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**A STUDY OF ELEMENTARY SCHOOL STUDENTS' USE OF
LIBRARIES FOR STUDY AND LEISURE READING IN
TAICHUNG CITY, TAIWAN, THE REPUBLIC OF CHINA**

**A Dissertation
Presented for the
Doctor of Education
Degree
The University of Tennessee, Knoxville**

Su-Ching Chai

August, 1996

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DEDICATION

This dissertation is dedicated to my parents,

Mr. and Mrs. Fu-Nien Chai

(柴富年 曲慕蓮)

to my parents-in-law,

Mr. and Mrs. Ke-Wen Wang

(王克文 劉 菜)

and to my husband,

Nien-I Wang

(王念一)

For their love, support and encouragement throughout.

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ABSTRACT

The purpose of this study was to determine the extent to which children in the intermediate and upper grades use the library for study and leisure reading in Taichung City, Taiwan, the Republic of China. Specifically, the study attempted to determine the differences in library use and leisure reading attributable to sex, grade level and geographical area.

The sample for the study consisted of 825 4th- and 6th-grade students, 437 boys and 388 girls, from 10 public elementary schools in Taichung City. The data were collected with a closed-form type questionnaire titled, "Children's Use of Libraries for Studies and Leisure Reading," developed by the researcher.

Major conclusions were as follows: (1) elementary schools and teachers in more urban areas are not as likely to take their students to the school library as suburban schools and teachers; (2) as children become older, they have less opportunity and receive less guidance in using the school library; (3) the regular classroom teachers provide more help on children's use of the school library than do teacher-librarians; (4) school libraries need to attend more to student needs and interests in future acquisition; (5) while all children seem to have a very positive attitude toward using the library and leisure reading, girls have a higher interest than boys. The attitudes of girls versus boys were quite similar to those found in

the United States; (6) urban children's library skills are superior to those of suburban children; (7) children's book choices indicate a need for excitement and entertainment rather than a thirst for knowledge or a love of literature; (8) home and friends rather than libraries are children's greatest sources of reading materials; (9) urban children read a wider variety of materials for leisure reading than do suburban children; and (10) library selection groups need to have more open communication related to the appeal of comic books. In overview, the study indicated that crowded urban conditions in Taiwan seem to contribute to rather than detract from children's desire to read. However, in the United States, reading is not as preferred by urban children as by suburban children

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CHAPTER I

INTRODUCTION

Introduction

Elementary education plays a vital role in the development of a child's self-learning ability and habits. It is the foundation of secondary and higher education. Reading has a great influence on learning ability and the development of personality for children. The school library plays a role in helping children promote their reading ability. In Taiwan, a number of studies have investigated the status of school libraries and library instruction; however, little research has been conducted on children's leisure reading. This study explored elementary school students' use of libraries for study and leisure reading in Taichung City, Taiwan, the Republic of China. (Taiwan will be used for the rest of the paper to refer to the Republic of China.) The data were collected with a closed-form type questionnaire developed by the author. The first chapter presents the background, problem, purpose, research questions, definition of terms, assumptions, methods and procedure, limitations, importance and organization of the study.

Background

A nine-year fundamental education program was launched in Taiwan during the 1968-1969 school year. The program provided for compulsory and free

education. In this program, the first six of the compulsory nine years are reserved for elementary school education while the final three years are for junior high school education. Students are moved through a single grade each year with no retention. Students who wish to attend secondary school (years 10-12) in Taiwan must pass an entrance examination. A different examination is given in each area of the country.

Over the years, school libraries and their use have had increasing importance. In 1985, the Department of Education in Taiwan issued a document entitled the Guidelines for the Implementation of the Elementary School's Library Instruction and Reading Guidance. This document, which was a government mandate, required that all reading teachers help children cultivate an interest in reading and the habit of using the library. The mandate also required that all teachers take children to the library at regular intervals, one hour a week.

In the modern world of electronic instruments and mass media, the book is still the most significant source of information and education and can be a great source of pleasure for school age children (Heidegger, 1988). Heidegger has also indicated that a goal of the school is to motivate and enable students to continue their education independently throughout their lives. To achieve this goal, the researcher stated that the school must also "stimulate the joy and pleasure of reading and impart the ability to read to children" (p. 107). This is only possible if

a comprehensive range of books, such as that found in a library, is accessible. Therefore, the elementary school library should be as attractive as possible for children. Children tend to visit the school library only if “it contains informative books of general interest, literature to accompany their school studies, and entertaining leisure time reading” (Heidegger, 1988, p. 108). Therefore, there is no doubt that the school library media center is a place where children can develop socially, intellectually and aesthetically; it affects all aspects of student life (Vandergrift & Hannigan, 1986). In an effort to systematically describe the place of the school library, the American Association of School Librarians (AASL) and the Association for Educational Communications and Technology (AECT) developed Information Power: Guidelines for School Library Media Programs (1988). In this publication, they presented a set of professional standards that have provided the philosophical framework from which library media programs in the United States have evolved. This document provided the vision and guidance necessary for the school library media program to significantly expand access to and use of information and ideas by students, teachers and parents. According to the 1988 guidelines, the mission of the library media program is to “ensure that students and staff are effective users of ideas and information” (p. 1). They further posited that this mission could be accomplished:

- by providing intellectual and physical access to materials in all formats
- by providing instruction to foster competence and stimulate interest in reading, viewing, and using information and ideas
- by working with other educators to design learning strategies to meet the needs of individual students. (p. 1)

The belief that school libraries contribute to the school curriculum and should be central to school goals and objectives has been widely accepted in library literature (Kreiser, 1991; Kruger, 1987; Mosley, 1986; Pain-Lewins, 1990). Turner (1993) proposed a model to describe what the school media program can do. According to his model, the school library media program has three functions: (1) promoting reading, viewing, and listening by children and young adults; (2) providing information skills; and (3) helping teachers in the design, implementation, and evaluation of instruction.

Turner's model summed up the role of the school library media program that would meet the purposes of education. According to his model, the most effective way to provide children with the ability to use libraries is to teach library-using skills to prospective teachers while they are still in teachers' colleges. Since elementary school teachers, especially classroom teachers, stay with their students six to eight hours daily, they are believed to have considerable influence on the lives of school age children. Consequently, they are in a position to make a significant difference in elementary library education (Tzeng, 1990). Moreover,

elementary school teachers have a great influence on children's learning and information-seeking skills. The role of the teacher is to improve students' learning by matching resources to particular styles and abilities and by providing opportunities to develop independent learning and problem-solving skills (Lai, 1995). O'Hanlon (1987) conducted a study to explore the attitudes of elementary education faculty toward the elementary school teacher's role in research skills instruction and toward library instruction in teacher-training programs. Results indicated "strong support for teaching of library skills to future teachers" (p. 17). El Hagrasy (1962) established that the reading habits and library backgrounds of teachers were important in the development of reading habits and library usage of their students.

In the study of reading, terms used synonymously with leisure reading may be confusing because they are used differently by various researchers. Leisure reading, for example, may be referred to as recreational reading in some sources (Harris & Hodges, 1981), pleasure reading in other (Nell, 1988), or voluntary reading (Morrow, 1985c), free reading (Anderson, Higgins, & Wurster, 1985; LaBrandt, 1936), or independent reading in still others (McCoy, Larson, & Higginson, 1991).

Teaching children to read has long been viewed as an educational priority. However, Fractor, Woodruff, Martinez, and Teale (1993) have indicated that in

recent years, educators have become increasingly aware that teaching children to read is not a sufficient goal for literacy education. Reading may also be done for enjoyment and obtaining information. Research revealed that leisure reading plays a vital role in the reading development of children. The U.S. Department of Education (1986), cited by Carter (1990), reported that children improved their reading ability by reading more. Thus, reading achievement appears to be directly related to the amount of reading children do in school and outside of school. Since there is a strong correlation between quantity of reading and reading achievement, students should be encouraged and given ample opportunities to engage in recreational or independent reading (McCoy et al., 1991).

Many researchers have indicated that leisure reading is an activity that will play an important part in a child's lifelong reading habits (Carbo, 1986; Jewell & Zintz, 1989; McEady-Gillead, 1989). Anderson, Higgins, and Wurster (1985) stated these advantages to recreational reading: (1) Recreational reading helps children like reading, and (2) it expands experiential backgrounds, provides practice in decoding and the use of context clues, and develops vocabulary. All of these researchers believed that these benefits will be realized only if children read extensively and if they read in books they can read with ease and pleasure. Hence, how to promote children's leisure reading throughout the school library becomes an important educational issue. Both schooling and library use differ, not only

within a nation, but from nation to nation. It is, therefore, important to study the particular practices of different nations. This study attempted to investigate the current practices of elementary school children's use of libraries for study and leisure reading in Taiwan. It is hoped that findings and recommendations from this study will provide guidelines for the improvement of the elementary education.

Statement of the Problem

In this knowledge-exploring world where knowledge is accumulating at an increasingly rapid rate, elementary education should provide the foundation for students' lifelong learning (Yang, 1987). Therefore, how to effectively help students cultivate the ability and habits of self-learning becomes an essential goal of education. The best way to help students develop their self-learning interest and ability is to enhance library instruction and reading guidance. The Department of Education in Taiwan places emphasis on the importance of library instruction and reading guidance in elementary education. However, in Taiwan, the entrance examination, tests at school, and students' academic achievement have been dominating the instruction in the school systems that may affect the implementation of the library instruction and reading guidance.

