very definately.

R: On all kinds of reading material or just on a specific type or on just
his?

L: Well you have to start somewhere. If they start with his then we hope
they graduate. Like I was told one time by someone who never had liked to
read and they started reading things that were real shocking and from there
they graduated up to good literature so you have to start somewhere.

R: Do you think the effect of their attitude on reading was toward his
books or toward reading in general?
L: I think it will ultimately be toward reading in general. Now I think it's toward, of course we're only talking about you know the few that were not reading books in the first place. And we hope that the that it would stimulate them to read his books first and then go on to others. Of course they all want a book like if they read Trapped in Death's Cave they come in they want another book just like it. They think somebody else has written one and it's going to be that good.

R: Do you think the author's visit had any effect on their career consideration? Have you heard the kids say anything like that?

L: No but I know of several students who are aspiring writers and I haven't had a chance to talk to them and see what their reaction has been to his talk but I did have one come in today. She's already written two books that I will put in the library, I just have not done it. She took them home. I thought that Mrs. Baker the GEM teacher was going to do it and she didn't do it so the little girl came in today and told me that we didn't have enough unicorn books in the library and she's going to write a unicorn book. Maybe that was a direct result of his visit.

R: Do you think the author's visit had any effect on the teachers plans for classroom activities?

L: I haven't heard any of them say anything. I know that some are still reading. They didn't have a chance to finish the book.

R: So as a classroom activity they did read at least some of them did read the book?

L: Yes and probably some of them who did not at first, before he came will read it now. He's stimulated their interest.

R: They did that before he came?

L: (Yes) that was my request.

R: Why did they do that reading?
L: Well so the children would be familiar with the work.

R: That was part of the preparation?

L: Yes. That to me was the most important thing we could do to have them ready. If they didn't know the books you know who cares who Bill Wallace is.

R: Do you know of any classroom activities that the teachers might have done?

L: No not that I know of. They didn't say anything. And that again there are some books that lend themselves more... and a novel. I can't think of anything that they did except the reading.

R: Was the library used in any different way because of the author's visit? Do you see more groups coming in or maybe more individuals? Did you note any difference?

L: Not that I noticed.

R: There weren't any listening tapes that they might have listened to?

L: No.

R: How about circulation? Do you see any difference in circulation?

L: Well I only had two books so... I can tell you when I had Lee Ames his books had always been popular but during that time I even borrowed some books from other schools.

R: What about Bill Wallace's? Had his been consistently checked out before they found out he was coming?

L: Yes. Since they've read it for the Bluebonnet it's just been so popular. I have two copies and usually a teacher keeps one checked out because even before we knew he was coming teachers have read that book to their kids.

R: Did you change your normal lesson plans or use a different approach to library lessons because of the visit?
L: Right, I sure did. I devoted most of my time to 3rd, 4th and 5th grades for three weeks to his books.

R: You mean reading them aloud or giving the talks?

L: (Yes) and giving them book talks and it was pretty boring. You know with 18 classes if you read the same general, well I didn't read the same thing but I covered the same material with nearly all of them in a different way and I'll tell you the day when one of my 3rd grade classes came I had the book all ready to read to them, another book, and well you left off in a place that you promised to finish in Kitty and aren't you going to ....so I had to read some more.

R: Do you plan any follow up activities to the author's visit?

L: Well, no I really haven't.

R: Thank you notes or some of them you know have sent little letters or...

L: Oh yeah, I hadn't even thought about that but I think that would be a very appropriate thing to do. We need to do that. I'm glad you mentioned it.

R: Did the author's visit have any effect on you personally? Did it mean anything to you personally?

L: Well yes. I just loved it. Who's going to hear this.

R: What effect did it have on you personally?

L: It was I don't know as a personal feeling you know I like to expand my horizons every chance I get. And that was just another dimension in my opinion and my concept of authors and I'm really interested in the different personalities that authors bring and brother aren't they different. And how the personality of the author coincides with the books they write.

R: It shows up.

L: (Yes) Have you read any Joan Lowery Nixon's. After I met her.

R: I've (yes). A couple of easy ones.
L: Well I just got through reading the Kidnapping of Christina Latimer and I loved that.
R: It won some awards.
L: Yeah and having met her I liked it even more.
R: Did you learn anything from Bill Wallaces visit?
L: Oh yes. I really did. I learned how to do my hands like this.
R: What did you learn?
L: I learned that some people are more... more that you'd think.
R: Did you learn any information?
L: I can't think of anything I learned. No, I really didn't.
R: You really didn't learn anything?
L: I really didn't. You know what he presented.. Well I just learned more about his books.
R: More about him and his books?
L: Yeah. Not anything technical.
R: About books in general but about him and his books?
L: (Yes). I can't think of anything that strikes me as being necessarily new about technical aspect, you know he kept it pretty simple. That's the way I like it.
R: Can you think of anything else that you might want to say? Or any comments that teachers or students have made to you following his visit?
L: Oh it's all been very positive. Not one person has said anything negative about it. This really made me feel real good because sometimes I get real excited about something and the teachers don't act they're excited and all but on this particular occasion I think they matched my excitement. This sure will help, you know sometimes they think I'm a little weird about how excited I get over seeing authors and hearing them. When I go somewhere else and bring back books and want to show everybody my autographed book but
I think that this helps them understand.

