

To the Graduate Council:

I am submitting herewith a thesis written by Jamie Lynn Osborn entitled “Factors Affecting the Use of Appalachian Children’s Literature Titles in Libraries Located in the Central Appalachian Region, as offered by Librarians in the Central Appalachian Region.” I have examined the final electronic copy of this thesis for form and content and recommend that it be accepted in partial fulfillment of the requirements for the degree of Master of Science, with a major in Information Sciences.

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Factors Affecting the Use of Appalachian Children's Literature Titles
in Libraries Located in the Central Appalachian Region,
as offered by Librarians in the Central Appalachian Region.

A Thesis
Presented for the
Master of Science
Degree
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Jamie Lynn Osborn
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DEDICATION

To all Librarians in the Central Appalachian Region who continue to work tirelessly while facing many challenges, this thesis is dedicated to you with continued gratitude for all that you do to promote Appalachian Children's Literature.

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ABSTRACT

The purpose of this research is to describe, with the aid of a survey, the factors Library and Information Science professionals working in the Central Appalachian region believe influence the use of Appalachian Children's Literature titles in Central Appalachian libraries. Primarily, what do librarians in the region feel affects the use of these titles to their library patrons? To thoroughly examine this issue the following research questions will be explored: Specifically, at what point in their lives, if at all, were librarians in this study exposed to Appalachian Children's Literature? Did this exposure take place in a K-12 setting or public library during this time period, in a college setting, a library environment, or some other type of setting, if at all and does this level of exposure affect the promotion and use of Appalachian Children's Literature in their libraries? Do librarians in the region actively promote Appalachian Children's Literature to their patrons? If so, what methods do they use to promote these titles and can these participants name three or more authors or titles that fall within the genre of Appalachian Children's Literature? Librarians participating in this study will be asked to provide estimations on the use of Appalachian Children's Literature titles. Specifically, what factors may be affecting the use of these titles and how often do librarians feel these titles are being used?

PREFACE

Literary Description of Appalachia

“Westward past the sloping watershed of Virginia and Carolina; south of the Ohio, the Kanawha, the Greenbrier; east of the Kentucky and Tennessee blue grass; north of Atlanta and northeast of Birmingham: These lands, these crested Appalachians, are home for four million people with a tradition born in the spawning of Anglo-Saxon-Celtic history and matured in the American highlands.”

“It is a proud land; we are a proud people. It is a rugged and individualistic and loving land; so are the people.”

“Despite mass communications, and with good roads up the valleys and over the mountains, the highlanders hold to old traditions more than any other segment of the national population. We remain the least changed—holdouts against an American mass culture—with one of the most stable, sturdy, and stubborn peoples in the nation. Our geographical, ancestral, and cultural roots bind us together as a small, fiercely loyal country within a country.”

-Jesse Stuart- (Spurlock, 1980, p. 26)

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CHAPTER I

Introduction

Appalachian Children's Literature represents people, places, ideas, customs, and traditions of the Appalachian region. This collective body of work characterizes a broad geographic area, but one with a proud culture and history. Appalachian Children's Literature reflects not only the historically relevant heritage and imagery generally associated with Appalachia, but also an increased awareness of a more contemporary, diverse and shifting face of the region. Appalachian Children's Literature has grown tremendously over the last twenty years, but still struggles to find its place in the much larger children's literature category. Roberta Herrin went so far as to say the following when describing the literature: "a rich but often ignored discipline - ignored by both readers and writers" (Herrin, 1987, p. 39). Since the time her statement was written, over twenty years ago, it is difficult to say that writers have ignored the discipline. Quite the contrary, one need only examine the multitudes of bibliographies, such as "Index of Bibliographies in Applit" by Tina Hanlon (2007) and "Appalachian Chart of Related Books" by Carol Hurst and Rebecca Otis (2007) to see this shift. However, the number of readers compared to the number of authors may be significantly different.

While there has been an increase in the number of titles being printed in the genre, I believe that this increase does not automatically mean there has been an increase in readership as well. This thesis will examine factors affecting the use of titles within this genre. It should not be assumed that just because titles exist on a

subject matter that they are being read by their audience. For the purposes of this study, the intended audience of readers, as opposed to the audience of librarians that data will be collected from, will be defined as the following: children living in the Central Appalachian Region, including those that can read and those that are too young to read, but have parents who read to them, as well as their parents. While the audience is important, this study will not focus on the users themselves, other than to mention them and explain their role in reading, or perhaps not reading, the literature. This is not a user-centered study. Instead, this study will focus on “use” as a concept. More specifically the use of Appalachian Children’s Literature titles and whether those titles are being used within library collections within the Central Appalachian Region and the possible reasons behind this use or lack thereof given by professional librarians themselves.

Regardless of how extensive the overall body of work, if the audience in a specific regional area, in this case the Central Appalachian Region, is not aware of its own regional works and/or authors, how will that audience ever become exposed to such examples without the literature being specifically recommended? Without the assistance of librarians, as well as other’s inside and outside the fields of Library Science and Education, who realize the importance of this literature, patrons may have a harder time realizing that such an incredibly rich cultural element exists.

Personal Exposure

The following statement by Heck regards exposure in the classroom to Appalachian Children’s Literature:

“While the ideal educational environment would include every high school or college student in the region enrolling in a course on some aspect of Appalachia, the vast majority will graduate from their respective institutions without ever having such an experience.

Moreover, with the current budget crises and curriculum changes in several states, such elective courses are often excluded from fall or spring schedules in favor of core classes, further limiting exposure to our rich Appalachian culture” (Heck, 2004, p.19).

I personally represent a product of the Appalachian public schools, preK-12, as well as two different universities located in the Appalachian Region, East Tennessee State University in Johnson City, Tennessee and the University of Tennessee in Knoxville, Tennessee, and I can honestly say, the genre was neither taught nor discussed in the courses I took in these schools, nor promoted in the libraries I patronized. I attended pre-school through third grade in the Perry County school system in eastern Kentucky, then attended grades four through twelve in central West Virginia in the Putnam County school system, graduating high school in 1987. I was a motivated and well-read student and never remember an instance that Appalachian Children’s Literature was presented to me, either through the course of my studies in school, or at my school or public library. I was unaware that such a genre existed. How powerful I would have felt reading titles that had characters just

like me! How important I would have felt to be given books that represented me, my friends and my region!

While at East Tennessee State University I was not exposed to Appalachian Children's Literature. Granted, my primary field of study at the time was History/Secondary Education, and not English, Literature or Regional Studies. However, I do not remember the college offering such a course. Since the time of my graduation they have added courses in regional studies and a prominent scholar in the field, Roberta Herrin who currently teaches at East Tennessee State University, was named director of the Center for Appalachian Studies and Services (CASS) in 2004. From informal discussion with colleagues, I do not think my personal experience characterizes a unique experience at the time that I was being educated within central Appalachia. My hope rests with the fact that it would characterize a unique experience now, twenty years later.

Statement of the Problem

The purpose of this research will explore how librarians in the Central Appalachian Region describe the factors that they think affect the use of Appalachian Children's Literature titles in their libraries, as well as having them provide estimates on the use of these titles. In addition librarians taking part in this study were asked to provide information on when they were exposed to Appalachian Children's Literature and if their level of exposure adequately prepared them to recommend these titles to their library patrons. Finally, librarians working in the Central Appalachian Region that took part in this research were asked how they

promote Appalachian Children's Literature to their library patrons and if their awareness was broad enough for them to name at least three authors or titles in the genre?

The following research questions will be investigated in this thesis:

- 1). At what point in their lives, if at all, were librarians in this study exposed to Appalachian Children's Literature? Did this exposure take place in a K-12 education or public library environment during this time period, in a college or university environment, a library environment, or some other type of setting, if at all?
- 2). Do librarians in the region actively promote Appalachian Children's Literature to their patrons? If so, what methods do they use to promote these titles and does their level of exposure affect the ways in which they promote the literature? In addition, participants will be asked to list 3 or more titles or authors that fall within the category of Appalachian Children's Literature to gauge a level of awareness on their part to the genre.
- 3). Librarians participating in this study will be asked to provide estimations on the use of Appalachian Children's Literature titles in their libraries. Specifically, what factors may be affecting the use of these titles and how often do librarians feel these titles are being used?

Exploration of Research Questions

Exposure of Librarians

The primary focus of this study analyzes the opinions of librarians working in the Central Appalachian Region and the reasons they think affect the use of titles falling under the category of Appalachian Children's Literature. The first research question mentioned above focuses on the exposure of the librarians themselves to the literature and at what point in their education, professional, or personal lives they first remember being exposed to the literature. The survey component of this research, Appendix B, asks several questions in regard to the exposure of the participants taking part. Questions four through twelve on the survey, specifically pertain to the exposure of the literature in the lives of the participants. Questions thirteen through eighteen pertain to awareness of the participants and any types of promotion of the literature that they have taken part in. *Exposure* and *Awareness* represent two different elements in regard to this study. These and other definitions will be explored further in the "definitions" section of this paper.

Active Promotion of the Literature

The second research question asks librarians in the central Appalachian region if they actively promote titles that fall within the category of Appalachian Children's Literature. In addition, participants will be asked to provide examples of methods they use to promote Appalachian Children's Literature in their libraries, as well as being asked to list 3 authors or titles that fall within the category of Appalachian Children's Literature and recognize from a list of titles, any books they

would classify as Appalachian Children's Literature. Lack of exposure and lack of awareness of Appalachian librarians to regional literature could significantly affect how they promote or fail to promote certain titles within their libraries.

Factors Affecting Use

In the third research question the focus shifts to the actual use of the titles that fall within the genre of Appalachian Children's Literature by library patrons.

Questions nineteen through twenty-nine on the survey instrument pertain to the concept of *use*. Do the librarians in this research believe there are aspects of the titles that might potentially affect their use or circulation? For instance, an older collection of regional titles might contain outdated or stereotypical materials and library users might choose to discount the titles that are on –hand as less pertinent to their current needs or wants.

“Appalachian has been popularly ridiculed as the home of the hillbilly, or pitied in sociological tracts on poverty; it has been the source of adventure yarns about feuds and moonshining; it has been examined under the microscope of anthropologists and sociologist and urbanologists studying the mountaineer migrant. But generally, Appalachia has not been understood or accepted by America”
(Haddix, 1975, pgs. x-xi).

This quote by Haddix showcases the breadth of misunderstanding that has existed on the topic of Appalachia and reiterates the need to examine factors that may be affecting the use of library materials. Another factor potentially affecting use could be budgetary constraints. A more than adequate budget could result in a varied collection of books available to patrons. Unfortunately the opposite could be true as well.

Growth of the genre

The concept of Appalachian Literature, including all genres and reading levels of Appalachian Literature, is relatively new, particularly in regard to its inclusion as a field of study. In the 1940's and 1950's, there were no colleges that one could major in or study the topic. Lyon emphasized this fact with the following statement: "In those days the very phrase "Appalachian Literature" struck most graduate English professors as a contradiction in terms. Why, there was no such thing!" (Lyon et al., 1993). While this statement represented the attitudes of the collegiate and graduate level studies at the time, it also, unfortunately represented the public schools as well. In 1999, Obermiller concluded the following: "In the absences of a systemic awareness and effort on the part of the public schools, the community schools have assumed responsibility for remediating some of the educational problems faced by urban Appalachians and other minorities" (Billings 1999). Obermiller's research focused on urban Appalachian settings, but the role of schools throughout the entire region played a similar role in a lack of awareness (Askins, 1977).

In the 1980's tremendous growth and acceptance of the genre began. Authors such as Cynthia Rylant, George Ella Lyon, Libba Moore Gray, and Carolyn Reeder fueled this growth. The titles that were written during this time often garnered awards, but even more important than awards they gained popular approval with Appalachian readers as well as national readers alike. This popular acceptance came in large part because of the authentic portrayals and universal themes depicted in the books. One example of this takes place in Cynthia Rylant's young adult title *Missing May* (1992), in which the primary character deals with the death of a close family member. While this universal theme of loss drives the plot, the sense of *place* and setting, in this case West Virginia, play a significant role as well. George Ella Lyon also succeeded in creating works that represented Appalachia in a positive way. Her picture book, *A Regular Rolling Noah* (1986), centers on a young boy, his adventures away from home and his longing to return to that *place*, in this instance, Kentucky. Rylant and Lyon's titles, two examples of many written in the time period of the 1980' and 1990's, helped fuel the growth and recognition of the genre that has yet to see a major decline in the number of books being printed annually.

Definitions:

Several terms and phrases will be used throughout this research paper. The following definitions provide readers a clearer understanding of the intent of the researcher:

Appalachian Children' Literature: *Children's Literature containing the following elements: Appalachian setting, Appalachian worldview, mountain*

life and customs, primitive and/or rural living circumstances and conditions, strong family ties and bonds, dedicated, loyal, strong and independent characters, religious ties and bonds, and references to a hard-working lifestyle, very often in the mining industry.

Describing exactly what constitutes the genre of Appalachian Children's Literature is not easy. However, the characteristics mentioned in the above definition were apparent when researching this genre. These characteristics derive themselves from a combination of the following author's works: Lynn Griggs Alexander's *Appalachian Characteristics Portrayed in Children's Literature Set in Appalachia*, 1987, Jo Ann Asbury's "The Changing Image of Appalachian Children's Literature", 1995 and Jacqueline Glasgow's "From Ragsales to Mumblety-peg: The Search for Self in Appalachian Young Adult Literature", 2004. Glasgow (2004) specifically states the following when referring to the guidelines for describing Appalachian regional children's literature: "The major characters are Appalachian, the story is told from their perspective, the setting is in an Appalachian community or home, and the text includes some means of identifying the characters as Appalachian-physical descriptions, language, cultural traditions and so forth" (Glasgow, 2004, p. 64). The researcher read and examined over 150 titles in the course of this research and compiled a bibliography as a reference point (Appendix A). The common elements throughout all of the titles are that they either took place

in the Central Appalachian Region, or contained many of the descriptive elements listed above.