Several studies in Taiwan have been conducted and documented the important role played by elementary school library media centers in the educational process (Chang, 1982; Cheng, 1977, 1985; Hu, 1983; Huang, 1989; Lai, 1990; Lin, 1983; Su, 1985; Tsai, 1985; Wu, 1980). One of these studies was conducted by the Library Science Department of Fu-Jen University (1982) in which researchers asked 5,797 university students about their experiences in using libraries. They found out that only 15.61% of the students polled had used libraries when they were in elementary schools; 72.41% did not know how to use an encyclopedia, and 50.33% did not know what a thesaurus is. Thirty percent did not know that most libraries have reference librarians available to give assistance. Seventeen percent had never used reference materials of any sort. Thirty-six percent did not know what a title card was; 53% did not know what an author card was; and 84.55% did not know how to use subject headings in the card catalogue. The most significant finding of this study was that only those students who had used reference materials and the card catalogue in their elementary schools had no problems in using the college library reference system. The researchers suggested that if elementary school children were offered an environment in which library skills were taught, they could be potentially equipped with skills for lifelong learning.

Information is the staple of education. The ability to access information is the first step in being able to make use of it. Unfortunately, even though most elementary schools in Taiwan have libraries, these libraries do not provide students with the skills to conduct research and find information independently (Tzeng, 1990). However, these studies in Taiwan have not led to the effective use of the library by students, nor do they provide contemporary information in reference to the rapidly changing school and school atmosphere in which the children of the TV generation live. Therefore, how to help children gain access to library facilities and services is the most important current issue in library education in Taiwan, as perceived by Cheng (1982), Lu (1984), Tzeng (1990), and this investigator.

Other problems hinder implementing the library instruction. Fenwick (1963) suggested that a good library in any school of over 200 students would need a full-time librarian, with additional professional personnel for every 300 students. However, the school system in Taiwan requires classroom teachers to share some administrative responsibilities in addition to teaching. The Elementary School Facilities Standards, published by the Ministry of Education in Taiwan (1981), stated that principals should assign teacher-librarians to handle school library media centers. However, there are no full-time professional librarians in the elementary school libraries in Taiwan. Most of the teachers who are assigned as

teacher-librarians do not have enough knowledge of library skills, although some of them had attended a workshop on library science during the summer. Song (1987) reported that teachers assuming these responsibilities were so overloaded with work that not much could be accomplished in library development. Thus, the ill-preparedness of teachers in becoming teacher-librarians in elementary schools has remained a problem to be solved (Cheng, 1977; Tsai, 1985). Moreover, the inadequate budget and facilities of the library have caused still another problem.

In a society where a rich diversity of leisure activities is available, children seem less and less interested in reading for pleasure (Neuman, 1986). Studies on the amount of leisure time that children spend reading support this hypothesis (Chung, 1989; Fowler, 1989; Greaney, 1980; Gau, 1985; Hou, 1989; Huang, 1972; Morrow, 1985b; Whitehead, Capey, Maddren, & Wellings, 1977). Several reasons for the decline in pleasure reading have been suggested, such as the attraction of electronic entertainment, the prevalence of latch-key children, the decreased support for reading at home and the lack of sufficient emphasis by teachers on the importance of pleasure reading at school.

In order to improve the elementary school library system and increase children's leisure reading interest in Taiwan, it is, therefore, necessary to investigate elementary school children's use of libraries for study and leisure reading.

Purpose of the Study

The purpose of this study was to determine the extent to which children in the intermediate and upper grades use the library for study and leisure reading in Taichung City, Taiwan, the Republic of China. Specifically, the investigator attempted to describe how often elementary school students are using the library and engaging in leisure reading. Further, the study attempted to determine the differences in library use and leisure reading attributable to sex and grade level. It also attempted to determine if differences exist between children in urban schools and those in suburban schools. Finally, the study attempted to provide a reference for schools, parents and educational authorities to help students cultivate an interest in the habit of reading and establish a proper way of utilizing the library.

Importance of the Study

The study of elementary school students' use of libraries for study and leisure reading is significant because:

1. It deals with an important and timely problem. The study will contribute to improving library instruction and leisure reading guidance for elementary schools in Taiwan.
2. The results of the study have important implications in planning and providing library services for elementary school children.

3. The results of the study can provide guidelines for parents in encouraging children to read for pleasure and helping choose appropriate books for them.
4. The results of the study can provide guidelines for the government to plan the improvement and revision of the elementary school program.
5. The results of the study can provide guidelines for publishers of children's books in the selection of appropriate books to be published for leisure reading.
6. This study will lead to more studies on library services and the quality of a school library as well as more studies on encouraging elementary school children to read for pleasure.

Research Questions

Specifically, this study addressed the following research questions:

1. To what extent do children use the library?
2. Are there any differences between boys and girls in the use of the library?
3. Are there any differences between intermediate and upper grade children in the use of the library?
4. Are there any differences between urban and suburban children in the use of the library?
5. To what extent do children engage in leisure reading?
6. Are there any differences between boys and girls in leisure reading?

7. Are there any differences between intermediate and upper grade children in leisure reading?
8. Are there any differences between urban and suburban children in leisure reading?

Definition of Terms

1. Classroom library. A collection of books located in a classroom, often changed several times a year (Harris & Hodges, 1981).
2. Elementary school. The public elementary schools in Taiwan, which encompass first through sixth grades.
3. Primary grades. First and second grades in Taiwan.
4. Intermediate grades. Third and fourth grades in Taiwan.
5. Upper grades. Fifth and sixth grades in Taiwan.
6. Leisure reading. Reading for personal satisfaction during unscheduled periods of one's life at any age (Harris & Hodges, 1981). This term is used synonymously with recreational reading, pleasure reading, voluntary reading, free reading or independent reading in this study.
7. Library instruction. Teaching users to employ libraries to handle their information needs (School Library Media Annual, 1986).
8. Library media specialist. A person with appropriate training certification who

is in charge of the media center and who administers the media program in the school (ALA, 1983). The term is used synonymously with the school librarian.

9. Reading guidance. Help provided, usually by a teacher or librarian, to aid students in choosing what to read (Harris & Hodges, 1981).
10. Reading teacher. A teacher, usually a classroom teacher, with special skills in the teaching of developmental reading (Harris & Hodges, 1981).
11. School library media center. The terms school library, school library media center, and learning resource center have been used interchangeably to describe an area or system of areas in the school where a full range of information sources, associated equipment, and services from media staff are accessible to students, teachers and administrators (ALA, 1975).
12. Urban area. Urban areas in Taichung City consist of five sections which are located near downtown. In Taiwan, economic conditions are such that more affluent people tend to live near the heart and center of the city to be close to their businesses.
13. Suburban area. The three sections designated as suburban areas of Taichung City are located to the North, West, and South, approximately a 30 minute drive from the center of the city. In Taiwan, living in areas outside the center of cities is less expensive and people of slightly lower economic classes tend to live in these areas.

14. Teacher-librarian. In this study, a teacher-librarian is an elementary school teacher who serves as a part-time librarian. In addition to teaching in the classroom, they also work in the library.

Assumptions

This study was based on the following assumptions:

1. The respondents answered the questionnaire honestly.
2. The respondents were able to understand and comprehend the questions completely.
3. Fourth graders represented the intermediate grade students; sixth graders represented the upper grade students in elementary schools.
4. The data collection instrument developed for this study measured the extent to which children used the library for study and leisure reading.

Method and Procedures

Research Design

The survey research method was used in this study. The data were collected through a survey questionnaire titled, "Children's Use of Libraries for Study and Leisure Reading" (Appendix A), designed to answer research questions.

The questionnaire was developed by the researcher through a thorough review of relevant literature in both Taiwan and the United States, and personal experience in contact with elementary school teachers and librarians in both countries. The questionnaire included demographic data of the respondents (grade level, age, and sex), use of the school library, use of the public library and leisure reading.

The instrument was first developed in English. Since English is not the native language of the respondents of this study, the questionnaire was subsequently translated into Mandarin Chinese, the national language in Taiwan (Appendix B).

Procedures

This study was conducted in the elementary schools in Taichung City, Taiwan during the academic year 1995-1996. Prior to the start of the data collection process, an application for review of research involving human subjects was submitted to the Offices of Committee on Research Participation (CRP) at The University of Tennessee, Knoxville (Appendix C). Upon approval of the CRP Offices, the researcher returned to Taiwan, visited the sampled schools and administered the questionnaire to the participants.

Population and Subjects

The grand population for this study consisted of all students enrolled in the fourth and sixth grades of elementary schools in Taichung City, Taiwan,

approximately 6,000 students. These two grades were selected because they were the final levels for the intermediate and upper grades, respectively. Since primary grade students (grades first and second) are only beginning to read independently, it did not appear particularly useful, for the purposes of this study, for them to be included. Representativeness is the most important consideration in selecting a sample (Ary, Jacobs, & Razavieh, 1985). A two-stage cluster sampling procedure was then used to select a representative sample (Babbie, 1990). First, a simple random selection method was used to select 10 schools, five from the urban area and five from the suburban area. Then, a simple random sample of two classes was selected (one fourth grade and one sixth grade) from each of the 10 sampled schools. Because of the organization of schools in Taiwan, each class was expected to have approximately 40 students. The sample consisted of 825 4th- and 6th- grade students from 10 of the 50 public elementary schools in Taichung City.