R: Share your enthusiasm.

L: (Yes)

R: Is that all?

L: That's all I have to say.
APPENDIX G

STUDENT INTERVIEW TRANSCRIPTION WITH KEY TO CODES
Key to Student Transcriptions

A - Attitude statement
R - Recall of specifics
PT - Prepared by teacher
S - Shared experience
PS - Prepared by self
L - Learned (insight category)
T - Theme
Jana
5th Grade
Riverview

R: Did you like having an author visit your school?
S: Yes mam.
R: Why, what did you like about it?
S: Well I've never got to meet anybody who wrote a book and I really liked the books. I think they are real interesting.
R: Anything else?
S: Well he was real funny.
R: Was this the first time that you had ever been in on an author's visit?
S: Well no. One time in the 2nd grade another author visited our school. His name was Syd Hoff.
R: Was that at this school?
S: (I couldn't understand what she said)
R: Okay. What do you remember most about Bill Wallace's visit here?
S: When he was telling us about the 4th grade class.
R: In the assembly?
S: (Yes).
R: Anything else?
S: Well I remember when he autographed my book. It was real special because I've never had a book autographed before and I really like that book.
R: Did you talk to him when he autographed your book?
S: Not really. He just said, he just autographed it. I didn't really talk to him.
R: Did you learn anything from his visit?
S: I learned that it takes a lot of rejections to get a book published but you should just keep on trying.
R: Anything else?
S: Well I learned that no matter what happens, no matter how many people
don't like it and stuff you should just keep on going and do what you want
to.
R: Did your teacher do anything in class to prepare you for the author's
visit? Get you ready?
S: Nope.
R: Did you talk about it later in class?
R: Well we wrote a sentence about him using all parts of speech.
R: When you got back to your class?
S: ...
R: Okay. Did you try to check out one of his books or one like it in the
school library?
S: No, I just bought A Dog Called Kitty and had him autograph it.
R: Had you read A Dog Called Kitty before that?
S: When I bought it I read it and had him autograph it but I had never read
it before I bought it.
R: And you didn't try to check one out? You didn't try to read it
beforehand, you didn't try to check it out from the library?
S: No.
R: You bought one at school and had him autograph it. Okay. Did you talk
with your parents or some friends at home about his visit?
S: I talked to my mom about it and told her what he said and how hard he
tried to get his book published and stuff and I told her all the stories he
told us and stuff.
R: What did she think about that?
S: She said she would have liked coming to see him.
R: Did you talk to any friends at home? Maybe that didn't get to see him?
S: No, not that I remember.
R: How do you feel about having author's visit your school? Is that something you like to do?
S: I really like it. It's real fun.
R: Would you like to have another one?
S: (Yes). It would be nice.
R: Do you have any favorite author's?
S: Well Bill Wallace writes real good books and there's Beverly Cleary. I like her books and I like the Joe Beware series the three books that he wrote. They're real good. Those are about the only ones I know. That I really like.
R: Is there anything else you would like to tell me about that you remember about Bill Wallace?
S: Well I remember he was a real, real nice man.
R: Anything else?
S: I don't think so.
R: Okay, thank you.
APPENDIX H

SAMPLES OF MATRIX WITH KEY WORDS
**APPENDIX H**

**SAMPLE MATRIX**

**RIVERNVIEW STUDENTS**

Across top - Key words from student interview guide questions

Down - Student name and grade with key words from interview coded under appropriate question.

<table>
<thead>
<tr>
<th>Like A Visit?</th>
<th>Why?</th>
<th>1st time A</th>
<th>Remember Most</th>
<th>Learn Anything?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dina</td>
<td>Yes</td>
<td>He was funny</td>
<td>Yes</td>
<td>His class how he rejection started slips to write books</td>
</tr>
<tr>
<td>3rd gr.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Steven</td>
<td>Yes - lots of fun</td>
<td>I liked his books he wrote fun - I really liked it</td>
<td>No</td>
<td>Class story Yes - takes long time to pub. book</td>
</tr>
<tr>
<td>4th gr.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cody</td>
<td>Yes</td>
<td>Real inter esting Syd speaker autogr. books for us</td>
<td>No</td>
<td>How he went abt even real writing good his books authors assembly get turned down</td>
</tr>
<tr>
<td>5th gr.</td>
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