Awareness: *Well informed about current titles and developments in the genre of Appalachian Children’s Literature and their place in the encompassing field of Children’s Literature.*

Awareness of professional librarians in the region to titles within the genre will be explored. Using this definition and applying it to the research conducted here, participants will be asked about their awareness of Appalachian Children’s Literature titles and authors and their awareness of the use within their own library collections of titles falling within the category. In Lehman’s article “Issues of Teacher Interest and Access to Multicultural and Global Children’s Books”, she uses the term *awareness* in describing student’s awareness of titles by “discussing the literature, its place in the school curriculum, and evaluations and selection of multicultural books” (Lehman, 2005).

Exposure: *Experience with Appalachian Children’s Literature by either being shown or by being self-educated.*

This definition is similar to one used by the Writers Trust of Canada in 2002. The study will examine when the participants remember becoming exposed to the genre. Was this a genre they were exposed to in a K-12 setting, a college setting, or

did their exposure take place outside of an educational setting, if at all? Informal discussions between the researcher and professionals, both in the field of Information and Library Science and outside the field, that grew up in the Central Appalachian Region, at least in the 1970's and 1980's, seem to conclude that the literature was not taught or promoted in libraries, as a general rule, through primary and secondary school. These discussions seem to conclude that exposure came later, either in college, or outside of an educational or library environment, if at all. By creating a more scientific study of these informal discussions, by conducting a survey of librarians currently working in the region, this research creates a more thorough investigation of professionals in the field and their responses to questions regarding their own exposure to the literature.

***Use:** Any time the bibliographic item in question gets used, either in-house, or checked out (Reitz, 2004)*

***Circulation:** Any time a bibliographic item actually gets checked out, counting toward a library's circulation numbers (Reitz, 2004).*

The overall concept of use, including estimates of circulation, plays an imperative role in this study. Some libraries measure use as often as any time an item is removed from the shelf and warrants re-shelving. A flaw with this practice is that an item could have been accidentally removed from the shelf by a patron, whose

intent was to actually examine another item. Use numbers can also reflect the title being read for a story time, or being used by a teacher for a teaching unit, but not necessarily checked out. Use numbers are harder to define and establish than circulation numbers by themselves. Circulation numbers are somewhat easier to measure, but may not count every time an item was read or examined. And although circulation may be easier to measure, it alone does not always provide a complete picture of how often an item is read. By focusing on use and including estimations of both sets of numbers (use and circulation), a more complete examination can be provided. Participants in the survey will be asked to estimate general use statistics as a combination of both use and circulation.

Popularity: “Regarded with great favor, approval, or affection especially by the general public” (Cognitive Science Laboratory, 2007).

In essence the popularity of titles relates to the patrons opinions and regard for them. Participants taking part in the survey will be asked their professional opinions regarding the popularity of titles that fall under the category of Children’s Appalachian Literature.

The Central Appalachian Region: The Central Appalachian region will be defined as the following: West Virginia, eastern Kentucky, southwestern Virginia, northeastern Tennessee, and northwestern North Carolina.

This definition of the Central Appalachian Region is similar to one described in Shackelford and Weinberg's, *Our Appalachia*: "Central Appalachian is most often defined as including sixty counties in eastern Kentucky, northern Tennessee, southwestern Virginia and southern West Virginia" (Shackelford and Weinberg, 1977, p. 4). That definition has been expanded to include the entire state of West Virginia, as well as, northwestern North Carolina. This broader definition is the same one used by James K. Crissman in *Death and Dying in Central Appalachia: Changing Attitudes and Practices* (Crissman, 1994). This explanation of the regional area is stated to identify the locations of the libraries involved in this study, not as a descriptive or limiting tool for the literature being discussed. Some of the titles included in the attached bibliography may fall outside of this definition of the Central Appalachian region, so this definition does not apply to the literature but the location of the libraries being surveyed.

Authenticity: *Written by authors either born in the Appalachian region or living in the Appalachian region when they wrote the text or topics that were representative of the people of Appalachia in a non-stereotypical manner* (Mo and Shen, 1997).

This definition is similar to one used by both Mo and Shen in their 1997 article "Reexamining the Issue of Authenticity in Picture Books", as well as one provided by Herb Wilburn in his 2008 article "What is Appalachia"?

Quality of writing: Titles containing timeliness, expediency, accuracy, objectivity and authenticity (Tyburski, 1997).

Regional Focus: Specifically focusing on the Central Appalachian Region.

Some titles were eliminated from this study, even though they were written by notable authors from the region because the subject matters were either universal themes without any reference to Appalachia, or where geographically irrelevant to this study, such as the title *Dreamplace*, by George Ella Lyon, a noted author in the field, which takes place in Colorado.

Inclusion of Works

A bibliography of Appalachian Children's Literature compiled by the researcher and referenced throughout, is included at the end of this research as Appendix A. A few of the titles included on this bibliography may fall outside of the geographic area described as the Central Appalachian Region, but due to the relevancy of the work, they were included. For example, the title *MC Higgins the Great (1991)*, written by Virginia Hamilton takes place in the "hills of Ohio". The book won the Newbery Award, the Boston Globe Horn Book Award and the National Children's Book Award and certainly garners attention in this research. The subject matter of the book, strip mining and the loss of home and place, relates heavily to other titles written in and about the Central Appalachian Region. The bibliography is not limited to in-print titles. It includes titles that might be out of print, but might be on the shelves in library collections. It also includes titles that

contain a “strong Appalachian centered theme”, as described previously in the “Definitions” section of this paper. Defining the geographic boundaries of Central Appalachia can be just as difficult as defining the literature itself. For instance, in *Appalachia Inside Out: Culture and Custom*, the following statement pertains to that quandary: “Just as we [the editors] cannot define precisely where Appalachia begins and ends geographically; neither can we say exactly where the culture and customs of the region begin and end. The same is true of the region's literature and criticism” (Higgs et al., 2007, p. x).

The titles included in the Appendix A bibliography may or may not be authored by persons currently living in the region. If the work contained the following characteristics it was included: authenticity, quality of writing, regional focus. The researcher's bibliography is in no way a comprehensive list because titles are continuously being printed and added to the genre, as is the case with other genres. The bibliography does not necessarily fail in comprehensiveness, as much as it is an assemblage of titles from extensive research and titles located on other bibliographies. Most of the titles appear on several of the bibliographies included in the final *Bibliography* section of this research paper. However, care was taken to ensure that a varied and quantitative example of titles was studied. Titles represent many different decades, different authors, authors of different backgrounds, and different subject matters. Participants in this study were asked to name at least three Appalachian Children's Literature titles or authors when taking part in the survey. They were also be asked to identify, from a list of titles all located on recommended

lists, bibliographies and Appendix A, any of those that they recognize as Appalachian Children's Literature. While the bibliography represents a thorough compilation and a reference point for the literature being discussed, there are no guarantees that participants will list titles found on any of the bibliographies mentioned in this research.

Significance of Study

Sense of Self

All library patrons, but especially children, need to be exposed to literature that represents both who they are, as well as the region in which they live. This type of exposure at an early age validates children and their place in the world: "They need to be able to identify with the subject matter and recognize themselves in the fictional characters" (Glasgow, 2004, p. 64). In "The Changing Image of Appalachian Children's Literature", Jo Ann Asbury alludes to the same idea, but from a first hand account. Asbury grew up in the Central Appalachia Region and reflects on the lack of exposure she received of any literature pertaining to the region and how that translated into her difficulty in learning to read (Asbury, 1995). Luckily she overcame this obstacle and was later able to both understand and communicate this experience. She clearly states the connection between reading literature that reflects your own experience as a child and how that experience can manifest itself into other aspects of your life, either positively or negatively. Glasgow, in reference to a Young Adult audience, also states the importance of finding "self" in Appalachian Young Adult Literature:

“What matters in Appalachian literature is that young adults examine their beliefs and validate their culture and family heritage. While Appalachian values may be marginalized in mainstream American culture, the literature discussed here gives adolescents a means to search for their identities within a safe context where their values are validated. Whether they go to Ragsales on Saturdays or play Mumbletypeg with their friends, adolescents should find role models in the literature they read” (Glasgow, 2004, pg. 64).

Exposing children to literature at an early age is imperative to their educational and personal success (Gast, 1967). Exposing children to literature that specifically pertains to their own experiences and environment has even more lasting effects (Gast, 1967), in this instance Appalachian Children’s Literature. David Gast studied self-concepts in children in Appalachia and compared them to children from other regions. He found that children from Appalachia had lower self-concepts than children from other locations. He theorized that a lack of materials showcasing the daily lives of Appalachian children could be one cause (Gast, 1967). One key supporter of the promotion of diverse literature rests with the American Library Association. A key area of focus for the ALA under the *Diversity* heading on their website, URL: <http://www.ala.org/ala/diversity/diversity.cfm>, is the following: “promotion and development of library collections and services for *all* people” (American Libraries Association, 2008a). In effect the organization, the largest

library advocacy organization in the world, recommends not only developing regional and specialized collections, but also promoting those collections to underrepresented populations.

Filling the Gap

This study will fill a gap in the current literature available on the topic of Appalachian Children's Literature. A vast amount of information on Appalachian Literature and Appalachian Children's Literature does exist. No studies were found that focused on the librarians in the field and their beliefs on what they think affects the use of Appalachian Children's Literature titles in their specific libraries. No studies were found that examined either the awareness or exposure of the librarians in the region. There is a vast amount of literature available that extols the importance of Appalachian regional literature, such as Mead and Hanlon's 2004 article "Building Hope and Healing Through Appalachian Literature: Celebrating Cultural Diversity with our Children" and Gohdes' 1967 book, *Literature and Theater of the States and Regions of the U.S.A.: An Historical Bibliography*. There have also been case studies done on small groups that participated in select teaching units on particular Appalachian authors or the topic of Appalachia as a whole (Hillenberg, 2001). However, no research was located that examined the reasons why Appalachian Children's Literature titles were being used or any reasons that might explain circulation and use trends. If scholars, teachers and librarians truly believe exposing children to their own regional literature is imperative, then this study will hopefully show that is exactly what is being done.

CHAPTER II

Review of the Literature

The obvious beginning point for this project starts with an examination of any previous studies relating to, or complementing the goal of this particular study. No individual studies have been located that study librarians working in the Appalachian region and the factors they believe affect circulation of Appalachian Children's Literature in their libraries. In that regard this study deems itself unique. One article was located on the Oregon State University Press website, URL: <http://oregonstate.edu/dept/press/u-w/WorldBeginsIntro.html> that did discuss the regional literature in the Northwestern United States and how the development of a regional literary magazine and the promotion of regional authors helped create a "stage of confident regional awareness" (Love, 2003). While this article stressed the importance of being aware of regional literature, it did not try to gauge the success of awareness as a concept. Research has been conducted and located on a broader range of topics relating to Appalachian Children's Literature. On the whole, large amounts of research exist covering the topic of Appalachian Children's Literature, specific authors within the field, the growth of the genre within the last few decades and the changing attitudes toward the literature itself. Because of the broad range of literature available on the topic as a whole, this literature review will focus specifically on the following three areas:

1). Discussion of awareness and exposure in the Library and Information Sciences profession.

2). An exploration of *use* and *circulation* as terms and how those concepts can affect the overall use of titles in libraries in the region.

3). Discussion of specific examples of implementing and promoting Appalachian Children's Literature to children, young adults and professionals within the region, by conducting workshops or specific teaching units on the topic.

Awareness and Exposure

The concept of *awareness* lends itself to all aspects of librarianship regardless of the specific area of concentration. This review will focus on the issues of awareness in the context of delivering library services. For example, Krysiak discusses awareness in regard to automated systems and internet tools and how the awareness of librarians to these tools can affect their job performance (Krysiak, 1997). He believes that without a heightened awareness, the ability of librarians to help patrons find accurate materials becomes difficult at best. While this does not relate specifically to Appalachian Children's Literature, the concept is the same. If librarians are not aware of titles within the genre, how then could they then effectively promote those titles to their patrons?

Another study on awareness relates to the actual measurement of awareness of training opportunities for librarians working within the National Health Service

(NHS) libraries (Maynard et al., 2000). The study arose when the NHS felt the need to evaluate the training needs of their staff. While the NHS felt continuing professional development was widely recognized and supported throughout their system, only 27% of respondents to their survey had a development plan or plan of action in place for their own continuing education, at the time the survey was taken. This study linked specific job skills to training and awareness and the comfort level at which the librarians performed those job skills. Again, while this study did not specifically cover the topic of Appalachian Children's Literature, it exemplifies how the concept of awareness can affect the ability of librarians to perform their jobs successfully. The survey instrument, Appendix B, will ask participants to list at least three Appalachian Children's Literature titles or authors to gauge their awareness of the genre, as well as ask them to identify from a list of Appalachian Children's Literature titles any in which they recognize or would classify as Appalachian Children's Literature.

Regarding *exposure* in relation to librarians and librarianship, a study was conducted by the Canada Council for the Arts in which the authors reveal that of the respondents to their research, all being active Canadian teachers, only 69% had taken a Canadian literature course during their undergraduate education, while others had no exposure at all. They conclude that those that were the most comfortable teaching the regional titles of Canada were the same ones that had positive experiences with exposure (Writers' Trust of Canada, 2002). This study of exposure to literature, while

conducted with teachers instead of librarians, shows a direct link between exposure to literature and comfort level of transferring that information to others.

Very little research, if any, has been conducted on exposure of Appalachian Children's Literature to those living within the region. Asbury does discuss the lack of exposure she received to Appalachian Children's Literature as she progressed through school and how that affected her literacy skills (Asbury, 1995). However, different experts in the field have suggested specific reasons behind the fact that exposure may not be happening on the student or patron level. First, the scarcity of titles or current curriculum requirements, might adversely affect the use of these titles in libraries and classrooms alike (Blasingame and Goodson, 2004). In essence, although librarians and teachers alike for that matter may have been exposed to the literature, other reasons may be preventing them from promoting the titles further. Second, Martin suggests that the subject matter, although important and relevant to persons living in the region, might need additional incentive for them to actually read. She suggests using media tie-ins in promoting and exposing the literature to readers (Martin, 1982). While both Blasingame and Martin's discussions relate to the promotion and exposure of *readers* in the region to Appalachian Children's Literature titles and not librarians or teachers, it should be noted that many of the librarians in the region might have gone through the same school systems and had the same experiences with exposure at the same level as the students discussed in the articles mentioned above.