Data Collection

The data were collected with a closed-form type questionnaire titled, "Children's Use of Libraries for Study and Leisure Reading." As a pilot study, the original Chinese version of the questionnaire was given to a 4th-grade and a 6th-grade class in an elementary school that was not included in the sample. The questionnaire was then revised and administered by the researcher to the subjects.

Data Analysis

The Statistical Package for the Social Sciences (SPSS-X) computer program, available at the Computer Center of The University of Tennessee at Knoxville, was used to analyze the data. Frequencies and percentages were used to report demographic data and the results, in general. The Chi-square test of significance was used to determine if there were significant differences in responses.

Delimitation of the Study

This study was delimited to the 4th- and 6th-grade students from 10 of the 50 public elementary schools in Taichung City, Taiwan. Thus, the sample was not necessarily representative of all elementary schools in Taiwan.

Limitations of the Study

The instrument was first developed in English, and then translated into Mandarin Chinese. Differences in syntax between the English and Chinese versions may have caused possible distortion of the meanings of the items. However, the researcher made every effort to ensure that the basic meanings of the items of the two versions were as similar as possible. This study was also limited by children's reading ability and their grade level. Since children's reading ability

varies, some of them may have needed more time completing the questionnaire and their understanding may have been limited. Fourth-grade children spent more time on the questionnaire than did 6th-grade children. Only two grade levels were used in this study. This is yet another limitation since children in first, second, third and fifth grades were not included.

Organization of the Study

This study is presented in five chapters. Chapter I includes the introduction, background, the problem and the purpose of the study, as well as the definition of terms, assumptions, limitations, methodology and importance of the study. Chapter II is a review of the literature relevant to the elementary school students' use of the library and their leisure reading. The methodology of the study is described in Chapter III, where the details of research design, population, instrument, data collection and data analysis procedures are fully discussed. Chapter IV is devoted to the presentation and analysis of the data, including findings and discussion for each research question of the study. Chapter V contains a summary of the study, conclusions drawn from the findings, implications of the study and recommendations for further research.

CHAPTER II

REVIEW OF THE LITERATURE

Introduction

The purpose of this study was to determine the extent to which children in the intermediate and upper grades use the library for study and leisure reading in Taichung City, Taiwan. Further, the study attempted to determine the differences in the use of the library and leisure reading attributable to sex, grade level, and geographical area. The purpose of this chapter is to review related literature from both the United States and Taiwan in an effort to provide substantial data useful in developing this study. A survey of literature review was carried out through searches of Library Literature, Education Index, Dissertation Abstracts International and Educational Resources Information Center (ERIC) databases, spanning the years 1916 to 1995.

The literature is presented in this chapter by the following 14 areas: the role of the school library; the utilization of library resources; the importance of reading guidance; the role of the teacher in reading guidance; the role of the library media specialist in reading guidance; cooperation of teachers and library media specialists; the importance of the classroom library; the importance of leisure reading; effects of leisure reading on children's reading achievement; previous

studies related to children's reading interests; comic books; the differences between sex, grade level and geographical area in reading interests; the decline in reading interests; parental involvement in children's leisure reading; and a summary.

Literature Regarding the School Library Media Programs

The Role of the School Library

Most experts have agreed that the role of education is to prepare people for lifelong learning. In this fast-changing world, with the advances in technology, the expanding knowledge base and societal complexity, it seems obvious that there is a need to continue learning throughout life (Thompson, 1991). The library is a storehouse of knowledge and information. It can be an enjoyable place for children to learn the pleasure of reading and build a foundation for future learning via library skills (Shaughnessy, 1993). Access to the resources and programs of school library media centers results in more voluntary reading by students (Krashen, 1993).

Since the school library plays an important role in the development of the school curriculum, it has been widely accepted in library literature that school libraries contribute to the school curriculum and should be central to school goals

and objectives (Kruger, 1987; Mosley, 1986; Vandergrift & Hannigan, 1986). John Dewey (1916) first proposed that the school library be placed in the center of the school, so as to dramatize the role of all learning materials in the teaching and learning process. It wasn't until 1960 that libraries, as centers of the learning process, began to be explored. The publication of the Standards for School Library Programs (1960) by the American Library Association (ALA), provided the impetus for the growth of school libraries, especially elementary libraries.

In order to encourage children to read for pleasure, Condit (1975) felt that:

. . . children need to develop the habit of regular use of the library, growing into understanding of the vital part the library can play in their lives. They need to learn respect for property (returning materials on time and in good condition). They need to learn about the rights of others related to their behavior and use of materials. Library use is contagious. When children see other children delighting and reveling in books and other materials, they catch the excitement, too. (p. 665)

According to Heidegger (1988), a well-functioning school library must "fulfill certain prerequisites to be effective" (p. 111). It must have good books, magazines, and audiovisual aids, but it should also have literature to accompany classroom teaching and for leisure-time reading, giving children the opportunity of acquiring knowledge independently and of gradually developing their critical ability.

Mathews, Flum, and Whitney (1990) emphasized that access to information and ideas can be a powerful catalyst for providing hope for children and young adults. School and public libraries can be that powerful catalyst in a young person's life. Mathews and his associates (1990) also indicated that when both the school library and the public library are supported, they can "team up to provide a seamless information and enjoyment resource" (p. 168).

In order to access information from the library, utilization studies of library media programs help to determine if information is available and being utilized by students.

The Utilization of Library Resources

There have been a number of studies concerning the impact of library programs on student achievement and attitude toward reading. Monahan (1956) conducted a study attempting to compare student reading in elementary schools with and without a central library. In this study, two public schools in Gary, Indiana, that were similar in organization, curricular objectives, methods of teaching, and student socio-economic backgrounds, were selected. Both schools were 12-grade schools in which a library was provided for students in grades nine through 12. School A provided permanent libraries in each classroom while School B maintained a central library with an active program directed by a full

time, professional librarian. The most significant finding of the study was the much greater amount of reading done in the school with a central library. In the fourth grade, this difference was apparent and even more prominent in the upper grades. The findings of this study suggested that the greater variety and easier accessibility of materials in the school library and the stimulation and guidance in the selecting of books provided by the librarian had a beneficial effect upon the reading of boys and girls.

In supporting the importance of library use, Cleary, Allen, and Allen (1968) conducted a study on the relationship between the teaching of reading, reading achievement and a librarian-centered reading guidance program. The results showed that: (1) the traditional library period was ineffective; (2) a librarian-centered developmental reading guidance program (K-6) was needed; and (3) reading efficiency must be improved.

Teachers' attitudes toward the library use have an impact on students' use of the library. Blazek (1971) investigated the influence of teachers on students' use of the library. It was concluded that teachers had the most influence on increasing students' use of the library. Blazek also concluded that teachers' utilization of the library is positively and significantly related to student use. If teachers were trained in library instruction and took more responsibility in

teaching and training their students in library skills, it can be predicted that their students would be more skilled in the use of the library.

There is a close relationship between children's reading habits and their use of the library. Lowe (1984) compared children's reading abilities and habits in grades three, four, and five in schools with and without centralized libraries. The results showed that in schools with libraries, students read more books on the average and read more books for school work and general information. Those same students in schools with libraries also liked to read for recreation.

A supporting study comes from Schon, Hopkins, Everett, and Hopkins (1984), who investigated effects of a special school library program on 6th-grade students' library use and attitudes toward the library and reading. The results showed that student attitudes toward the library, librarians, and reading significantly improved. The researchers also concluded that librarians can influence elementary students' use of the media program for study and recreational purposes.

Brodie (1988) found that 4th- and 5th-grade gifted students in a curriculum integrated program were significantly higher in their library usage for school related activities and the use of various materials than students in traditional programs. Brodie indicated that no differences were found in the use for leisure activities and media skills tests.

The instruction of library research skills has great influence on children's use of the library as noted by Nolan (1989) who compared two methods of instruction in library research skills for elementary school students. The sample consisted of 200 5th-grade students. One hundred students were selected from five schools where library research skills instruction was taught by the school librarian and integrated into the curriculum. One hundred students were selected from four schools where instruction in library research skills were taught by the school librarian in a separate class, in the traditional manner. The findings revealed that those taught in integrated classes believed that they would be able to locate information without help; those in separate classes believed that they would need at least a little help. Nolan found that students in scheduled library research skills classes had fewer weekly visits to the library, used the library for recreational materials, and that individual students visited the library. However, students in integrated classes visited the library more frequently, used the school library to complete class assignments, and visited the library most often as small groups.

A different finding was found in Kreiser's (1991) study, who surveyed 5th-grade students' attitudes toward the library, utilization of library media programs, and reading attitudes. The sample consisted of 209 students, 105 students in curriculum integrated library media programs and 104 students in traditional library media programs. The findings of the study showed that there was no

significant difference found in student utilization of the library between the two types of programs; however, girls were significantly higher in utilization of the media center and reading attitudes than boys. To encourage children's reading attitudes and interests, it is important for teachers and librarians to help children with effective reading guidance.

The Importance of Reading Guidance

Reading has historically been a main function of school library media programs and still continues to be so (Kreiser, 1991). Researchers and experts in the field of reading have frequently stressed the primary importance of the library media program to the success of the school's reading program. Learning to read is one of the most intensely rewarding experiences known to mankind and probably the greatest single benefit derived from reading a book is enjoyment (Pilgrim & McAllister, 1967). Pilgrim and McAllister said:

To those who have learned the secret which transforms the printed page from abstract symbols into meanings which carry personal significance, reading of books becomes and remains a source of personal satisfaction for which there is no substitute. (p. 1)

Pilgrim and McAllister also stated that merely learning the reading skills does not guarantee that one will be able to make this transformation and become a lover of good reading. Many times, this process involves careful guidance on the part of interested persons to ensure its attainment. Hence, reading guidance is an

important responsibility of the teacher or the school librarian. It is an activity that should be based upon a thorough knowledge of the best methods and procedures to use in order to achieve the desired results. Pilgrim and McAllister further indicated that the goal of reading guidance -- the development of lifetime users of books for information and pleasure -- can only be achieved when young people were equipped to "use any library's sources intelligently and confidently and with the minimum of guidance" (p. 192).

The Role of the Teacher in Reading Guidance

Schlessinger (1984) has argued that the ability to read well and the enjoyment of reading are among the most valuable attributes that teachers can pass on to their students. Teachers can encourage children to do voluntary reading in many ways. Bernstein (1955) seemed to have a similar view, stating that well-intentioned teachers who focus on teaching reading at an "instructional" level should not restrict classroom reading material, but should allow students to pursue a wide variety of interests. According to Carlsen (1980), students who are able to read will value reading more if they are given school time to read for pleasure and if they have opportunities to share with peers or their teachers their reactions to what they have read. Anderson, Wilson, and Fieling (1988) suggested that teachers have an important influence on how much time children spent reading

books during after-school hours. Williamson and Williamson (1988) supported this position and pointed out that teachers have more opportunities than librarians to get to know students and may have better luck matching students to appreciate novels. Moreover, Stewig and Sebesta (1989) emphasized the importance of programs that encouraged pleasurable experiences with books. They advised teachers to help children cultivate an appreciation for aesthetic reading which will lead them to new literary experiences. Lesesne (1991) observed that by becoming positive role models of adults who read and by being receptive to students' responses to what they read, teachers can influence their students' reading attitudes and lifetime reading habits. Therefore, teachers should make specific plans to promote positive feelings in the various reading environments: free reading in the classroom, organized reading in the classroom, reading in the library, reading at home and other recreational reading environments (Heathington, 1978).

In researching the teacher's role in library service, El Hagrasy (1962) found that a teacher's reading habits and library background positively affect students' reading and library skills. However, the problem of teacher lack of knowledge and skills in making effective use of the school library exists. Brewer (1981) indicated that "one of the greatest inhibitors of good library usage is lack of knowledge on the part of teachers of how best to use libraries" (p. 171). Urbanik (1984) pointed out that one of the most obvious reasons contributing to this problem was the

general lack of pre-service training for teachers in the use of the school library media center. Urbanik then emphasized that teachers cannot help students develop skills they (the teachers) themselves do not possess. She indicated that in an information-based society, possession and use of these skills can only be to one's advantage. In addition, these skills are important because they are a tremendous asset to life-long learning. Thus, teachers should accompany their classes to the media center in order to fully engage in the integration of library and classroom (Thompson, 1991).

The Role of the Library Media Specialist in Reading Guidance

In the United States, librarians play a very important role in reading guidance programs (Eisenberg, 1991; Pilgrim & McAllister, 1967; Schon et al., 1984; Vandergrift, 1986). Librarians' contributions to children's reading are invaluable. There have been a number of studies that dealt with the role of the school library media specialist. In 1969, AASL and the Department of Audiovisual Instruction of the National Education Association (DAVI) issued the Standards for School Media Programs. All media, print or non-print, were recognized as being equally important. The new term "media center," "media program" and "media specialist" were used in these standards. These new standards addressed the changing role of the media specialist in working with

teachers and students, such as the design of learning activities using new technology and the development of listening and reading skills.

Walraven and Hall-Quest (1941) had similar comments on the role of library media specialists. They stated that “a school librarian should be trained in both librarianship and teaching . . . the librarian should be a source of information and book inspiration for the entire school” (p. 128). Then, she concluded that “For, in the ideal school situation, every teacher is a librarian and every librarian a teacher” (p. 126). Cooper (1983) supported this idea and indicated that “the elementary school librarian is a not-so-curious hybrid, half teacher, half librarian” (p. 10). She proposed that a teacher-librarian should be trained not only to teach learning skills, but also to work cooperatively with colleagues on curriculum planning, development and implementation.

Elementary school library media specialists have a great influence on children’s leisure reading interests. Vandergrift (1986), for example, pointed out that the elementary school library media specialist must assist students in acquiring “an appreciation for and a habit of reading for personal satisfaction and enjoyment as well as for information” (p. 171). Krashen (1993) found that having a school library media specialist made a difference in the amount of voluntary reading done.

Cooperation of Teachers and Library Media Specialists

Some researchers have focused on the cooperation of teachers and library media specialists as the keystone of an effective media support program. Pilgrim and McAllister (1967) found that most children and young people, even the academically able, must be led, helped, and guided into the pleasures and profit that could be derived from books. They pointed out that it was a difficult task to select books for young people because it required special skills and knowledge of books and young people. Their research indicated that the best book selection will be accomplished only when teachers and librarians work together, pooling their knowledge. Pilgrim and McAllister further stated that the classroom teacher can help the librarian gain a broader understanding of an individual student's needs. "Teachers and librarians working together as a professional team can be a powerful force for education" (p. 174). Therefore, the decision should be made between the teacher and the librarian about who will take a class to the school library at regular intervals for the purpose of selecting books children want to read. If both the teacher and the librarian can help students find books they will enjoy, more students will "receive guidance and both adults will keep in better touch with the students' interests and needs" (p. 190).

In supporting reading guidance as an important part of reading programs, Cleary (1972) pointed out that there are a number of intermediate skills such as

skimming, outlining, note-taking and reporting that are essential in the gathering and utilization of knowledge. These are not acquired by chance; they must be taught. Only as librarians and teachers provide real learning situations in reading guidance, "taking into account such viewpoints about learning as readiness, relatedness, and usefulness of learning experiences, will pupils learn to like to read and develop the skills for reading to learn" (p. 19). Moreover, he stated that a reading program would not succeed if teachers continued question-and-answer or workbook methods of instruction. It will not succeed if undertaken on the basis of school-as-usual plus reading guidance. It must be "planned and directive" (p. 88). To achieve a "planned and directive" guidance of the reading program, Cleary provided several suggestions for both teachers and librarians. The suggestions for teachers included ideas regarding the use of the library and for obtaining maximum benefit of the librarian's expertise. They are as follows:

1. Gain acquaintance with all resources of the library.
2. Anticipate needs for materials well in advance.
3. Depend on the librarian for help in planning units of study as well as in providing resources.
4. Call on the librarian for help in teaching library and work-study skills.
5. Exploit the library to the full as a resource in providing for individual differences among pupils, the gifted, the nonreader, and the reluctant reader.
6. Try to arrange time for pupils to go to the library regularly for a variety of leisure reading activities.
7. Constantly encourage pupils to read books in their leisure time.
8. Make sure of the fact that students' reading is of great concern to parents. (p. 93-94)

Cleary's suggestions to librarians far exceeded the responsibility of being a mere caretaker of materials. They implied in-service teaching responsibilities as well as collection building. Cleary obviously saw the relationship between the librarian and the teacher as highly important and a joint responsibility. The suggestions for librarians are as follows:

1. Take advantage of every opportunity to acquaint new teachers with library resources.
2. Guide teachers who do not have an adequate knowledge of library resources.
3. Make it easy for teachers to borrow materials from the library.
4. Arrange, if possible, to hold faculty meetings in the library.
5. Encourage teachers in the selection of library materials.
6. Engage in joint planning with teachers on curriculum projects.
7. Constantly publicize library resources and services.
8. Organize two-way communication with teachers
9. Build special collections of professional books, magazines, and curriculum guides.
10. Work with teachers in the scheduling of pupils to the library.
11. Investigate the reading interests of pupils.
12. Strive constantly to improve skills in human relations.
13. Provide progress reports to the principal and to the local board of education.
14. For elementary pupils scheduled into the library each week, provide a librarian-oriented reading guidance program. (p. 91-93)

A similar position is presented by the AASL in guidelines in the Information Power (1988). The guidelines include a listing of typical tasks through which school library media specialists can assist classroom teachers. Among these tasks, the followings seem to be stressed:

- developing unit objectives that build viewing, listening, reading, and critical-thinking skills, and that respond to student needs, as determined by a formal assessment process
- analyzing learner characteristics that will influence design and use of media in an instructional unit
- evaluating present learning activities and advising appropriate changes
- organizing the instructional plan, indicating when, where, how, and by whom activities will be presented
- examining and identifying resources that may be helpful in teaching the unit. (p. 36)

AASL and AECT (1988) recommended that "part of the teachers' role in using information and instructional resources as the basis for learning includes the cooperative development and teaching of an information skills curriculum" (p. 23). "Classroom teachers, and library media specialists," it continued, "work together in developing skills for learning throughout life, including appreciation and enjoyment of all types of communication media" (p. 23). With similar concerns, Bishop (1992) discovered that there was a positive relationship between teachers and the school library media specialist when the school library media center changed to flexible scheduling and began using curriculum-integrated media skills instruction. When this positive relationship exists, cooperation between teachers and school library media specialists concerning reading development programs will occur.