Use and Circulation

Of the research questions posed by this thesis, the examination of *use*, including estimations of *circulation*, play prominently. Specifically, do factors exist that affect the use of titles falling within the category of Appalachian Children's Literature in libraries located within the Central Appalachian Region? Two theories affecting use proposed by Roberta Herrin suggests that of the titles, specifically those in the "realistic fiction" category, the quality are varied. She implies that as with other types of literature, those of a lower quality or standard may not be used as much. She also states that the Appalachian Children's Literature poetry titles available for children are limited (Herrin, 1987). Lack of quality and a limited title base could certainly play a role in titles actually being used by patrons. In addition, an in-depth, six-year study performed in Braxton County Schools in Braxton County, West Virginia, concluded that the importance of school, academics, and civic duties, played less of a role in the lives of the students and parents within the county (Obermiller and Maloney, 2002). This study revealed that the education and literature of the students were not considered a "high goal", especially with the disadvantaged families, of which there were many in this county at the time of the study. In effect, these families had more to worry about than the latest literature titles that were available, no matter if they were of a regional nature or not.

In the article "What Influences Public Library Adult Patrons to Choose the Books They Borrow", Goldhor suggests that there are some very basic things that libraries and librarians can do to affect the use of certain titles. He suggests that

displaying titles prominently throughout libraries or facing-out titles within shelves, instead of placing them spine-out, help promote books. If patrons can see the books, the more likely they will be interested in the titles (Goldhor, 1981). If Appalachian Children's Literature titles are not being displayed, or are spine-out on library shelves that might already be over-crowded, as Goldhor suggests, the likelihood of these titles reaching an audience are slim. Baker and Wallace also suggest some environmental elements that might affect the use of materials within libraries (Baker and Wallace, 2002). They believe elements exist that libraries can control and those that they cannot control. They suggest that if libraries, in their example public libraries, wanted to increase use they could provide a more ambience driven environment by providing internet access, allowing drinks, and providing more applicable programming for all age groups (Baker and Wallace, 2002). It should be noted that while many public libraries already adhere to these suggestions, it may be more difficult for school media centers to change environmental elements. It may also be difficult for public libraries with limited budgets to implement any of Baker and Wallace's suggestions.

Examples of Promotion

While there seems to be a struggle to get Appalachian Children's Literature in the classrooms and promoted in libraries, (Heck 2004) examples do exist of workshops and seminars being taught and utilized for the benefit of central Appalachian youth, as well as professionals in the fields of education and library sciences. These workshops do not necessarily focus solely on Appalachian

Children's Literature, but rather Appalachian culture as a whole but include regional literature as part of a larger cultural study. However, they exemplify how vital regional culture can be in the educational experiences of students from the region, in this case Central Appalachia.

The National Endowment for the Humanities (NEH) Institute sponsored "Regional Study and the Liberal Arts: Appalachia Up Close" at Ferrum College in Ferrum, VA on June 3-29, 2004. This institute started with a two and a half week examination of the fictional and non-fictional texts in order to provide both historical and contemporary examples of Appalachian writings. This study of Appalachian literature provided the foundation for a more thorough multi-disciplinary study on Appalachia as a whole. However, it was this study of authentic Appalachian regional literature that was emphasized and provided for a more complete cultural immersion for the participants (Deal, 2004).

In 1997, Grace Tony Edwards, director of the Appalachian Regional Studies Center, at Radford University founded the Appalachian Arts and Studies in the Schools (AASIS) program. The two main goals of AASIS are: 1) Encourage Appalachian student's interest in attending college and 2) Give Appalachian students a better understanding of and a sense of pride in their heritage. This is also a multidisciplinary approach and addresses both teachers and students in different ways. Teachers wishing to participate in the program teach at least one "Appalachian" unit every year in whatever subject they teach. Students that are chosen as "scholars" get one-on-one attention from a Radford University mentor.

This mentoring program enables participating high school scholars the opportunity to take part in a focused approach to learning about regional history. The AASIS program does not specifically focus on Appalachian Children's Literature in particular, however just as the NEH institute at Ferrum started with an examination of the regional literature and expanded from that point on; the AASIS program also uses the same concept in teaching Appalachian literature as a vital part of the larger Appalachian culture.

In Sandra Heck's article "Putting the "A" Back in the Classroom: An Argumentative Essay on Hillbilly Stereotyping", she discusses a panel presentation at the Appalachian Studies Association 2003 Conference called, "Building Self-esteem, Understanding Culture, and Unifying Community: Incorporating Appalachian Literature and Themes in Secondary and Community College Mainstream English Classrooms". Her proposal suggests incorporating Appalachian stereotyping exercises into the curriculum of all Freshman English classes in colleges located with the region. This type of study would give students a first-hand account of outside perceptions and how others might view individuals living in the Appalachian region. While Heck's proposal had not yet been put into practice when her article was printed, her idea has merit. Whether the topic is taught in local high schools, freshman English classes, or all community colleges in the area, the idea is the same: students should be exposed to the literature of their region and should study and analyze the impact images, both positive and negative, have had on the region as a whole.

Bennett makes a statement for teaching a variety of media, including films and photography, not just the literature and how school media centers could play a vital role in this movement: “to explore and evaluate a variety of media which might be made available through a school library to generate and nurture in Appalachian children and young people a pride in their cultural heritage” (Bennett, 1974, p. 1).

Conclusion of Literature Review

This literature review focuses on material published in the last 20-25 years, as the growth of the genre has steadily increased since the mid 1980’s as is apparent when examining current bibliographies on the topic (Hanlon, 2007 and Hurst and Otis 2007). Older articles that include pertinent and relevant information have been discussed and referenced. As this literature review showcases, an extensive amount of literature exists on many different subjects and topics within the larger category of Appalachian Children’s Literature. While no studies were found that related directly to the purposes of this study, the literature discussed allows readers to understand the complexities involved in studying the topic as a whole. This research will fill a much needed gap in the existing current research available on Appalachian Children’s Literature.

CHAPTER III

Methodology

An online survey method will be used to address the problem statement and research questions of this research. A restatement of these follows:

Statement of the Problem:

The purpose of this research will explore how librarians in the Central Appalachian Region describe the factors that they think affect the use of Appalachian Children's Literature titles in their libraries, as well as having them provide estimates on the use of these titles. In addition librarians taking part in this study were asked to provide information on when they were exposed to Appalachian Children's Literature and if their level of exposure adequately prepared them to recommend these titles to their library patrons. Finally, librarians working in the Central Appalachian Region that took part in this research were asked how they promote Appalachian Children's Literature to their library patrons and if their awareness was broad enough for them to name at least three authors or titles in the genre?

The following research questions will be investigated in this thesis:

- 1). At what point in their lives, if at all, were librarians in this study exposed to Appalachian Children's Literature? Did this exposure take place in a K-12 education environment or a public library during this time period, in a college

or university environment, a library environment, or some other type of setting, if at all?

2). Do librarians in the region actively promote Appalachian Children's Literature to their patrons? If so, what methods do they use to promote these titles and does their level of exposure affect the ways in which they promote the literature? In addition, participants will be asked to list 3 or more titles or authors that fall within the category of Appalachian Children's Literature to gauge a level of awareness on their part to the genre.

3). Librarians participating in this study will be asked to provide estimations on the use of Appalachian Children's Literature titles in their libraries. Specifically, what factors may be affecting the use of these titles and how often do librarians feel these titles are being used?

The online survey approach was chosen because of its capabilities in covering a large geographic area, in this case the Central Appalachian Region, as well as its ability to convert data in a rapid amount of time. The survey method will enable the researcher to ascertain attributes of a larger population, librarians in Central Appalachian, by examining a small group of individuals within this larger group (Creswell, 2003). The survey, shown in Appendix B, will be administered through the website Survey Monkey, URL: www.surveymonkey.com. Librarians were approached through Library and Information (LIS) discussion lists, see Appendix C for a complete list of these discussion groups, and were asked to take part in this research. The survey email contained a weblink directing participants to

the survey. The research results were tabulated through Survey Monkey. However, to determine patterns and themes in the responses the researcher computed the data analysis. The respondents were self-selected and the survey was self-administered. Several professional library discussion lists were used throughout five different states to administer the survey. The discussion lists being used cover the geographic area considered Central Appalachia according to the definitions section of this paper: West Virginia, Southwestern Virginia, Eastern Kentucky, East Tennessee and Western North Carolina.

Research Participants and Sample Representation

The respondents are individuals currently working as librarians in either Public Libraries or in School Media Centers. They represent any librarian, regardless of education level or position, working in the Central Appalachian Region, as defined in the “definitions” section of this thesis and redefined here: *The Central Appalachian region will be defined as the following: West Virginia, eastern Kentucky, southwestern Virginia, northeastern Tennessee, and northwestern North Carolina.* Participants were recruited through online sources and no incentives were offered to participants. The participants were self-selected, volunteering their own time to help further research in the field. The survey was self-administered with the results being sent directly to the researcher. Babbie describes this non-probability sampling as the following: "any technique in which samples are selected in some way not suggested by probability theory" (Babbie, 2004). To safeguard that participants fall within the parameters of the target population, the following items

were included in the instrument: 1). A brief introduction included with the survey instrument asking those wishing to participate to make sure they fall within the parameters of the target population before proceeding and 2). The first two questions after the “informed consent statement” on the instrument specifically ask participants the following: “In what county and state do you currently work as a Librarian or Information professional?” and “Do you work in a School Media Center a Public Library or neither?” These safeguards assisted the researcher in maintaining the parameters of the participants. In addition, approval was given through the Institutional Review Board at the University of Tennessee prior to any data collection to ensure safeguards were in place to protect any participants in the study.

Potential Ethical Concerns

There were minimal foreseeable risks involved in participating in the survey. The online survey was completely anonymous. The survey did not ask for individual names or places of employment. One notable risk in dealing with the Appalachian region was the fact that individuals in this region have been subjected to negative images and portrayals in the past. This survey did not play any part in negative images or portrayals. Quite the contrary, this research is trying to establish any factors that are affecting the use of library materials, hopefully in positive ways. The researcher hopes that quality positive images portrayed in the literature are not only being promoted to those living in the region, but also being used by library patrons. The researcher will ensure that the privacy and confidentiality of the

respondents will be protected. In essence no private information will be asked, so no private information could potentially be shared with others.

Assumptions and Limitations

Several assumptions regarding this research project exist. The first assumption relates to Internet access. By soliciting participants via online outlets only an assumption was made that the target population for this project would have access to the Internet. This assumption may not be true. Some school systems or public libraries may not have budgets that contain monies for technology, or may have limited resources. However, soliciting participants via electronic means proved to be the most efficient means possible of collecting data over such a wide geographical area. By using the Internet only as a data collection method, as opposed to using the Internet in combination with written surveys, creates another limitation. This limitation may mean many librarians that would have been in the target group (librarians working in either school media centers or in public libraries in Central Appalachia) were not reached for this research project and thus no data was collected because they did not have access to the Internet.

In addition to the survey only focusing on those with an Internet connection, a second assumption was made that the Internet service of the participants would be working properly. While the reliability of Internet service can vary depending on the Internet service provider, this may prove to be a factor during the two-week time period the survey instrument was available online. Also, participants with lower

Internet speed connections may not wish to spend valuable time on such a survey, regardless of how beneficial it is to the field.

Another limiting factor relates to the target population itself. Some respondents may fear that a lack of knowledge on the topic might reflect on them negatively as a professional. A fear of participating may exist if research participants lack professional knowledge or awareness on the subject matter and do not want other individuals to be privy to such information, even if safeguards are put into place to protect individual identities.

The final limitation relates to the factors affecting the use of library materials themselves and how those factors may change over time. While this study will analyze current factors affecting use, it should be noted that these factors could change in the future. For example, while stereotypes in the literature may have affected use decades ago, current factors may relate to curriculum changes or budgetary constraints. Going forward budgetary constraints and curriculum requirements may play less of a role and other factors may play more of a role.

Instrument

The instrument, a self-administered survey, was cross sectional in nature, with data being collected over a two-week period. A survey was chosen to answer the broad research questions in this study because of the large target population and the large geographic area discussed being. By conducting an online survey the likelihood of reaching more participants throughout the entire region was greater than if the researcher had conducted purely qualitative research on a smaller number of

individuals on the topic. By reaching a higher number of individuals more convergent themes were possible to determine. The research questions formalized in Chapter One specifically focuses on the following variables: exposure, awareness, use and promotion. A reiteration of these broad research questions follows:

- 1). At what point in their lives, if at all, were librarians in this study exposed to Appalachian Children's Literature? Did this exposure take place in a K-12 education environment or a public library during this time period, in a college or university environment, a library environment, or some other type of setting, if at all?
- 2). Do librarians in the region actively promote Appalachian Children's Literature to their patrons? If so, what methods do they use to promote these titles and does their level of exposure affect the ways in which they promote the literature? In addition, participants will be asked to list 3 or more titles or authors that fall within the category of Appalachian Children's Literature to gauge a level of awareness on their part to the genre.
- 3). Librarians participating in this study will be asked to provide estimations on the use of Appalachian Children's Literature titles in their libraries. Specifically, what factors may be affecting the use of these titles and how often do librarians feel these titles are being used?

The survey instrument used for data collection, Appendix B, addressed these research questions. Table 1 shows the comparison of the Research Questions and the survey instrument questions. Survey question 1 requires participants to agree to the

informed consent statement. Survey questions 2 and 3 are introductory questions regarding the location of the participant’s library and their area of professional focus and have been omitted from the table as they do not relate to the broad research questions specifically. These introductory questions will help define the participants as members of the desired target audience, librarians working in the Central Appalachian Region. In survey questions 4 through 12 the respondents provided answers relating to their own exposure to Appalachian Children’s Literature authors and titles and if they ever attended classes or workshops relating to the topic. Survey questions 13 through 18 focused on the participant’s personal awareness of authors and titles in the genre as well as methods they might use to promote Appalachian Children’s Literature in their libraries. Survey questions 19 through 29 focused on the participant’s estimates of the concept of use, including circulation, and the factors affecting both.