In Taiwan, Tsai (1985) surveyed the college students at Taichung Teachers' College concerning their own instruction about using the library. He found that

76.6% of the students polled felt strongly that knowledge of library use powerfully contributes to teachers' competence and ability in doing research. Students also felt strongly that instructors in teachers' colleges should work closely with librarians in designing their curricula and syllabi to equip them with proper library skills in their training.

Tzeng (1990) conducted a study to compare the user perceptions with official standards for elementary school libraries in Taiwan. In this study, elementary school students, principals, library staff, and prospective elementary school teachers in teachers' colleges were interviewed and surveyed. The results of the study indicated that, in most cases, elementary classroom teachers in Taiwan were assigned the responsibility for library operation in addition to their major teaching responsibility, despite the fact that few had any library training prior to this assignment. The findings of the study suggested that Taiwan had not yet concluded that the library and librarians were an important adjunct of the learning process.

The Importance of the Classroom Library

The classroom library is the core of any recreational reading program. A good classroom library must have a wide variety of reading material truly of interest to the students (Spiegel, 1981; Teale & Martinez, 1988). The classroom

library is a focal point for students in self-selection of books during leisure time reading (Voorhees, 1993). Morrow (1982) indicated that "children in classrooms containing literature collections read 50% more books than children in classrooms without such collections" (p. 339).

According to Beckman (1972), although it is important to maintain a central library in a school, mini-classroom libraries are essential for providing immediate access to reading materials. In a similar study by Powell (1966), the findings demonstrated that the more immediate the access to library materials, the greater the amount of pupil recreational reading. Morrow (1985a) concluded that immediate access to books increased the amount of independent reading by children both at home and at school.

Lamme (1976) followed the reading habits of one group of children as they progressed from fourth through sixth grade. She found that the children's most important sources of reading matter were the classroom and school libraries. Lamme further concluded that classroom libraries were important only if teachers encouraged their use and if the contents of these libraries were changed from time to time.

Applebee, Langer, and Mullis (1988) found that in classrooms that contain well-designed library centers, children interacted more with books, demonstrated

more positive attitudes toward reading, chose reading as a leisure time activity, spent more time reading and exhibited higher levels of reading achievement.

Classroom libraries should be designed to promote voluntary reading. Morrow (1982) stated that children are most likely to use a classroom library that:

1. is a focal area of the room;
2. is partitioned off from the rest of the room;
3. is large enough for five or six children to use comfortably;
4. has open-faced shelves to display the covers of books;
5. has a variety of high-quality trade books, including classic and contemporary stories, informational books and poetry; and
6. is decorated with literature-oriented posters and displays, including stuffed animals and puppets.

Literature Regarding Children's Leisure Reading

The Importance of Leisure Reading

Reading is considered an important part of the daily curriculum of an elementary school, and it appears to be a key to success in all curriculum areas (Harrison, 1994). Beck (1990) has asserted that, although leisure-time reading habits are not taught in the reading curriculum, elementary schools often try to

state leisure-time reading as part of a school's objectives. Children by nature are curious and love to learn. According to Virgil (1994), most children like to read, and this love of reading is maintained virtually throughout elementary school. Virgil further indicated that given more free reading time and more choices about what to read, students are more likely to form the habit of lifelong reading.

There is widespread agreement among educators on the importance of encouraging students to develop lifelong, leisure reading habits (Anderson, Wilson & Fieling, 1988; Gau, 1991; Greaney, 1980; Greenberg, 1970; Hou, 1989; McCoy et al., 1991; Spiegel, 1981). The literature documented the importance of engaging in leisure reading and its relationship to reading success and achievement. Spiegel (1981) gave a clear statement concerning the role of the recreational reading by pointing out that a recreational reading program should be a "conscious, planned part of every classroom program" (p. 4) because recreational reading played a role in the development of various areas in the process of becoming a successful reader. She contended that "it: (1) promotes positive attitudes toward reading; (2) expands experiential background; (3) enhances automaticity and fluency; (4) provides opportunity for practice in the use of context clues; and (5) expands meaning vocabularies" (p. 4).

Since leisure reading cannot be measured by school tests, it is not necessary to have standards for the degree of progress. Therefore, leisure reading cannot

only be adapted to children's individual development and needs, it can also serve to cultivate children's reading interests and abilities (Gau, 1991). As Mellon (1992) indicated, "reading for pleasure is primarily developmental and experimental rather than genetic" (p. 38). In other words, pleasure readers are made, not born.

Research has shown that children, grades second to fifth, usually are enthusiastic about reading and respond well to deliberate teacher behaviors and interventions which develop and encourage voluntary or leisure reading (Anderson, 1985). Anderson Wilson, and Fieling (1988) have examined the relationship between time spent in activities and several measures of reading proficiency and have explored "whether out-of-school activities are in the causal nexus that produces reading growth" (p. 286). Anderson and his associates have concluded that, "(1) the amount of time a child spends reading books is related to the child's reading level in fifth grade; and (2) that reading books is a cause, not merely a reflection of reading proficiency" (p. 302). They found that among 5th-grade students' leisure activities, time spent reading at home had the most significant positive influence on gains in reading achievement between the second and fifth grade.

What Works, the 1986 publication of the U.S. Department of Education, reported that time spent reading was effective in increasing both vocabulary and

reading fluency. Krashen (1993) reviewed hundreds of research studies done in the 19th and 20th centuries that explored the power of free voluntary reading -- the kind of reading a child is not assigned to do, but rather chooses to do. He found that free voluntary reading is also the best predictor of reading comprehension, vocabulary growth, spelling ability, grammatical usage, and writing style. It is the foundation of language education.

Reading as a leisure activity is most likely different from reading as school work. Allen (1993) indicated that "knowledge of how leisure time is spent may influence how educational activities may better serve students in a carryover to life and leisure" (p. 21). It can be concluded from research that school reading assignments and pleasure-reading habits "formed an important partnership in students' acquisition of fluent reading skill" (p. 18).

The report of the National Commission of Reading entitled, Becoming a Nation of Readers stated:

Increasing the amount of time children read ought to be a priority for both parents and teachers. Reading books (and magazines, newspapers, and even comic books) is probably a major source of knowledge about sentence structure, text structure, literary forms, and topics ranging from the Bible to current events . . . beyond third grade, children acquire the majority of the new words they learn incidentally while reading books and other material. (Anderson, 1985, p. 77)

Greenberg (1970) studied the factors which led children to select books for leisure reading and identified several factors which contributed to a favorable climate for reading. Those factors included:

1. Encouragement from family members;
2. Having a library in the school;
3. Teachers that reward reading ability;
4. Positive attitude of friends toward reading;
5. Access to the public library and familiarity with the public librarian; and
6. Ownership and ability to purchase comic books, magazines and books.

In order to make reading instruction really effective, that is, to develop children who do read, as well as children who can read, schools should provide a bridge from reading instruction to real life reading as a regular part of the curriculum (Yatvin, 1977).

Effects of Leisure Reading on Children's Reading Achievement

The literature of education and library science contains many claims of benefits from leisure reading programs. Some of these appear in the numerous studies of leisure reading that have been done. Some empirical studies have established the relationships among children's leisure reading achievement, reading attitude or other variables (Brant, 1990; Carter, 1990; Cline & Kretka,

1980; Kaminsky, 1992; Krashen, 1993; LaBrandt, 1936; Langford, 1978; Mosley, 1986; Niemeyer, 1987; Pfau, 1966; Towner & Evans, 1975; Wilmot, 1975; Wilson, 1987).

The studies of leisure reading discussed in this section point to the effect of leisure reading on vocabulary, reading interest and attitude and reading achievement. They also describe the components of effective leisure reading programs. In an early two-year study conducted by Pfau (1966), five experimental classrooms were equipped with 100 controlled vocabulary trade books. In addition to the period of basal reading, the experimental group of 1st- and 2nd-grade children were given approximately 40 minutes per day for free reading and activities which encouraged written, oral and creative involvement. Several criterion measures were used to compare groups on interest in reading and on reading achievement. Tests indicated significant high scores in vocabulary, the mean length of written sentences and interest in reading.

Children's reading attitudes may influence their reading achievement. Langford (1978) evaluated a sustained silent reading program. Two hundred and fifty students in fifth and sixth grades participated in the study. Subjects were pre-tested and post-tested on four measures of reading attitude and reading achievement to determine their attitudes about reading and their achievement in reading. Six of the classrooms engaged in Uninterrupted Sustained Silent Reading

(USSR) for a period of six months. Langford found that the sustained silent reading led to a more positive attitude toward reading and a higher performance in oral reading.