Table 1. Comparison of Research Questions and Survey Questions

<i>Research Questions</i>	<i>Area of Focus</i>	<i>Survey Instrument Questions</i>
<i>Research Question 1</i>	Exposure	4, 5, 6, 7, 8, 9, 10, 11, 12
<i>Research Question 2</i>	Awareness and Promotion	13, 14, 15, 16, 17, 18
<i>Research Question 3</i>	Use and Circulation Estimates	19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29

Data Collection

Survey Monkey, the online survey website being used for this research, has two primary features that aid in the collection of data and data analysis. First, Survey Monkey provides a “collector” for researchers enabling them to distribute a survey to different audiences over a wide geographical area and enabling the responses to be compiled back into a single document. While Survey Monkey offers different types of collectors, the one used for this research was a *weblink connector*, as shown in Figure 1.

The second aid featured by Survey Monkey relates to the compilation of the results. A “summary spreadsheet” provided the results in a compact and succinct format (Figure 2.) This summary spreadsheet provided the researcher frequency

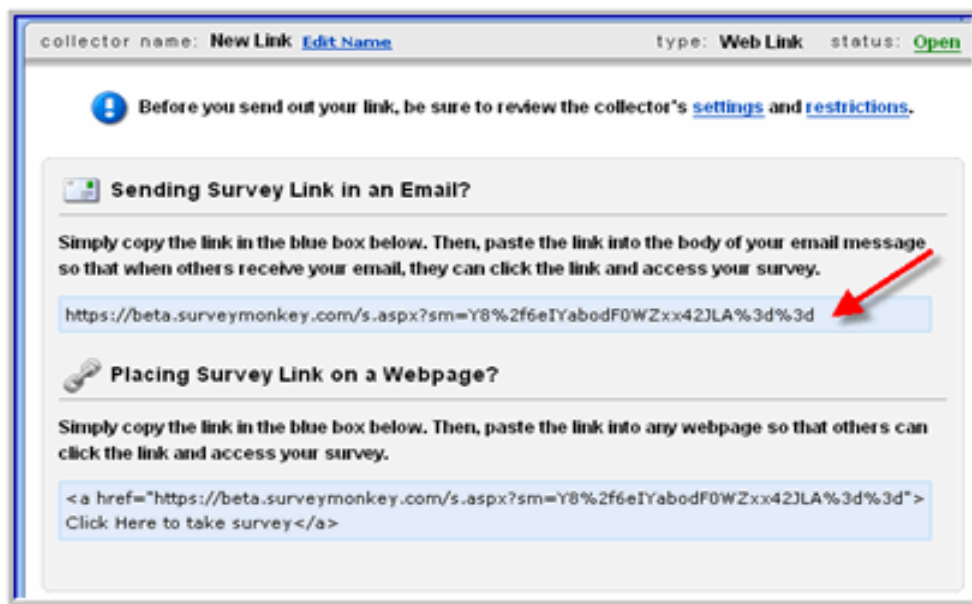


Figure 1. Example of Weblink Connector

	A	B	C	D
1	Please select all that apply regarding the types of education you have received.			
2	answer options	Response Percent	Response Count	
3	grade school	0.00%	0	
4	high school	17.00%	2	
5	college or some college	25.00%	3	
6	technical school	8.00%	1	
7	graduate school	17.00%	2	
8	law school	8.00%	1	
9	medical school	0.00%	0	
10	trade school	0.00%	0	
11	Other (please specify)	25.00%	3	
12	answered question		12	
13	skipped question		8	
14				
15	Other (please specify)			
16	magnet school			
17	home schooled			
18	Military Academy			
19				
20	Click tabs to maneuver between questions			
21				
22				

Figure 2. Example of a Survey Summary Spreadsheet

counts, or descriptive statistics. In effect these counts and statistics provided partial responses to the broad research questions being studied. While the summary spreadsheet does not analyze the data per se, it only compiles it; the compilation provides the information in an organized fashion enabling the researcher the ability to analyze the responses to each question individually. For each question responses were given in terms of “response percent” and “response count”. The summary spreadsheet also provided information on any questions that were skipped by the participants. In addition, this feature enabled any additional typed comments by the respondents to be shown alongside the specific “tab” answer options, if the question contained space for both written responses and “tab” responses. In analyzing the

data, the researcher examined both tab responses and written responses to determine if there were emergent themes or patterns. The final analysis was compiled and entered into tables to visually display the results. The survey was posted on library discussion lists in the region, was made available for two weeks on Survey Monkey and was then taken down.

Variables and Data Analysis

Four primary variables exist in regard to this research. The first variable, *exposure*, refers to the participants experience with Appalachian Children's Literature by either being shown examples of the literature by another person or by being self-educated. Exposure will refer to when the initial introduction to the literature took place in the life of the librarian. The concept of exposure is not a quantitative concept by itself. However, it will be measurable in terms of six different time periods in which participants note when their initial exposure to the literature took place (Table 2.) In addition, Table 3 will examine the relationship between the exposure of the participants to Appalachian Children's Literature and the following variables: *awareness* of Appalachian Children's Literature titles, *active promotion* of Appalachian Children's Literature Titles, and the estimated *use* (including estimates of *circulation*) of Appalachian Children's Literature titles.

The second and third variables are *awareness* and *promotion*. Awareness refers to the participant's knowledge about current and classic titles in the genre of Appalachian Children's Literature and their place in the encompassing, larger field of Children's Literature. This, again, is not a quantitative concept by itself,

Table 2. Exposure of Librarians to Appalachian Children’s Literature (prior to any data collection) (Question 4 on Survey Instrument)

<i>Exposure Time Periods</i>	<i>Number of responses</i>	<i>Percent of respondents</i>
<i>During K-12 Time Period</i>		
<i>Anytime during College Education (Any Level)</i>		
<i>After Employment in the Information Sciences Field</i>		
<i>Facilitated own Exposure outside of Education or Professional Environment</i>		
<i>Never</i>		
<i>Do Not Remember</i>		

Table 3. Relationship Between Exposure of Librarians and other Variables (Awareness, Promotion and Use) (prior to any data collection) (Question 4 on Survey Instrument)

<i>Exposure Time periods:</i>	<i>During K-12 Time Period</i>	<i>College Education (any level)</i>	<i>After Employment in the Field</i>	<i>Facilitated own Exposure</i>	<i>Never</i>	<i>Do Not Remember</i>
<i>Variables:</i>						
<i>Awareness</i>						
<i>Active</i>						
<i>Promotion</i>						
<i>Use of ACL titles (includes estimates of use and circulation combined)</i>						

but will be evaluated and measured. It will be measured by evaluating the responses of the participants on the specific questions relating to awareness. For instance, questions 13, 14, 15 and 16 ask participants how prepared they are to recommend titles within the genre to library patrons. Questions 14 and 15 actually ask participants to list three or more titles or authors that fall within the genre. While this open-ended question may not show themes, per se, it will provide an opportunity for the participant's awareness of current authors or titles in the genre to be evaluated, even if on a small scale. Question 16 gives seven possible reasons that might exist to prevent librarians from promoting the literature, as well as providing an open-ended option for further discussion. These seven possible responses were tabulated for comparison and will be discussed in the findings and results section of this paper (Table 4). Question 17 is a two-part question regarding promotion on a more in-depth level. Participants are, again given six possible responses regarding actions they may take to promote Appalachian Children's Literature to their library patrons, with the sixth responses allowing space for comments. Table 5 will compare the exposure of the participants to Appalachian Children's Literature and how they may, or may not promote the literature. Question 18 is actually a checklist of twenty-three Appalachian Children's Literature titles provided by the researcher. Participants will be asked to check any of the titles that they recognize as Appalachian Children's Literature, or would classify as Appalachian Children's Literature.

Table 4. Possible Variables Preventing Promotion of Appalachian Children’s Literature (prior to any data collection) (Question 16 on Survey Instrument)

<i>Possible Answers</i>	<i>Number of respondents</i>	<i>Percent of Respondents</i>
<i>Stereotypical or out-dated material</i>		
<i>Past exposure to the literature does not prepare you to recommend titles</i>		
<i>Themes do not represent your specific community</i>		
<i>Lack of time to self educate yourself on the literature</i>		
<i>Funding or collection development issues</i>		
<i>Other (please comment)</i>		

Table 5. Promotion of Appalachian Children’s Literature related to exposure. (prior to any data collection)

<i>Exposure Time periods:</i>	<i>During K-12 Time Period</i>	<i>College Education (any level)</i>	<i>After Employment in the Field</i>	<i>Facilitated own Exposure</i>	<i>Never</i>	<i>Do Not Remember</i>
<i>Total in each category</i>						
<i>Create Displays</i>						
<i>Verbally</i>						
<i>Suggests</i>						
<i>Hosts</i>						
<i>Authors</i>						
<i>Hosts</i>						
<i>Storytimes</i>						
<i>Rarely promotes</i>						
<i>Other</i>						
<i>No Response</i>						

The third and fourth variables, *use* and *circulation*, are generally seen as measurable concepts. Most libraries report use and circulation statistics for library statistical purposes. This research will not measure these two variables as quantifiable concepts, as most libraries do. A qualitative measurement of both will be given by examining the answers participants give to questions 19 through 29 when they are asked to provide their professional *estimates* only on both use and circulation. These questions are not designed to provide statistical evaluation. The questions are designed to provide the librarians in the study a place to express their professional opinions on the topics. The answers will then be analyzed and evaluated for patterns and themes.

Any questions containing quantifiable answers will be analyzed by percentage of the whole or frequency of answers, depending on the question itself. While Survey Monkey itself organizes the data, the researcher will interpret the results. The following steps, as outlined on pages 191-194 of Creswell's *Research Design: Qualitative, Quantitative and Mixed Methods Approaches* will be taken to analyze any open-ended, qualitative responses: 1). After data has been downloaded from Survey Monkey, the responses will be organized and prepared for analysis, 2). All responses will be read in order to gauge a general sense of the information, 3). A detailed coding process will take place, by sorting data by like responses, or similar concepts, 4). A description of themes will be generated from the responses, 5). Any notable themes or patterns will be represented in a coding table that lists the major themes found and if a respondent mentioned that theme, 6). An interpretation of the

responses will be given in narrative form in regard to how the responses relate to both the problem statement and the research questions of this paper (Creswell, 2003, p. 191-194).

CHAPTER 4

Findings and Data Analysis

The survey for this research was available online over a two-week time period in June of 2008. At the end of the collection period 102 individuals attempted to answer the survey. Of those 102, 17 stopped the survey after the initial three questions, and an additional 24 had their results filtered out by the researcher due to the location of their libraries or their current work positions, as they did not meet the criteria for the study. In all, 61 qualifying participants, those working in Central Appalachia in either a school media center or a public library completed the survey with their results being computed and analyzed. Of those 61 respondents the following state breakdowns apply: West Virginia (24), East Tennessee (19), Western North Carolina (12), Eastern Kentucky (4), and Southwest Virginia (2) (Figure 3). Three states (West Virginia, Tennessee, and North Carolina) had a higher number of participants than the other two states (Kentucky and Virginia). Overall the response of 61 completed surveys was deemed a success by the researcher.

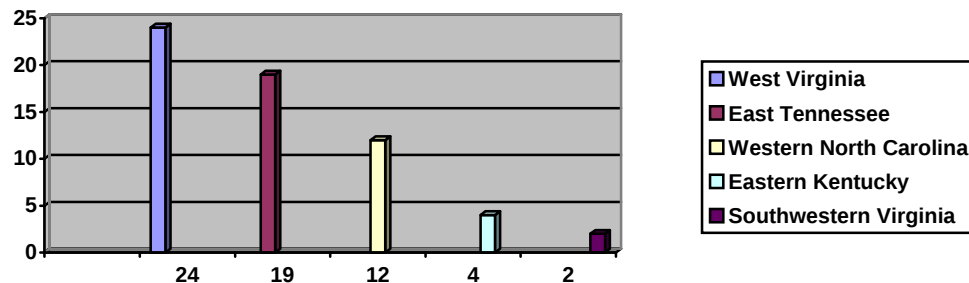


Figure 3. Respondents per State - 61 Total Respondents

Research Question One

The questions on the survey instrument were used to find answers to the broad research questions of this thesis. The first broad research question that will be discussed relates to exposure of the librarians in the Central Appalachian Region to Appalachian Children's Literature: *At what point in their lives, if at all, were librarians in this study exposed to Appalachian Children's Literature? Did this exposure take place in a K-12 education or public library environment during this time period, in a college or university environment, a library environment, or some other type of setting, if at all?* Questions 4 through 12 on the survey instrument focused on the concept of exposure.

Exposure

In survey question 4 participants were asked the following question: *Please identify when you remember first being exposed to Appalachian Children's Literature: (please check one)*. The results of this question appear in Table 6. These statistics are encouraging with 25 (41%) indicating some type of exposure as early as their K-12 education or at their public library during this same time period and 13 (21%) more indicating exposure taking place within the college time period. It should be noted that while compiling the data on this particular survey question, it was discovered that many of the participants of the 61 in this study, indicated that they did not attend high school (15), college (11) or either (9) in Central Appalachia. With this in mind further analysis of this data was necessary. Table 7 shows the data by removing the 15 participants that did not attend any part of their K-12 education

Table 6. Exposure Time Periods for all 61 Respondents to Appalachian Children's Literature. (Question 4 on Survey Instrument)

Exposure Time Periods	Number of Reponses	Percent of Respondents
<i>During K-12 Time Period</i>	25	41%
<i>Anytime during College Education (any level)</i>	13	21%
<i>After Employment in the Information Sciences Field</i>	10	17%
<i>Facilitated own Exposure</i>	6	10%
<i>Never</i>	2	3%
<i>Do Not Remember</i>	5	8%
<i>Total</i>	61	100%

Table 7. Exposure Time Periods of Participants to Appalachian Children's Literature (Question 4 on Survey Instrument), excludes the 15 individuals that did not receive K-12 education in Central Appalachia (46 total)

Exposure Time Periods	Number of Reponses	Percent of Respondents
<i>During K-12 Time Period</i>	22	48%
<i>Anytime during College Education (any level)</i>	9	20%
<i>After Employment in the Information Sciences Field</i>	7	15%
<i>Facilitated own Exposure</i>	4	9%
<i>Never</i>	1	2%
<i>Do Not Remember</i>	3	6%
<i>Total</i>	46	100%

in Central Appalachia. With these 15 participants removed the number of individuals that received some sort of exposure in the K-12 time period, not surprisingly, increased from 41% to 48%.