Supporting findings come from Mosley's (1986) study in which she studied 5th-grade students in a North Louisiana elementary school. The subjects who attended a regular librarian-centered reading guidance program were compared with 5th-grade students who did not attend such a program over a five-month period. The findings indicated that the experimental group scored significantly higher on the Gates-MacGinitie Reading Achievement Tests and had a better attitude toward reading than did the control group. In addition, the experimental group checked out more books from the school library than did the control group.

Niemeyer (1987) made a similar study using 235 students (124 3rd-grade students and 111 5th-grade students) from three elementary schools. Students in the experimental group participated in the Books and Beyond program, which consisted of monitoring recreational reading progress on a central class bulletin board and receiving inexpensive prizes as rewards. The control students received no special treatment except for receiving reading record charts on which to chart number of books read. The results of this study showed that the 5th-grade students in the experimental group had significantly higher reading achievement, but no significant results were found for the 3rd-grade students.

Wilson (1987) investigated the effect of recreational reading on the reading and vocabulary scores of 4th-grade students at one elementary school, as measured by the Iowa Test of Basic Skills. The amount of recreational reading done by students was determined by student-kept records of outside reading and teacher-kept records of book reports made. The results showed that those who made book reports had statistically superior test scores on the basic skills test.

Brant's (1990) eight-week study supported the use of recreational reading in the primary classroom to enhance emergent literacy. She studied the effect of different amounts of time spent in recreational reading in the classroom. A Burke Reading Interview (Burke, 1980) was used to pretest and posttest the five 1st-grade subjects. Brant concluded that not only are primary children taught reading skills, but they must also be given a literary environment, peer-interaction, self-selection of reading materials and time to read.

Kaminsky (1992) did a practicum on improving the attitude toward recreational reading of 12 intermediate grade level English as a Second Language (ESL) students. Her successful practicum used the following methods: (1) met with parents to discuss ways they could encourage recreational reading; (2) scheduled time for recreational reading in the classroom; (3) developed students' interest in newspapers; (4) encouraged students to write, edit, and read their own news of current events using a microphone; (5) had students write their own

books; and (6) prepared a grant so that recreational materials would be available to the students.

The effects of recreational reading have not been clearly apparent in all research. For example, some researchers have commented on difficulties in seeking to assess the effects of recreational reading programs. In 1975, Towner and Evans compared the reading achievement of students using sustained silent reading to that of students using workbooks commercially produced by such companies as Reader's Digest and SRA. They found no significant differences between the two groups measured by the Metropolitan Achievement Test. Wilmot (1975) conducted an eight-month study involving 576 students in grades two, four and six from two school districts in Massachusetts. The reading performance and attitude toward reading were compared between students in programs which included a daily period of Sustained Silent Reading (SSR) and those in programs which did not. Wilmot found that the experimental group scored higher than the control group in attitude toward reading, but the control group scored significantly better on the comprehension measure. Similarly, Cline and Kretka (1980) compared two groups of junior high school students, 111 students in the treatment group and 138 students in the control group. They used a sustained silent reading program for the experimental group. Four attitude items of the reading attitude inventory showed a significant difference between the experimental group and the

control group. However, no difference was found in reading achievement between these two groups.

Previous Studies Related to Children's Reading Interests

In the review of the literature, drawn from selected research from 1916 to 1995, a number of studies have been conducted to investigate children's reading interests and to identify the types of books that children chose for leisure reading. Children are encouraged from the beginning of their reading instruction to read and explore books on their own. Usually, their interests play a major role in their recreational reading selections (Leu & Kinzer, 1991; Smith & Joyner, 1990). Children's interests in reading varied widely at each age and grade, and they varied also with respect to sex, intelligence, and socio-economic factors (Howes, 1963; Immaculata, 1939). According to Bloom (1964), a child's reading habits are developed early in life; by sixth grade, the type of reader one is going to be has already been established. Researchers who have studied children's reading habits and interests claim that ages 10 through 13 are the "reading craze" years (Lamme, 1976). Lamme further stated that the 4th- to 6th-grade students selected on their own most of the books they read.

In an early study, Witty, Coomer, and McBean (1946) investigated the reading preferences of 7,879 students enrolled in kindergarten through grade eight

in 10 public schools. The girls and boys were asked to list on a questionnaire the five books they had read and enjoyed most during the 1944-45 school year. The findings of this study showed that intermediate-grade students tended to enjoy fun, nonsense, and adventure in their reading.

Other studies attempted to discover specific reading interests. In 1949, Mauck and Swenson conducted a study of children's recreational reading. They asked 364 students in grades four through eight to read a set of 171 books voluntarily. Those books ranged in difficulty levels from first to ninth grade and were classified as fiction, social science, useful arts, biography and history. The results showed that children in every grade chose to read more fiction than any other type, while books on historical subjects were avoided more than any other type. Biography was chosen more frequently than were books on either history or non-fiction. In all of the non-fiction areas, the upper grade level children chose to read fewer books than did the children in the early intermediate grades.

In a larger scale study, Rudman (1955) investigated the reading interests of 6,313 students in grades four through eight from 270 rural, urban and metropolitan communities throughout the United States. He found that children as a group chose mystery, adventure, children, horses and dogs as favorite reading topics. As they progressed from grade four through grade eight, children showed an increasing interest in mystery stories and a decreasing interest in cowboy stories

and fairy tales. A strong interest in animal stories was found among children in each grade. As the children progressed toward the upper elementary grades, they showed a greater interest in reading about sports and recreational activities.

In 1966, Miller conducted an investigation on the reading tastes of 3,212 4th-, 5th-, and 6th-grade students. The findings of this study revealed that the category of frontier, pioneer life and biography received the greatest number of responses. The category of animal stories ranked second, while the category of adventure received the smallest number of responses.

An investigation on the reading interests of 900 students in grades four through seven was conducted by Ashley in 1970. The results showed that mysteries ranked first, adventure stories second and grade readers last in popularity among 38 reading categories.

Kimbrough (1972) investigated a study of the recreational reading of 3,035 students in grades four through six. The findings showed that the largest number of books chosen in this study were animal stories, humor, biography and mystery. Girls tended to read more books about children, family life and mystery, while boys liked to read more science and sports books. As children progressed through the grades, they tended to show an increased interest in reading about sports and mystery.

Chiu (1973) conducted a study of 4th-grade children's reading preferences and found that boys preferred biography, science, social studies and sports. Girls selected adventure, fantasy, humor and poetry. The results showed that in the fourth grade, boys' reading preferences were different from those of girls. Boys placed sports on the top and poetry on the bottom of the list of reading preferences, while girls reported mystery as the most preferred and sports as the least preferred.

Anderson, Higgins, and Wurster (1985) studied high, average and low achievers in grades four and six. They concluded that readers on all three levels tended to like the same kinds of books; all three levels selected free-reading books of similar readability.

Watson (1985) conducted a study and asked 230 second through fifth grade boys and girls to keep a record of the books they read for pleasure over the period of a month to determine whether there were differences between the books chosen across the grades and between sexes. The results showed that although there were many similarities in the types of books chosen for pleasure reading by second through fifth grade girls and boys, there were also significant differences in the choices they made. Watson found that girls read many more books in the category of family stories than did boys. They also read more romance and historical fiction. Boys read more books about animals and science than did girls. Two major findings were found in this study. They were: (1) girls tended to read more

books written by women authors and boys more books written by men authors; and (2) students read less nonfiction as they grew older.

Mellon (1987) devised a five-page, 28-item questionnaire, focusing on factors related to reading by choice. A total of 362 teenagers were selected as the sample. The findings revealed that twice as many males as females did not read in their spare time. Boys specified books on sports, hunting and war. Girls chose biographies. Twice as many as males read science fiction as did females. More girls than boys use the public library.

Haynes and Richgels (1992) compared 525 fourth graders' literature preferences and examined categories of children's literature as preference indices. The results of the study showed that content was a more powerful factor in fourth graders' literature preferences than traditional classifications and genres used by teachers, librarians and researchers. The researchers found that the girls preferred fantasy items and items about growing up, while boys preferred items about adventure, space, science and sports. The study also found the following categories represented in both the girls' and the boys' three top-ranked factors: traditional and modern fantasy, realistic fiction about romance and adjustment, historical fiction, science and health and biography.

Snellman (1993) investigated the reading interests of 6th-grade students in a rural Virginia county. The results indicated that 6th-grade students had a very

broad range of reading interests. No single category, book, or author emerged as an overwhelming favorite. The mystery and humorous categories were slightly more preferred than others. Magazines were found to be immensely popular with the students.

In Taiwan, several studies have focused on children's reading interests. An investigation on the reading interests of children in grades three through six was conducted by Tainan Junior Teachers' College in 1964. The findings of this study revealed that children in intermediate grades were interested in fairy tales and animal stories, while children in upper grades preferred historical stories, science stories, and life stories. It was also found that there were no significant differences between boys and girls in intermediate grades as to their reading interests. However, there was a significant difference between boys and girls in upper grades. Boys preferred adventure and action stories, while girls liked folk tales and life stories.