Additionally, in regard to exposure on the high school level participants were asked the following questions (a brief synopsis of the results follow): 5. *If you were even partly educated (K-12) in the Central Appalachian Region did either your school or your local public library provide you with information about specific Appalachian regional authors or books, specifically Children's Appalachian Literature authors or books that you remember?* 6. *If you answered yes to question 5, please list any prominent (to you) titles or authors that would fall within the genre of Appalachian Children's Literature you can remember from this point in your education or life experience.*

Only 20 out of 46, or 43% of those that attended some part of their K-12 education in Central Appalachia stated "yes" to question 5, with 14, or 30% stating "no". The other 12 respondents could not remember such exposure. Of those that responded to question 6, 33 different responses were recorded. Of the 33 responses 18 of those, or 55%, mentioned folk tales, folklore, jack tales or biographies as the types of materials they could remember from this point, indicating that current fiction, historical novels, or realistic fiction were not stressed as often. Additional research could prove insightful as to what specific books are currently being promoted at the K-12 level.

Questions 7 through 9 will now be discussed and analyzed. Those questions are as follows: 7. *If you were even partly educated (K-12) in the Central Appalachian Region, do you remember if any authors specializing in Appalachian Children's Literature visited your school or local public library?* 8. *If you answered Yes to question 7, please list any prominent (to you) titles or authors that would fall within the genre of Appalachian Children's Literature you can remember from this point in your education or life experience that visited your school or public library.* 9. *If you answered Yes to question 7, did these author visits take place at your school library or your public library? (Please check any and all that apply)*

Only 3 individuals out of 46, or 6% indicated that Appalachian Children's Literature authors actually visited their school or public library. Of those that could remember author visits, one remembered a visit by noted author Pearl S. Buck, while two others noted visits by local poets, but their names were not given, two additional respondents indicated that visits took place but they could not remember the authors. The respondents that noted visits by Appalachian Children's Literature authors said that 3 visits took place at their school library and 2 visits took place at their public library.

While both sets of data in Tables 6 and 7 indicate a fairly high percentage of individuals with early exposure to the literature, it should be noted when looking at Table 6, that 38 % of individuals fell into the following four categories combined: "After employment in the Information Sciences Field", "Facilitated own exposure outside of Education or Professional Environment", "Never" and "Do Not

Remember”. These same categories in Table 7 represent 32% of the respondents. This data indicates to the researcher that a large percentage of those working in the Library field in Central Appalachia have relied on sources other than K-12 Education, College, or public libraries during those time periods to become exposed to the genre of Appalachian Children’s Literature, if at all. Of the 61 respondents, 11 indicated they did not attend college in the Central Appalachian Region. The data on the remaining 50 or those that actually did attend college in Central Appalachia is represented in Table 8.

Again, this data indicates a high number of individuals, 21 (42 %), receiving some sort of exposure in the K-12 setting. However, for those individuals that indicated that their exposure took place at some point in their college setting the numbers do not change nominally, as compared to the change seen in Tables 6 and 7. When looking at the category “Any Time during College” the data only increases 1% from 21% to 22% when the 11 individuals that did not attend college in the Central Appalachian Region are removed. Conversely, when looking at the data in reference to K-12 exposure (comparing Table 6 and Table 7), there was a 6% increase in exposure when individuals were removed that did not attend K-12 in Central Appalachia. There is some evidence to suggest that those individuals that did attend some part of their K-12 education in Central Appalachia received a higher level of exposure than those that did not. This reasoning makes sense, however there does not seem to be a similar pattern when examining the rates of those exposed on the college level. The results may reflect individuals majoring in fields that did not

Table 8. Exposure Time Periods of Participants to Appalachian Children’s Literature (Question 4 on Survey Instrument), excludes 11 individuals that did not receive any college education in Central Appalachia (50 total)

Exposure Time Periods	Number of Reponses	Percent of Respondents
<i>During K-12 Time Period</i>	21	42%
<i>Anytime during College Education (any level)</i>	11	22%
<i>After Employment in the Information Sciences Field</i>	8	16%
<i>Facilitated own Exposure</i>	4	8%
<i>Never</i>	2	4%
<i>Do Not Remember</i>	4	8%
<i>Total</i>	50	100%

require such courses, it may mean that colleges and universities in the region assume incoming students received exposure in the K-12 grades, or it may reflect that colleges and universities in the region may not consider their role in higher education as being vital in the discussion and dissemination of regional children’s literature.

Survey Questions 10, 11 and 12 and the responses to these questions speak to the offerings of Central Appalachian Colleges and Universities as offered by the respondents to this survey. The survey questions are as follows: *10. If you attended college on any level in or near the Central Appalachian Region, did you have any classes or workshops dealing specifically with Appalachian Children’s Literature?* *11. If you answered yes to question 10, was this a required, non-elective, course or workshop for your degree?* *12. If you answered no to question 10, did your college or university offer such courses that you remember that you did not participate in?*

In response to survey question 10, 12 respondents out of 50 (24%) noted that they did participate in classes or workshops on the topic. In response to question 11, 4 respondents out of those 12 (33%) noted that the course or workshop was part of their degree requirements. And in response to question 12, 6 respondents out of the remaining 38 (16%) remembered that their college or university offered such courses that they did not participate in, with 14 out of the remaining 38 (37%) remembering that their college or university did not offer such courses.

Overall, the amount of exposure is certainly encouraging with only 2 individuals out of 61 indicating that they have never had exposure and currently work in the field. The effects of when librarians were exposed to Appalachian Children's Literature and how that exposure relates to their promotion of the titles in their own libraries will be examined later in this section and specifically in Table 11.

As stated in Chapter One, my personal exposure to Appalachian Children's Literature did not happen until after my undergraduate education. This personal experience, as well as my discussions with other professionals that had similar experiences helped guide this research. While my experience might have been a common occurrence in the 1970's and 1980's, the findings in this study indicate that a higher level of exposure may be taking place now. This change would be concurrent with the growth of the genre that started to occur in the mid to late 1980's, when authors such as Cynthia Rylant and George Ella Lyon began publishing works in the field.

Research Question Two

The second research question that will be examined relates to the awareness of the librarians in the region to Appalachian Children's Literature and their promotion of titles that fall within the genre: *Do librarians in the region actively promote Appalachian Children's Literature to their patrons? If so, what methods do they use to promote these titles and does their level of exposure affect the ways in which they promote the literature? In addition, participants will be asked to list 3 or more titles or authors that fall within the category of Appalachian Children's Literature to gauge a level of awareness on their part to the genre. They will also be asked if they recognize, from a list of 23 titles, any titles that they would classify as Appalachian Children's Literature.*

Promotion

In regard to promotion of Appalachian Children's Literature titles survey question 17 asks participants to answer the following: *What steps do you take to actively promote Appalachian Children's Literature in your library? (please check any and all that apply).* Answers revealed that 59% of respondents used verbal recommendations, when appropriate, far greater than any other types of promotion (Table 9). This is not a surprising statistic as verbal communication and suggestion requires less time and planning than organizing a storytime, creating a display or hosting an event. With many libraries continuing to battle lean budgets, verbal promotion may be one of the most cost effective types of promotion that librarians can utilize. While it is heartening that promotion is taking place in school libraries

and public libraries in Central Appalachia to the degree that it is, there were 18 (30%) of the respondents that indicated that they rarely, if ever, promoted Appalachian Children’s Literature to their patrons (Table 9). Fourteen individuals (23%) indicated that they created displays that featured Appalachian Children’s Literature authors or titles or hosted Appalachian Children’s Literature authors for readings or for signings and 13 individuals (21%) acknowledged creating storytimes around such authors or titles. Of the additional responses that mentioned other types of promotion not listed in the survey two different individuals commented that if they suggested the literature at all they “verbally suggested” it, two others mentioned teaching classes in the community or local college as a way to promote the literature, one mentioned that they felt comfortable most of the time and finally, one commented that “We never have enough Appalachian Children’s Literature to promote”.

Table 9. Steps taken to promote Appalachian Children’s Literature (totals do not equal 100% since participants could check as many answer options that applied) (61 total respondents) (Question 17 on Survey Instrument).

<i>Steps taken to promote the literature</i>	<i>Total number of responses</i>	<i>Percent of total responses</i>
<i>Creates displays featuring ACL titles or authors</i>	14	23%
<i>Verbally suggests ACL titles or authors</i>	36	59%
<i>Hosts ACL authors</i>	14	23%
<i>Creates storytimes around ACL authors and titles</i>	13	21%
<i>I rarely if ever promote ACL</i>	18	30%
<i>Other (please comment)</i>	10	16%

One final step in analyzing exposure as a variable is the examination of the time-periods that the participants were exposed to the literature (i.e. K-12, College, etc) and whether a relationship may exist between that specific time-period and any current steps the participants may be taking to promote the literature to their library patrons. For instance, do those that were exposed to Appalachian Children's Literature earlier promote the literature more than those that were not? This data is analyzed in Table 10. While analyzing the data for survey question 17 an interesting theme emerged and that relates to the use and promotion of different methods. For instance, 48% of the individuals that were exposed in the K-12 time period utilized

Table 10. Promotion of Appalachian Children's Literature related to exposure. (61 total respondents). (Question 17 on Survey Instrument). Respondents could answer as many that applied. Percentages are taken from category totals not total.

	<i>During K-12 Time Period</i>	<i>College Education (any level)</i>	<i>After Employment in field</i>	<i>Facilitated Own Exposure</i>	<i>Never</i>	<i>Do Not Remember</i>
Total in category	(25)	(13)	(10)	(6)	(2)	(5)
Create	5 (20%)	2(6.5%)	2 (20%)	3 (50%)		1 (20%)
Displays						
Verbally	13 (52%)	6 (46%)	9 (90%)	6 (100%)		1 (20%)
Suggests						
Hosts	8 (32%)	3 (23%)	3 (30%)	1 (17%)		
Authors						
Hosts	6 (24%)	4 (31%)	3 (30%)	1 (17%)		
Story-times						
Rarely	6 (24%)	4 (31%)	2 (20%)	1 (17%)	2 (100%)	2 (40%)
promotes						
Other	9 (36%)	3 (23%)	3 (30%)			1 (20%)
No	3 (12%)	1 (8%)				2 (40%)
Response						

more than one type of promotion and also listed types not provided by the researcher.

The results from tables 10 and table11 both indicate that the respondents to this survey, especially those that were exposed to the literature earlier in their lives show a fairly high likelihood to not only promote Appalachian Children’s Literature, but also to incorporate more than one type of promotion in their libraries. Twelve individuals (48%) that were exposed to the literature in the K-12 time period utilize more than one type of promotion and an additional or extra method not supplied by the researcher (Table 11). Only five individuals (38%) that were exposed at the college level incorporated more than one method or had additional comments. Six

Table 11. Total and Percent of Respondents using multiple/extra methods of promotion

<i>Exposure Time Periods</i>	<i>Exposure in K-12 Time period</i>	<i>Exposure in college (any level)</i>	<i>Exposure After Employ-ment</i>	<i>Facilitated Own Exposure</i>	<i>Never</i>	<i>Do Not Remem-ber</i>
<i>Total in category</i>	(25)	(13)	(10)	(6)	(2)	(5)
<i>1 method plus extra</i>		2				
<i>2 methods plus extra</i>	7		2	1		
<i>3 methods plus extra</i>	4	2	2			1
<i>4 methods plus extra</i>	1	1	2			
<i>Percent in each category using multiple methods</i>	48%	38%	60%	16%	0%	20%

individuals (60%) that were exposed after their employment in the Library Sciences field incorporated more than one type of promotion or an additional method not provided by the researcher. This was the highest group percentage wise, as only 10 respondents fell into this category. Finally, only two individuals total in the final three categories (Facilitated Own Exposure, Never and Do Not Remember) utilized more than one type of promotion. In essence the research finds that the respondents that fell within the first three categories in table 10 and table 11 had a higher chance of utilizing more than one type of promotion than the respondents that fell within the last three categories.

The qualitative responses to question 17 provided the respondents with a location to comment on any additional ways in which they actively promote Appalachian Children's Literature to their patrons. The responses were sorted and then coded into the following categories: promoted in other ways in their library, promoted in other ways outside of their library, and provided a reason for not promoting the literature. Figure 4 provides a graphic representation of these responses.

In regard to Figure 4, responses were factored out that were redundant with those provided by the researcher and those responses appear in their appropriate category in Table 10. In general those that responded in the comment section found alternative ways to promote the literature that were not provided by the researcher. Those that provided answers that related to promotion within their own libraries either relied on other individuals that might have more extensive knowledge,

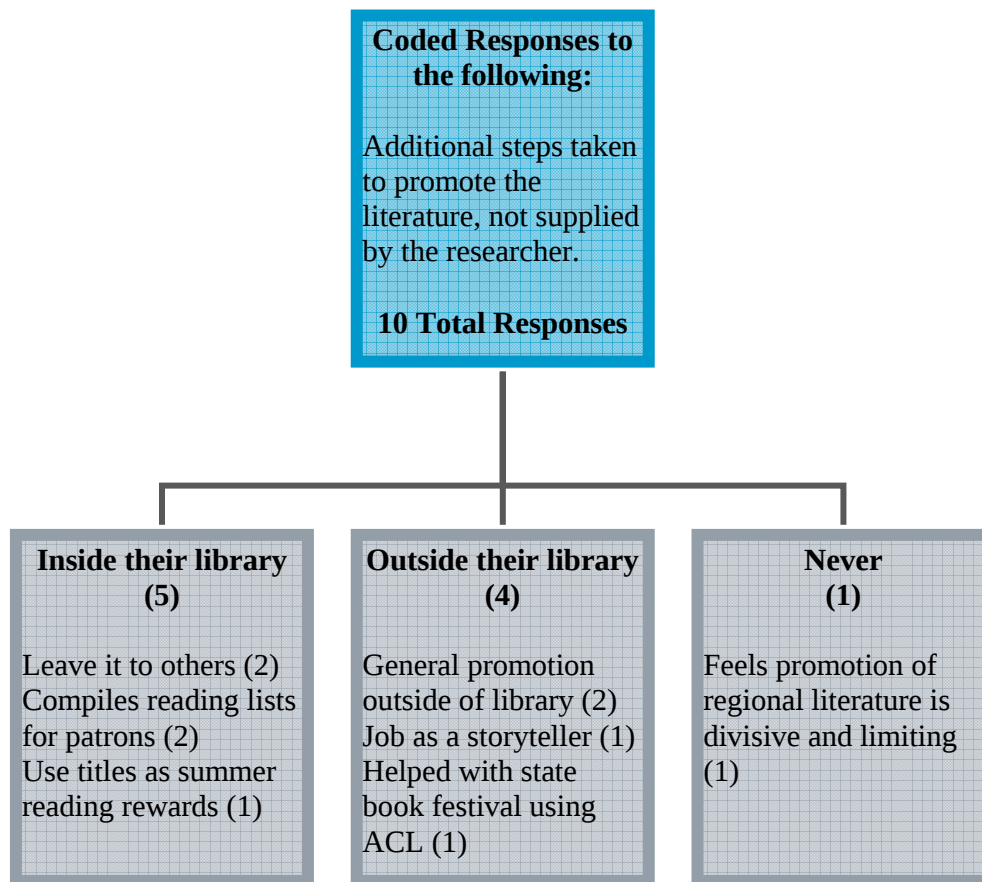


Figure 4. Coded Responses for Survey Question 17 (Other Steps taken to promote Appalachian Children’s Literature not provided by the researcher)

provided reading lists to their patrons of Appalachian Children's Literature titles or the used ACL titles as summer reading rewards and prizes. For those that provided answers that related to promotion outside of their libraries there were 4 different responses. Two individuals listed "general promotion" outside of the library, one listed having a secondary job as a storyteller and uses Appalachian Children's Literature when appropriate and another respondent mentioned using the titles when assisting with a state book festival. The final category was "Never" with one response. This individual stated that promotion of any type of regional literature was "divisive and limiting". This response was the only negative response given to this survey question and did not seem to represent the majority, or even a small minority of the respondents as a whole. While 30% admitting they rarely if ever promoted the literature, this was the only response that indicated that the individual did not personally believe in such promotion. The responses indicate that the individuals that provided qualitative responses found alternative methods to promote the literature to their patrons and often those same individuals incorporated more than one method of promotion.

While it is important to discuss how librarians promote the literature, it is equally important to examine what might be preventing them from doing so. Question 16 of the Survey asks the following question: *If you do not feel adequately prepared to recommend or promote Appalachian Children's Literature to your library patrons or have challenges in doing so, do any of the following reasons apply? (please check any and all that apply).* The results from this question are displayed in Table 12.

Table 12. Possible Variables Preventing Promotion of Appalachian Children’s Literature (Of the 36 participants that do not feel prepared) (Question 16 on Survey Instrument)

<i>Possible Answers</i>	<i>Number of respondents</i>	<i>Percent of Respondents (total equals more than 100%, participants could check multiple answer choices)</i>
<i>Stereotypical or out- dated material</i>	4	11%
<i>Past exposure does not prepare you to recommend titles</i>	12	33%
<i>Themes do not represent your specific community</i>	6	17%
<i>Lack of time to self educate yourself on the literature</i>	12	33%
<i>Funding or collection development issues</i>	9	25%
<i>Other (additional comments)</i>	10	28%

Respondents indicated that the two main reasons for not promoting the literature related to lack of exposure on their part (33%) and the lack of time to self-educate themselves (33%). This data relates directly to the data compiled in Table 10 and Table 11, specifically, those that had some sort of exposure, usually early, tended to promote the literature more often. The next highest response in Table 12 related to funding and collection development issues (25%), followed by those that felt the themes in the literature did not represent the community in which they lived (17%) and finally the smallest group noted stereotypical or out of date material as been a limiting factor (11%). In addition to the response options provided by the researcher on the survey, there were ten additional comments provided by the respondents that will now be discussed in regard to reasons why promotion of the literature may not be occurring. As

with the responses seen in Figure 4, those for question 16 were also sorted and then coded into three main themes and can be seen in Figure 5.

The three themes that emerged after reading the responses thoroughly were: *job limitations*, *personal limitations*, and *geographic limitations*. Of the respondents that listed job limitations, three individuals do not work with Children's Literature materials, two would like to have more Appalachian Children's Literature in their collections, and one mentioned having very few children patrons to their library. Of those citing personal limitations, two had not thought to familiarize themselves with the literature and the other two cited needing assistance at times. The final category, geographic limitations, only had one individual. This person stated that the location of their library was atypical to many libraries in the Central Appalachia Region and that most of the titles would not be as relatable to their patrons. While the responses to the quantitative portion of the question (Table 12) indicated that exposure and self-education were obstacles; the qualitative responses provided additional information that indicated that the primary obstacles were generally job related, either having a position that did not warrant current awareness of the genre or collection development challenges.

The findings on the actual promotion of Appalachian Children's Literature reveal that of those respondents to this survey, 70%, as seen in Table 9, promoted the genre in some way when appropriate to their library patrons. While verbal promotion was the most common type noted, many of the respondents indicated that they made the effort to use multiple types of promotion when possible. The librarians in this study revealed that they try to play an active and involved role in the promotion of regional literature to their patrons.

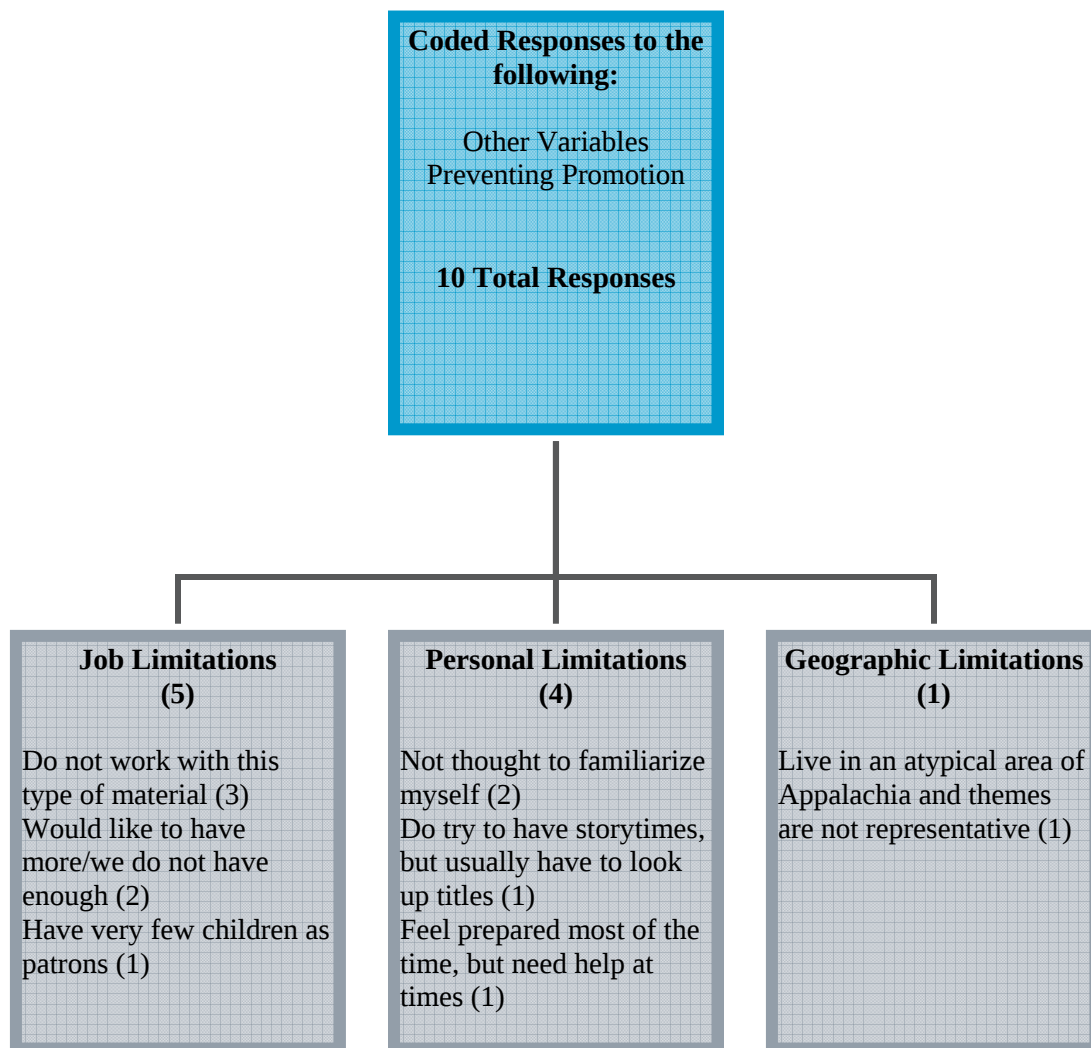


Figure 5. Coded Responses for Question 16 on Survey Instrument (Other Variables Preventing the Promotion of the Literature, not offered by the researcher)

Awareness

Three Questions on the survey related directly to the awareness of the participants. Those three questions will be analyzed in this section. Question 14 asks: *Are you familiar enough with the genre of Appalachian Children's and Young Adult Literature to name and list here at least 3 authors or titles (more would be fine) that fall within this category, without looking at any materials, card catalogs, or author listings?* And follows up with question 15 by asking: *If you answered Yes to Question 14, please list here at least 3 authors or titles (more would be fine) that fall within this category, without looking at any materials, card catalogs, or author listings.*

Thirty-Eight respondents (62%) answered "yes" to question 14, with 22 answering "no" (36%), one person skipped the question. Of those that went on to answer survey question 15 the following information applied: 38 (62%) individuals answered the question and were able to actually list titles or authors that fall within the genre without accessing any written materials (card catalogs, bibliographies or reading lists) first, 20 out of those 38 (53%) were able to list more than three titles and the remaining nineteen listed either 3 (which was the amount requested on the survey) or less than three. The responses to survey question 15 show an above average (62%) rate of awareness of the respondents that were able to recall titles and authors in the genre without any type of assistance. This is an encouraging statistic as it shows that more often than not librarians in the Library Sciences field in Central

Appalachia are above average in their awareness about the genre, with average being 50%.

To further examine awareness Question 18 provided participants with a list of 23 titles provided by the researcher and all found on current Appalachian Children's Literature bibliographies, and included in Appendix A, and asked them to check the titles that they would classify as or recognize as Appalachian Children's Literature. The final option choice is: "I do not recognize nor would I classify any of the above as Appalachian Children's Literature". Table 13 shows the number of responses for each title and the percentage of the respondents that recognized that specific title as a potential Appalachian Children's Literature title.

Only five titles out of the twenty-three on the list had less than 20% of the respondents recognize them or classify them as Appalachian Children's Literature and eight of the twenty-three had over 50% of the respondents recognize them. The most recognizable title with an 85% recognition rate was Phyllis Reynolds' *Shiloh*, (1991), the Newbery Award winner in 1992. A less than heartening statistic is that 10 respondents (16%) did not recognize any of the titles as belonging to the genre and only 3 (5%) recognized them all. While survey question 18 does not represent a fail-proof assessment, examining the responses to questions 18 and 15 together provide a clearer representation of the data. When individuals were given the opportunity to provide titles that they were personally familiar with, the response rate and recognition rate was higher (62%) than when they were asked to pick titles from a list provided by the researcher (only 8 titles out of 23 had a higher than 50%

**Table 13. Appalachian Children's Literature Recognition List
(Question 18 on Survey Instrument)**

Title/Answer	Number	Percent
Awiakta, Marilou. <i>Selu: Seeking the Corn-Mother's Wisdom</i>	9	15%
Caudill, Rebecca, and James Ayars. <i>Contrary Jenkins</i>	24	39%
Cleaver, Vera and Bill. <i>Where the Lilies Bloom</i>	40	66%
Cornelissen, Cornelia. <i>Soft Rain: A Story of the Cherokee Trail of Tears</i>	24	39%
Credle, Ellis. <i>Down, Down the Mountain</i>	34	56%
Hamilton, Virginia. <i>M. C. Higgins, the Great</i>	34	56%
Houston, Gloria. <i>Bright Freedom's Song: A Story of the Underground Railroad</i>	37	61%
Houston, Gloria. <i>My Great Aunt Arizona</i>	38	62%
Justus, May. <i>Tales from Near-Side and Far</i>	15	25%
Lyon, George Ella. <i>Who Came Down That Road?</i>	25	41%
Lyon, George Ella. <i>Borrowed Children</i>	25	41%
Moser, Barry. <i>Polly Vaughn</i>	7	11%
Naylor, Phyllis Reynolds. <i>Shiloh</i>	52	85%
Oughton, Jerrie. <i>Music from a Place Called Half Moon</i>	10	16%
Partridge, Elizabeth. <i>Clara and the Hoodoo Man</i>	8	13%
Paterson, Katherine. <i>Come Sing, Jimmie Jo</i>	30	49%
Reeder, Carolyn. <i>Grandpa's Mountain</i>	19	31%
Rylant, Cynthia. <i>A Fine White Dust</i>	40	66%
Seckar, Alvena. <i>Misko</i>	3	5%
Still, James. <i>Sporty Creek</i>	16	26%
Stuart, Jesse. <i>Andy Finds a Way</i>	29	48%
White, Ruth. <i>Belle Prater's Boy</i>	36	59%
Yep, Laurence. <i>The Star Fisher</i>	22	36%
I do not recognize nor would I classify any of the above as Appalachian Children's Literature.	10	16%
Those that would classify all title as being in the genre	3	5%

recognition rate). While this is not a surprising finding, it does reiterate the difficulty in clearly defining “Appalachian Children’s Literature”. The titles that one person might automatically add to a bibliography or recognize as belonging to the genre might not be the same titles that someone else with a similar background and education would also recognize.