Feng (1972) surveyed the recreational reading interests of 6th-grade children and found that fairy tales and historical stories ranked first, comic books second. Huang (1972) found that upper grade level children liked to read folk stories the most, historical stories second most. Gau (1985) conducted a study of children's reading interests from three to six grades. She found that fairy tales ranked first, with natural science in second place. She also found that boys were

more interested in comic books than girls; girls were more interested in reading newspapers. Lin (1987) surveyed the 6th-grade children's literature preferences in 168 elementary schools in Changhua, Taiwan. The results of the study showed that 6th-grade children gave high rankings to fairy tales, fables and comics.

A later study conducted by Gau (1991) regarded pleasure reading and the use of the library by children from grades three through six in Taipei. Gau used the same questionnaire and a similar population for her sample in 1984 and 1990, respectively, and made a comparison. She found that with respect to the use of the library, there were significant differences related to sex, grade level, geographical area and year of survey, with year of the survey creating the greatest difference and sex the least. However, concerning reading for pleasure, there were significant differences related to sex, grade, geographical area and year, with grade creating the greatest difference, and geographical area the least.

The literature related to children's leisure reading interests is easily summarized because of the many similarities in the findings of the various surveys. In general, most studies were focused on children in grades four through six. It was found that the sex and grade level differences had a great influence on the amount of children's reading and their choices of books. Girls chose to read more often, and they were more interested in leisure reading than boys. There were also sex differences in reading preferences. Girls liked to read more about

fantasy, family stories, romance, mystery and folk tales, while boys read more about animal stories, sports, adventure, biography and mystery. As students of both genders progressed toward the upper elementary grades, they tended to show an increased interest in reading about sports, historical stories, mystery and biography. Previous studies supported the findings of the current study that one of the most popular reading formats for certain types of literature was the comic book.

Comic Books

Comic books are known and read by a wide variety of students. They are another kind of reading material sometimes scorned by teachers or parents. Wertham (1954) has stated that the pictures in comic books will allow children to ignore the text and might actually interfere with learning to read. However, Negin (1978) has pointed out that comic books have many favorable characteristics: (1) comic books broaden reading interests; (2) vivid images help to overcome a lack of imagination; (3) the action-filled content motivates students to read; (4) children easily identify with the familiar characters; and (5) recreational reading of easy materials encourages flexible reading rates. Negin also indicated that comic books cannot provide a complete education, but they can, especially for reluctant learners, “stimulate interest, enrich background and promote curiosity” (p. 10).

Studies have also indicated that children's preferences for comic books vary according to sex, grade level or geographical area. Greaney and Quinn (1978) noted that boys spent more time with comic books than did girls. Brown, Engin, and Wallbrown (1979) found that inner-city students in the intermediate grades did read comics and that this tendency increased slightly from fourth to sixth grades. Arlin and Roth (1978) observed third graders who had both comic books and books available for free reading. They found that students spent about the same amount of time looking at comics as at books. In general, comics differ from books in terms of frequency of issue and format. As Greaney (1980) has indicated that comics are published on a weekly or monthly basis and usually contain a series of cartoons depicting a humorous or adventurous story.

The Differences between Sex, Grade Level and Geographical Area in Reading Interests

Many studies have shown the differences in children's reading interests between sex, grade level, or geographical areas (Bleakley, Westerberg & Hopkins, 1988; Bolt, 1992; Childress, 1985; Chiu, 1978; Elliott & Steinkellner, 1979; Feeley, 1974; Gau, 1985, 1987; Greaney, 1980; Haynes & Richgels, 1992; Mellon, 1987; Morrow & Weinstein, 1986; Neuman, 1986; Rudman, 1955; Watson, 1985).

Most of these studies found that sex was the greatest single variable influencing the amount of time spent on children's leisure reading and their reading interests. For example, Feeley (1974) concluded that girls liked to read more than boys and that middle-grade children continued to reflect the traditional "boy" and "girl" patterns. Moray (1978) noted that differences in reading interests between boys and girls became distinct by about age nine or 10 and that differences relative to grade level were apparent between grades three and five. Elliott and Steinkellner (1979) surveyed 2,400 subjects about their reading preferences. The findings revealed that there were slightly differences between urban and suburban student interests. However, there were significant sex differences in reading interests. In the study of Greaney (1980), gender proved to be the strongest discriminator, with girls tending to devote more time to books and boys tending to devote more time to comics. Childress' (1985) study revealed that boys and girls showed "rather divergent patterns in materials selection even before they begin to read independently" (p. 71). Haynes and Richgels (1992) also indicated that gender differences in children's literature appeared by age nine and last throughout the middle grades. Moffitt (1992) showed that sex differences in leisure reading were statistically significant, revealing more females readers (85%) than male leisure readers (65%).

There have been few studies that dealt with the grade or geographical area differences in children's leisure reading. In an earlier study, Rudman (1955) indicated that there was little difference in the reading interests of children from rural, urban and metropolitan centers. In this study, few sharp sex differences were found. More than girls, boys wanted to read about animals, literature and fairy tales. As children progressed toward the upper elementary grades, they showed a greater interest in reading about sports and recreational activities. Ashley (1970) has determined that the peak time and greatest amount of reading done is found to occur in the fifth to sixth grade level range. He felt that the interest falls away quite sharply in the latter half of grade six. Williams (1989) indicated that the girls at the third, fourth, fifth and sixth grade levels were reported by several researchers to have the most active interest in reading. In Taiwan, Gau's (1991) study concluded that there were significant differences in children's reading for pleasure attributable to sex, grade level and geographical area, with grade level creating the greatest difference.

The Decline in Reading Interests

A number of reading researchers have expressed the opinion that there has been a decline in children's interests in reading. Some of these researchers have suggested that recreational reading should become a standard component of

reading programs in elementary schools (Anderson, 1985; Fractor et al., 1993; Greaney, 1980; Holdaway, 1979; Lamb & Arnold, 1988; McCoy, Larson & Higginson, 1991; Morrow, 1987a, 1987b; Spiegel, 1981; Yatvin, 1977).

Whitehead, Capey, Maddren, and Wellings (1977) studied the reading habits of over 8,000 English children. The study indicated a marked decline in reading as children grow older. The number of non-book-readers in the study was shown to be 9% at age 10; this figure increased to 40% at age 14.

Supporting this tenet was Yatvin (1977), who concluded from a review of research that current studies show that negative attitudes toward recreational reading were present in schools. She stated that most schools, "beset by demands for a return to the 'basics' and proofs of student achievement, view such recreational reading activities as extras, to be indulged in only when the important work is finished" (p. 185). One explanation may be that of Holdaway (1979) who reasoned that schools spend an abundance of time teaching reading skills, but do not promote opportunities for the children to practice those skills.

Another explanation comes from Greaney (1980) who stated that while the issues of reading standards and methods continue to attract considerable attention, there has been a "notable lack of interest on the part of teachers, educational administrators and researchers in leisure reading" (p. 338). In his study, he found that 5th-grade students spent only 5.4% of their leisure time engaged in reading;

22% did not read at all. These figures become even more important in the light of the findings of Medrich, Roizen, Rubin, and Buckley (1982). They examined leisure reading of 5th- and 6th-grade students and found that youth approaching the teenage years showed marked disinterest in leisure reading.

Supporting findings come from Anderson's (1985) study. Anderson found that most children do not read very much during their free time. Fifty percent of the 5th-grade children read books for an average for four minutes per day or less; 30% read two minutes per day or less, and fully 10% never reported reading any book on any day.

Morrow (1985a) investigated the perceptions of recreational reading held by elementary school teachers, principals and parents. None of the three groups saw great educational value in the systematic development of voluntary reading. Neither did any of the three groups seem to think that officials in their school districts valued the development of voluntary reading as a programmatic goal. Few individuals in any of the three groups involved in the study seemed willing to dedicate much time or attention to programmatic development of voluntary reading.

The quantity of material read by children in leisure reading has also been noteworthy. Neuman (1986) conducted a study of 5th-grade children's leisure reading in the Boston metropolitan area. The results showed that children in the

sample read an average of 2.33 books per month, with girls reading more than boys. Students spent an average of 15 minutes per day on leisure reading. They spent more time watching television (3.63 hours per day) than any other leisure activity.

The amount read must relate to the amount of time spent in leisure reading. Morrow (1987a) stated that children did not incorporate the daily habit of recreational reading into their lives because schools, in general, did not provide formal programs that systematically promote voluntary reading. Morrow (1987b) noted in her another study that "substantial numbers of children choose not to read for pleasure or information" (p. 191). Similarly, Anderson and his associates (1988) found that 5th-grade students averaged about 10 minutes per day reading books at home. Lamb and Arnold (1988) indicated that children need to learn that reading can make valuable contributions to their personal growth and happiness.

McCoy, Larson, and Higginson (1991) identified causal factors related to the decline in independent reading from middle school to college. They found that: (1) there was a significant decrease in recreational reading at the seventh- and eighth-grade levels; (2) a majority of students reported that they enjoyed reading independently as elementary students; and (3) recreational reading ranked among the lowest of leisure activities. They suggested that the school should

provide students with time to read recreationally within school as well as encourage them to continue the habit outside of school.