Research Question Three

The third and final broad research question relates to the *use* of titles that fall within the category of Appalachian Children’s Literature and any factors that the respondents to the survey may feel affect their use. *Librarians participating in this study will be asked to provide estimations on the use of Appalachian Children’s Literature titles in their libraries. Specifically, what factors may be affecting the use of these titles and how often do librarians feel these titles are being used?*

Estimates of Circulation

Question 19 asks: *In your professional opinion, without actually examining circulation statistics, how frequently do you feel the titles in your collection that fall under the category of Appalachian Children’s Literature circulate?* Question 20 follows up with the following: *If you feel they do circulate on average or above, have you made a concentrated effort to suggest these titles when possible and appropriate?* And finally, Question 21 asks the participants of the survey to provide some qualitative answers: *If you feel they do not circulate on average or above, do you have any ideas why this might be?*

Table 14. Estimates of *Circulation* of Appalachian Children’s Literature Titles (Out of 61 survey participants, 54 responded to this question) (Question 19 on Survey Instrument)

<i>Possible Answers/Frequency of Circulation</i>	<i>Number of respondents</i>	<i>Percent of Respondents</i>
<i>Very Rarely</i>	2	4%
<i>Rarely</i>	16	30%
<i>Average</i>	18	33%
<i>Above Average</i>	4	7%
<i>Depends on the Title</i>	12	22%
<i>Not Sure</i>	2	4%

Fifty-four individuals responded to question 19. Twenty-two (40%) of the respondents thought their titles circulated on *average* or *above average*. Eighteen (34%) felt their titles circulated *rarely* or *very rarely* and 12 (22%) felt it depended on the title (Table 14). In reference to question 20, when the participants of the survey were asked if they had made concentrated efforts to suggest titles in the genre, 21 out of 54 (39%) said *yes* and 12 out of 54 (22%) said *no*. This follow-up question (survey question 20) shows that a potential relationship might exist between those that indicated that they had average or above average circulation and the role of these librarians in making a concentrated effort to suggest such titles.

Question 21 delves deeper by asking the respondents to provide answers they think might impact circulation in a negative way. Twelve individuals provided responses to question 21. The responses were analyzed, sorted and coded below. There are more than 12 responses as some participants provided more than one response. Figure 6 shows the qualitative answers to Question 21.

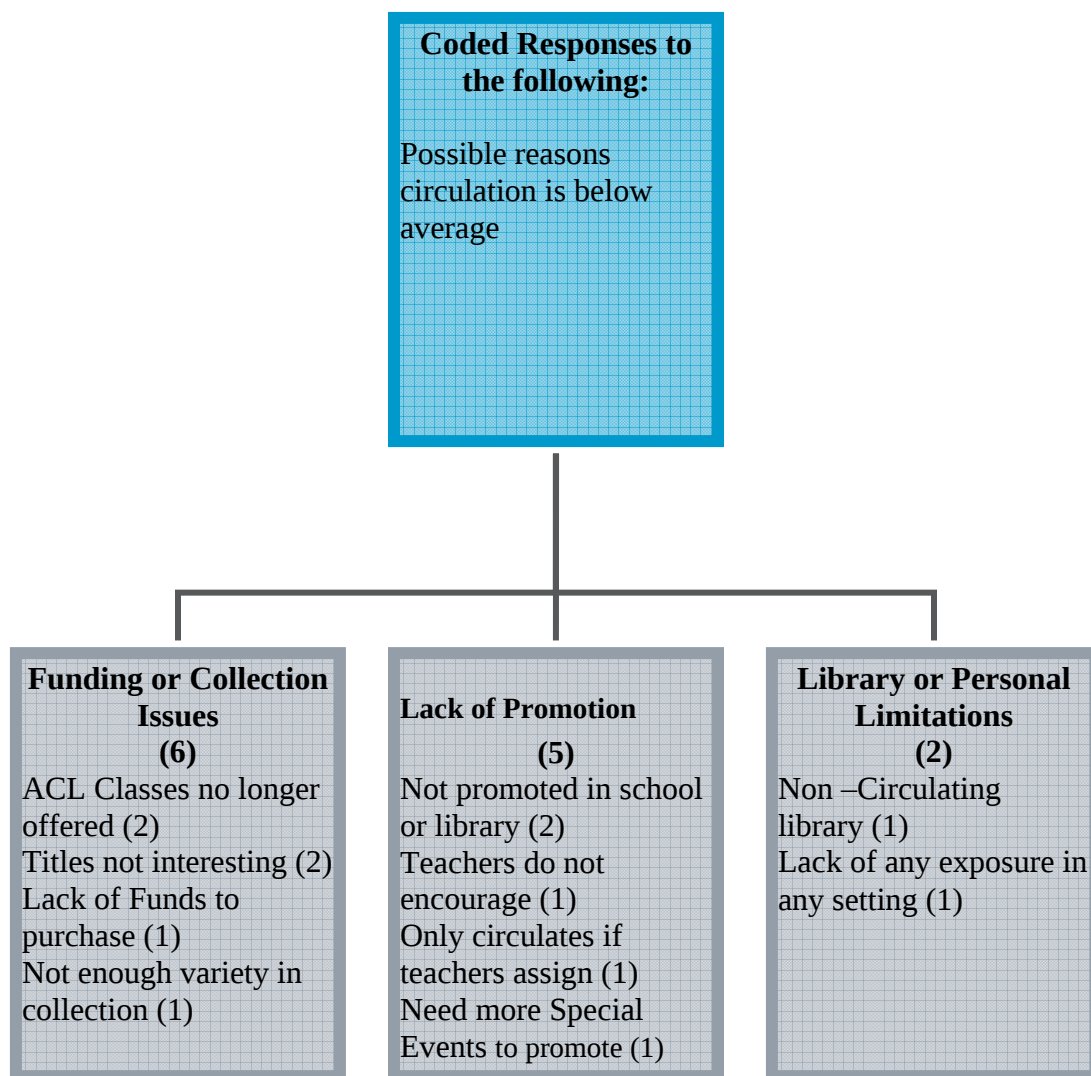


Figure 6. Coded Responses for Survey Question 21, possible reasons circulation is below average.

Question 25 asked a similar question relating to any negative feedback from patrons to Appalachian Children's Literature titles. *If your patrons/students have responded negatively to titles in the genre, do you have a professional opinion on why this might be?* The researcher initially thought the responses to questions 21 and 25 might be similar in both response rate and answer. However, only 4 responses were given to question 25. Each varied from the others and because of this the responses were not able to be sorted or coded due to the low response rate and each having an unconnected answer. The following responses in relation to negative feedback were given to question 25 with none being given more than once: newer residents to the area that do not recognize the significance of Appalachian regional literature, out of date or old fashioned topics, do not find books appealing, and not enough exposure in other areas of life.

Estimates of Use (Combined with Circulation)

An analysis of the data in reference to use as a combination of circulation and in-house use, or other types of use not associated with circulation by itself, will now be discussed. The following questions were asked on the survey regarding this variable: 26. *In your professional opinion, how frequently do you feel the titles in your collection that fall under the category of Appalachian Children's Literature are used? (Use as defined by circulation and in-house use both, in-house use could be for story times, teaching units, etc.)* 27. *If you feel they have average use or higher (includes circulation and in-house use both), have you made a concentrated effort to suggest these titles when possible and appropriate to other librarians and/or*

teachers? 28. If you feel they have average use or higher (includes circulation and in-house use), do you have any ideas why this might be? 29. If you feel they have below average use, do you have any ideas why this might be?

The statistics on use, as a combination of in-house use and circulation mirror those of circulation by itself, as seen in Table 15, with the highest category being *average*. The one notable difference is the increase in responses falling in the, *depends on the title*, category. There was a jump from 15% in this category when evaluating circulation alone compared to a 22% when evaluating use as a combined concept. Two theories could potentially relate to this difference. First, this could indicate that librarians are using Appalachian Children's Literature titles for storytimes and other events and those numbers are not reflected in actual circulation estimates. Second, teachers in school environments could be using titles in School Media Centers for teaching units, again having the numbers not count for circulation solely but indicating the titles are being used and promoted nonetheless.

Question 27 follows up by asking the respondents if they have made a concentrated effort to suggest titles if their use estimates were average or higher. Twenty-two individuals indicated they had and 10 indicated that they had not. This again mirrors the responses given in regard to circulation alone (21 yes's and 12 no's respectively). Since there was not a significant change in these two sets of numbers, it can be implied that those librarians with average or higher use are the same ones that actively promote Appalachian Children's Literature to their patrons.

Table 15. Frequency of Use of Appalachian Children’s Literature Titles (Out of 61 survey participants, 52 responded to this question) (Question 26 on Survey Instrument)

<i>Possible Answers/Frequency of Circulation</i>	<i>Number of respondents</i>	<i>Percent of Respondents</i>
<i>Very Rarely</i>	1	2%
<i>Rarely</i>	15	29%
<i>Average</i>	22	42%
<i>Above Average</i>	4	8%
<i>Depends on the Title</i>	8	15%
<i>Not Sure</i>	2	4%

In analyzing the data, the responses to survey questions 24 and 28 were very similar. Question 24 asked survey participants the following: *If your patrons/students have responded positively to titles in the genre, do you have a professional opinion on why this might be?* And survey question 28 asked them to provide reasons for higher use if they had average or higher use: *If you feel they have average use or higher (includes circulation and in house use), do you have any ideas why this might be?* These were both assessed in a qualitative manner by sorting, coding and analyzing the responses. Since both were similar in nature they will be included together in Table 16.

The two sets of data are similar enough to see specific patterns. First, library patrons, specifically those that have had positive experiences with Appalachian Children’s Literature and actually use the titles, as estimated by the librarians, are often influenced by the books themselves. Stories with good plots, relatable characters and relatable locations were all mentioned in both sets of data

Table 16. Coded Responses to Questions 24 and 28 on the Survey Instrument

Question 24 (30 responses)	Question 28 (20 responses)
<i>Why respondents feel patrons have responded positively to ACL titles</i>	<i>For those with average or higher use estimates, reasons for this higher use</i>
Influenced by the books themselves	Influenced by the books themselves
Can relate to the Characters (10)	Can relate to the Characters (2)
Can relate to Place/Pride in Location (9)	Can relate to Place/Pride in Location (5)
Good story/Plot (6)	Good story/Plot (5)
Award Winning/High Quality of writing (3)	
Enjoy titles that have been made into movies (2)	
Folklore is fun to read (1)	
Influenced by others	Influenced by others
Trust /respond well to recommendations and excitement of librarians (5)	Trust /respond well to recommendations and excitement of librarians (12)
Excitement from other schoolmates (2)	Curriculum requirements (3)
Visits by regional authors (1)	Provide patrons lists of books of local authors (1)
Earn rewards by reading local literature (1)	
Influenced by other factors	
Sense of connection to history (1)	
Sense of connection to family (1)	

multiple times. In addition to being influenced by the books themselves, patrons are also influenced by others. One librarian added the following comment to the survey when discussing how she can affect the use of titles: “The children get excited about books that I am enthusiastic about.” This indicates that librarians can, indeed, be the catalyst for the promotion of specific titles. Without the librarian’s interest and enthusiasm, their library patrons might miss opportunities for learning about regional literature.

Both questions revealed a high incidence of librarians being the catalysts for exposing patrons to the literature, either with their own excitement and enthusiasm or by simply recommending titles they think their patrons might relate to. One difference that should be noted is the mention of curriculum requirements in the circulation side of the table. This comment was not mentioned by survey respondents in the first category, “*why patrons have responded positively to the titles*”. However, librarians mentioned it three times in reference to circulation and the fact that they had teachers that required students to read regional literature and that this required reading might impact circulation positively. While this number is important, librarians did note their own influence at a much higher rate, twelve times to be exact. This directly relates to the problem statement and research questions of this research. Librarians, and teachers alike for that matter, play an integral role in getting regional literature in the hands of their patrons, in this instance Appalachian Children’s Literature.

Findings Conclusion

One final set of data will be presented. This data shows all four variables of this research (exposure, awareness, promotion and use) and how those variables can relate back to the time periods in which individuals were initially introduced or exposed to the literature. Table 17 compares all exposure time periods with the other variables in this study. The percentages in Table 17 are calculated by using the totals in each category. Table 18 calculates the percentages by using the entire respondent pool. As with other data collected and analyzed in this research, Table 19 shows that every variable had the highest response rate in the category “During K-12 Education” when looking at the entire respondent pool. This again reiterates that those exposed early promote the literature, have a higher awareness of the literature and have average or above average circulation of titles in their libraries. This data relates directly to the article by the Writers Trust of Canada mentioned in the Literature Review section of this paper (Writers Trust of Canada, 2002). That study showed a link between the exposure of regional literature on the part of teachers and their ability to share and transfer that information on to students.

Table 17. All Variables related to exposure time-periods – Percentages calculated from the total number in each category.

Exposure Types:	During K-12 Time period	College Education (any level)	After Employment in the LIS field	Facilitated Own Exposure	Never	Do Not Remember
Variables:						
Total in category	(25)	(13)	(10)	(6)	(2)	(5)
Awareness of ACL titles (can name or recognize 3 titles)	22 (88%)	12 (92%)	8 (80%)	6 (100%)		2 (40%)
Promotes ACL titles	15 (60%)	7 (54%)	9 (90%)	5 (83%)		1 (20%)
Average or higher circulation	18 (72%)	4 (31%)	6 (60%)	3 (50%)	1 (50%)	2 (40%)
Average or higher use	17 (68%)	5 (38%)	4 (40%)	3 (50%)	1 (50%)	2 (40%)

Table 18. All Variables related to exposure time-periods – Percentages calculated from the entire respondent pool (61).

Exposure Types:	During K-12 Time period	College Education (any level)	After Employment in the LIS field	Facilitated Own Exposure	Never	Do Not Remember
Variables:						
Total in category	(25)	(13)	(10)	(6)	(2)	(5)
Awareness of ACL titles (can name or recognize 3 titles)	22 (41%)	12 (20%)	8 (13%)	6 (10%)		2 (3%)
Promotes ACL titles	15 (25%)	7 (11%)	9 (15%)	5 (8%)		1 (2%)
Average or higher circulation	18 (30%)	4 (7%)	6 (10%)	3 (5%)	1 (2%)	2 (3%)
Average or higher use	17 (28%)	5 (8%)	4 (7%)	3 (5%)	1 (2%)	2 (3%)

CHAPTER 5

Conclusion

This thesis compiled information from sixty-one librarians working in the Central Appalachian Region and gathered data on the following variables related to Appalachian Children's Literature: exposure, awareness, promotion and use. The research conducted here provides evidence to support the claim that of the participants in this study, specifically those that were exposed to Appalachian Children's Literature at earlier points in their life, either in school, at a school library or at a public library, had higher frequency counts in all four variables in this study. They had higher awareness than others in the study, promoted the literature at a higher level and estimated higher use statistics in their libraries. Conversely, those individuals that were never exposed to the literature show a lower frequency in all categories.

The research conducted here attempted to analyze all three main research questions. In research question one the concept of exposure was examined. The research found that the highest amount of exposure was taking place in the K-12 time period and especially with those individuals that attended some part of their K-12 education in Central Appalachia. This finding proved insightful especially in its relationship to the other variables studied.

Research question two examined the concepts of awareness and promotion. The awareness frequency was high in those participating in this study, but even higher in those exposed earlier in their life. In addition, studying the concept of

awareness highlighted the difficulty in labeling titles as “Appalachian Children’s Literature”. A higher percentage of the respondents could list three titles or more on their own as opposed to recognizing titles on a given list. Data on the concept of promotion revealed that promotion is taking place, again with the high concentration of those librarians that were exposed earlier. In addition, those were the same librarians that often used alternative means of promotion. These two sets of data reveal that librarians working in Central Appalachia are taking an active role in getting regional children’s literature to their patrons.

Finally, research question three focused on the concepts of use, estimations of use and any factors librarian in the region thought affected use. The highest category of data showed that Appalachian Children’s Literature titles circulated on *average* as estimated by the librarians in this study. Those librarians with average or higher use not only were generally exposed to the literature earlier, but also made concentrated efforts to promote titles. In reference to any possible reasons that might affect use in a positive way; the answers the librarians in this study gave were either those that related to the books themselves or influences by others. In the end, one of the most influential factors affecting the use of Appalachian Children’s Literature titles in Central Appalachian libraries, other than the books, were the librarians and their promotion, enthusiasm and excitement of the literature. This highlights just how librarians can act as catalysts for the sharing and dissemination of information to their library patrons.

Recommendations

While this research revealed several different patterns and themes regarding Appalachian Children's Literature, there are other recommendations that might also be beneficial to any further research. First, a study that examined actual library statistics on specific Appalachian Children's Literature titles, as opposed to just the estimates of the librarians working in the field in the region, would provide more tangible data on circulation. While this would not necessarily impact the in-house use statistics, it would give a more definite number to the circulation estimates provided in this study. Second, a study that examined the curriculum requirements in each state located in Central Appalachia to see any potential implications that required reading is having on the use of titles would be encouraged. This type of research could assess if required reading affects patrons having positive responses to the literature, as well as higher circulation numbers. Curriculum requirements were given by a select few in this study as possible reasons for circulation numbers being affected, but a more in-depth study could be insightful and a further gain for the field as a whole. Third, studying how and where individuals are being exposed to Appalachian Children's Literature outside of the public library or school media centers in the region. This type of research would indicate whether residents of the Central Appalachian Region have additional resources outside of those two places that assist them in furthering their knowledge base on Appalachian Children's Literature. Finally, a study that could examine the current exposure of the librarians in the field in Central Appalachia and compare those time period statistics with the

actual years they were attending school. This further research could compare the two and see if any relationships exist between the years that the growth of the genre was more pronounced and the years in which the individuals noted exposure to Appalachian Children's Literature. This could potentially show more exposure in those individuals that attended school after the growth of the genre compared to those that attended school before the growth.

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APPENDICES

APPENDIX A

Bibliography of Appalachian Children's Literature Compiled by the Researcher

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APPENDIX B

Survey Instrument

1. INFORMED CONSENT STATEMENT *All Participants must be 18 years or older. The following survey is being conducted as part of a Thesis Project at the University of Tennessee's School of Information Sciences. The purpose of the Thesis is to examine any factors that individuals working as librarians in the Central Appalachian Region feel affect the use of titles falling in the genre of Appalachian Children's Literature. The survey consists of 29 questions. Pre-testing revealed an average time of 10 minutes to complete the survey. Individuals wishing to participate in this survey will not be identified in any way. There are minimal foreseeable risks involved in participating in this survey. By participating in this survey, you will be helping further research in the field. One potential benefit of this study is that the author may plan to seek publication of the findings. This can help extend the body of knowledge to other researchers and practitioners. By agreeing to this informed consent statement, you acknowledge that findings may be published. Published findings will not identify you in any way. Participation is voluntary. Refusal to participate will involve no penalty or loss of benefits to which participants are otherwise entitled. Participants may discontinue participation at any time without penalty or loss of benefits to which they are otherwise entitled. If you have any questions regarding this research specifically, please direct any inquires to the researcher at the following: Jamie Osborn, josbor10@utk.edu If you have any questions about your rights as a research participant, you can contact the University of Tennessee, Institutional Review Board at: Compliance Officer and IRB Administrator UT Knoxville Office of Research 1534 White Ave. Knoxville, TN 37996-1529 Phone: (865) 974-7697 Note: If you wish to have a copy of this informed consent statement you can print the statement for your records. Do you agree to the conditions of this informed consent statement?

Yes

No

Personal/Current Work Questions

2. In what county and state do you currently work as a Librarian or Information professional?

3. Do you work in a School Media Center (K-12), a Public Library, or neither?

Personal Exposure Questions

4. Please identify when you remember first being exposed to Appalachian Children's Literature: (please check one)

Answer Options:

- During Secondary (K-12) Education (includes exposure in school or the public library)
- Anytime during College Education (includes: Associates, Bachelors, Masters or beyond)
- After Employment in the Library Sciences Field
- Facilitated own Exposure outside of Education or Professional Environment
- Never
- Do Not Remember

5. If you were even partly educated (K-12) in the Central Appalachian Region did either your school or your local public library provide you with information about specific Appalachian regional authors or books, specifically Children's Appalachian Literature authors or books that you remember?

Answer Options

- Yes
- No
- Not Sure
- None of my K-12 Education took place in Central Appalachia

6. If you answered yes to question #5, please list any prominent (to you) titles or authors that would fall within the genre of Appalachian Children's Literature you can remember from this point in your education or life experience.

7. If you were even partly educated (K-12) in the Central Appalachian Region, do you remember if any authors specializing in Appalachian Children's Literature visited your school or local public library?

Answer Options

- Yes
- No
- Not Sure
- None of my K-12 Education took place in Central Appalachia

8. If you answered Yes to question #7, please list any prominent (to you) titles or authors that would fall within the genre of Appalachian Children's Literature you can remember from this point in your education or life experience that visited your school or public library.

9. If you answered Yes to question #7, did these author visits take place at your school library or your public library? (Please check any and all that apply)

Answer Options

- School Library
- Public Library
- Do not remember

10. If you attended college on any level in or near the Central Appalachian Region, did you have any classes or workshops dealing specifically with Appalachian Children's Literature?

Answer Options

- Yes
- No
- Did not attend College in the Central Appalachian Region

11. If you answered yes to question #10, was this a required, non-elective, course or workshop for your degree?

Answer Options

- Yes
- No
- Not sure/Do not remember

12. If you answered no to question #10, did your college or university offer such courses that you remember that you did not participate in?

Answer Options

- Yes
- No
- Not sure/Do not remember

Personal Awareness/Promotion Questions

13. In your current position, do you feel adequately prepared to recommend quality titles that fall under the category of Appalachian Children's Literature to your library patrons?

Answer Options

- Yes
- No
- At times

14. Are you familiar enough with the genre of Appalachian Children's and Young Adult Literature to name and list here at least 3 authors or titles (more would be fine) that fall within this category, without looking at any materials, card catalogs, or author listings?

Answer Options

- Yes
- No

15. If you answered Yes to Question #14, please list here at least 3 authors or titles (more would be fine) that fall within this category, without looking at any materials, card catalogs, or author listings.

16. If you do not feel adequately prepared to recommend or promote Appalachian Children's Literature to your library patrons or have challenges in doing so, do any of the following reasons apply? (please check any and all that apply)

Answer Options

- I do feel adequately prepared to recommend and/or promote Appalachian Children's Literature to my library patrons most of the time.
- I feel the available literature in my specific collection is stereotypical and/or out of date
- I do not feel my past exposure to the literature in any of my educational or professional experiences adequately prepares me to do so
- All or most of the literature in the category of Appalachian Children's Literature in my library collection has a similar topic and theme and may not represent my specific community adequately
- I have not had the time to self educate myself on the available titles
- I am not able to collect the materials I would like on the topic, due to funding issues or other collection development issues
- Other – please list

17. What steps do you take to actively promote Appalachian Children's Literature in your library? (please check any and all that apply)

Answer Options

- Create Displays featuring Appalachian Children's Literature authors
- Verbally suggest Appalachian Children's Literature titles to library patrons when appropriate
- Invite Appalachian Children's Literature authors to my library for readings and signings
- Create storytimes around Appalachian Children's Literature authors and titles
- I rarely, if ever actively promote Appalachian Children's Literature in my library.
- Other – please list

18. Please check any of the following titles that you recognize as Appalachian Children's Literature titles or would classify as Appalachian Children's Literature titles.

Answer Options

- Awiakta, Marilou. *Selu: Seeking the Corn-Mother's Wisdom*
- Caudill, Rebecca, and James Ayars. *Contrary Jenkins*
- Cleaver, Vera and Bill. *Where the Lilies Bloom*
- Cornelissen, Cornelia. *Soft Rain: A Story of the Cherokee Trail of Tears*
- Credle, Ellis. *Down, Down the Mountain*
- Hamilton, Virginia. *M. C. Higgins, the Great*
- Houston, Gloria. *Bright Freedom's Song: A Story of the Underground Railroad*
- Houston, Gloria. *My Great Aunt Arizona*
- Justus, May. *Tales from Near-Side and Far*
- Lyon, George Ella. *Who Came Down That Road?*
- Lyon, George Ella. *Borrowed Children*
- Moser, Barry. *Polly Vaughn*
- Naylor, Phyllis Reynolds. *Shiloh*
- Oughton, Jerrie. *Music from a Place Called Half Moon*
- Partridge, Elizabeth. *Clara and the Hoodoo Man*
- Paterson, Katherine. *Come Sing, Jimmie Jo*
- Reeder, Carolyn. *Grandpa's Mountain*
- Rylant, Cynthia. *A Fine White Dust*
- Seckar, Alvena. *Misko*
- Still, James. *Sporty Creek*
- Stuart, Jesse. *Andy Finds a Way*
- White, Ruth. *Belle Prater's Boy*
- Yep, Laurence. *The Star Fisher*
- I do not recognize nor would I classify any of the above as Appalachian Children's Literature.

Circulation/Use Questions

19. In your professional opinion, without actually examining circulation statistics, how frequently do you feel the titles in your collection that fall under the category of Appalachian Children's Literature circulate?

Answer Options

- Very Rarely
- Rarely
- Average
- Above average
- Depends on the title
- Not sure

20. If you feel they do circulate on average or above, have you made a concentrated effort to suggest these titles when possible and appropriate?

Answer Options

- Yes
- No
- I feel they do not circulate on average or above

21. If you feel they do not circulate on average or above, do you have any ideas why this might be?

Answer Options

- No
- Not sure
- I feel they do circulate well
- I believe the following reason(s) relate to below average circulation (please list)

22. At your specific library, does the genre of Appalachian Children's Literature seem as popular as other genres? (This would be a professional perception, as opposed to statistically proven.)

Answer Options

- Yes
- No
- Not sure
- Depends on the title

23. If you feel your collection of Appalachian Children's Literature does circulate on average or above, have your patrons/students generally responded positively to these titles? (circulation as defined by materials actually being checked out to a patron)

Answer Options

- Yes
- No
- I do not feel my collection of Appalachian Children's Literature circulates on average or above

24. If your patrons/students have responded positively to titles in the genre, do you have a professional opinion on why this might be? (Skip if your patrons have responded negatively to your collection of Appalachian Children's Literature)

25. If your patrons/students have responded negatively to titles in the genre, do you have a professional opinion on why this might be? (Skip if your patrons have responded positively to your collection of Appalachian Children's Literature)

26. In your professional opinion, how frequently do you feel the titles in your collection that fall under the category of Appalachian Children's or Young Adult Literature are used? (Use as defined by circulation and in-house use both, in-house use could be for story times, teaching units, etc.)

Answer Options

- Very rarely
- Rarely
- Average
- Above average
- Depends on the title
- Not sure

27. If you feel they have average use or higher (includes circulation and in house use both), have you made a concentrated effort to suggest these titles when possible and appropriate to other librarians and/or teachers?

Answer Options

- Yes
- No
- I feel they have below average use

28. If you feel they have average use or higher (includes circulation and in house use), do you have any ideas why this might be?

Answer Options

- I feel they have below average use
- Not sure
- No
- Yes, please list

29. If you feel they have below average use, do you have any ideas why this might be?

Answer Options

- I feel they have average use or higher
- Not sure
- No
- Yes, please list here:

APPENDIX C

Library Discussion Lists used to disseminate survey

Kentucky Library Association Listserv

<http://www.kylibasn.org/>

North Carolina Library Association Listserv

<http://www.nclaonline.org/members/listserv.html>

Tennessee Library Association Listserv

<http://www.tnla.org/displaycommon.cfm?an=1&subarticlenbr=4>

Virginia Library Association Listserv

<http://www.vla.org/cgi-bin/wa.exe?SUBED1=vla&A=1>

VLA Region 1

<http://www.vla.org/demo/Region1/About.html>

VLA Region 6

<http://www.vla.org/demo/Region6/Index.html>

West Virginia Library Association Listserv

<http://www.wvla.org/list/wvla-list.html>

VITA

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