Fractor, Woodruff, Martinez, and Teale (1993) indicated that many children were taught to “read through a skill-drill, teacher-and-test approach” (p. 477). They then suggested that “we must go beyond reading instruction that focuses only on developing abstract, isolated reading skills to a conceptualization of reading instruction that puts equal emphasis on developing readers who are skilled and who want to and do read” (p. 477).

Some research in Taiwan has dealt with issues in leisure reading. Huang (1972) conducted a study on upper grade level children’s leisure-time activities. He found that only 6.6% of boys and 13.3% of girls read for fun after school; most of the children liked to play balls or games. Huang also found that only 3% of boys and 2.4% of girls read for fun at home. Most of them helped do house chores, did assignments, played and watched TV.

In a later study, Gau (1985) found that 34.4% of the third graders and 25.8% of the fifth graders reported that they liked to read for fun at home, while 24.4% of the fourth graders and 21.5% of the sixth graders claimed that they liked to read for fun at home. One related factor may be television viewing by children. Chung’s (1989) study found that elementary school children spent three to four hours per day watching TV on the weekends.

Parental Involvement in Children's Leisure Reading

Several of the findings of the current research study made it necessary to examine research related to parental reading and to parents' encouragement of children's reading. This researcher found that most of the library reading activities of some subjects of the study were directly influenced by parents rather than teachers. While a child's teacher can provide feedback and assistance, this assistance is limited. This section describes research that relates parental influence on reading activities of children. According to Hannon (1995), classroom teachers are under tremendous time pressure; they have to relate continuously to large numbers of children, and they have to deal with many interruptions. Hannon contended that parents, on the other hand, "can obviously give far more time and, with their closer relationship with the child and opportunities for quiet, they are in a position to provide valuable help" (p. 74). Similarly, Shaughnessy (1993) indicated that one of the most important things parents can do is to help their children develop a love of reading and a love of the library. Sanacore (1990) supported this belief by pointing out that if students entered homes with little or no adult supervision, they probably would become involved in too much television viewing, too much telephone conversation, and other activities that displaced reading for pleasure.

The role of parental involvement in reading and academic success of children was well documented in the literature. Parental influences have been found to play an important role in encouraging good reading habits. Williams (1989) indicated that higher achievement was nurtured by positive attitudes toward reading in the home. The more the parents read, the more the child read. In addition, Williams suggested that parents should encourage their children to read for enjoyment as well as for knowledge. He further indicated that parents should also serve as models for their children. Mellon (1992) suggested that the presence of reading materials and the modeling of reading can help adults motivate children's reading in the home. Thus, parental involvement was a crucial component of all recreational reading programs (Spiegel, 1981).

Allen and Freitag (1988) defined parental involvement as "parents who facilitate and supervise at-home study, attend regular parent-teacher conferences and communicate with school personnel regarding their children's needs" (p. 922). Delgado-Gaitan (1987) carried his view of parental involvement a bit further, by emphasizing that parental involvement also included emotional and physical support, such as assisting their children in school work, reading to them, or taking them to the community library. McCollough (1989) concluded that studies of the home reading environment had identified factors contributing to a positive literary

environment. These factors include: "number and variety of reading materials in the home, and parental attitudes and modeling behaviors" (p. 40).

Researchers have highlighted the role played by parents in children's reading development. Bolt (1992) suggested that reading ability is strongly influenced by the importance of reading to the family, parent-child interactions, and the availability of home literacy materials. A number of studies have supported parental involvement in promoting reading at home. According to Sturtevant and Linek (1993), starting in the late 1940s, American educators' attitudes toward parental involvement in literacy education moved from tentative interest to great concern. Through the 1950s, the topic of parental involvement gained an improved but still quite limited place in reading methods textbooks. Literacy research conducted in the 1960s and 1970s continued to support the development of parent involvement programs. The 1980s were a time of increased interest in parental involvement, which appears to be growing even stronger during the 1990s.

Sauls (1971) found a significant relationship between the number of books read by 6th-grade students and the amount of home encouragement for reading. Supporting results come from an investigation by Morrow (1983) who demonstrated that parents with children who showed an early voluntary interest in books were reading models for their children since they often read in their leisure

time. Morrow further found that parents of voluntary readers took their children to the library often and read to them daily as well.

Neuman (1986) found in her study of 5th-grade students' leisure reading, that parental encouragement was significantly related to children's leisure reading behavior. This belief was supported by Wendelin and Danielson (1988) who suggested that "schools need to inform parents concerning their unique role in the process of [recreational reading] and provide them with the means to help their children, to motivate their children and to provide a home environment that stimulates reading" (p. 268).

Another support for the benefits from parental involvement comes from Bolt (1992) who conducted an investigation on the relationship between selected home literacy factors and reading achievement in the middle grades. The sample consisted of 530 4th-, 6th- and 8th-grade students and their parents from five rural schools and two urban schools. The results revealed that the quality of the home literacy environment and the kinds of interactions that occurred in the home had a positive influence upon middle grade students' reading achievements.

A recent study by Hines (1995) reflected the power of parental involvement. Hines' study described the criteria adults used to select children's literature and how they influence children's selections. She used several qualitative tools to gather information, such as questionnaires, interviews and

student reading logs. Her findings revealed that adults wield a great deal of power over children's selections of literature and that children liked for their parents to read to them, and they liked to discuss literature with their parents.

Summary

In this chapter, literature related to children's use of the library for study and leisure reading was reviewed. Many research studies have shown a positive relationship between strong library programs and student achievement. Several studies indicate that libraries are used more when the curriculum is integrated with the library media program. Additionally, studies show that teachers and librarians can positively influence students' use of library materials. The cooperation of teachers and librarians can be a powerful force for education. The role of the library media specialist and reading guidance for children are emphasized more in the United States than in Taiwan. Some studies show that the classroom library plays an important role in increasing the amount of leisure reading for children.

As to children's leisure reading, numerous studies have focused on its effects on children's reading achievement. In the review of the literature over the past 50 years, a number of studies have been conducted to investigate children's reading interests and identify the type of books that children chose for leisure reading. Sex differences were found to be the greatest factor which influences the

amount of time spent on children's leisure reading and their reading interests. The literature of education and library science contains many claims of benefits from leisure reading programs. Parental involvement is a crucial part of these programs. However, many studies have shown the decline in children's interests in leisure reading. Thus, how to effectively help children use the library for study and improve their interests in leisure reading becomes an important educational topic for further study.

A review of the literature both in the United States and in Taiwan helped make a comparison between these two countries. The United States has the most advanced studies, research, and standards in the fields of library science and reading. It is the hope that the lessons learned from American experiences will help school libraries in Taiwan catch up with the trend in this field.

CHAPTER III

METHODOLOGY

Introduction

The purpose of this study was to determine the extent to which children in the intermediate and upper grades use the library for study and leisure reading, and to determine the differences in the use of the library and leisure reading attributable to sex, grade level and geographical area in Taichung City, Taiwan. This study involved an analysis of data gathered by a survey of students in 10 elementary schools in Taichung City, Taiwan. The research instrument which was entitled "Children's Use of Libraries for Study and Leisure Reading," was developed by the researcher. Chapter I introduced the study and Chapter II provided a review of the literature related to children's use of the library and their leisure reading.

The purpose of this Chapter III is to describe the procedures followed in developing the instrument and accomplishing the survey. The design of this study discussed in this chapter is organized under four areas: population and sample, instrumentation, data collection and data analysis.

Population and Sample

At this writing, there were 50 public elementary schools scattered in eight sections in Taichung City, Taiwan. Twenty-three of them were located in five

sections which were defined as the urban area of Taichung City. Twenty-seven of them were located in the remaining three sections which were defined as the suburban area of Taichung City. Both urban and suburban schools were selected for the sample. Unlike the United States, urban areas tend to be more affluent than suburban areas. Housing is more expensive and more businesses exist in urban areas. The population for this study consisted of all students enrolled in the fourth and sixth grades in these 50 public elementary schools in Taichung City, Taiwan, approximately 6,000 students. (These two grades were selected because they were the final levels for the intermediate and upper grades respectively.) In all Taiwanese school systems, since primary grade students (grades first and second) are only beginning to read independently, it did not appear particularly useful, for the purpose of this study, for these grades to be included.

Experts have stated that representativeness is the most important consideration in selecting a sample (Ary, Jacobs, & Razavieh, 1985). Therefore, in order to achieve representativeness in this study, a two-stage cluster sampling procedure was used for selecting the sample size (Babbie, 1990). First, a simple random selection method was used to select 10 schools from the population, five from the urban area (Chung-Cheng, Chung-Hsiao, Kuang-Fu, Shih-Yuan-Shih-Hsiao and Ta-Tung) and five from the suburban area (Chen-Ping, Chien-Kung, Chun-An, Sung-Chu and Tai-An). Then, a simple random sample of two classes

was selected (one fourth grade and one sixth grade) from each sampled school. The total sample consisted of 825 4th- and 6th-grade students in 20 classes in the 10 schools. Of these, 437 were boys and 388 were girls. The distribution of the sample is shown in Table 1 by geographical area, school, grade level and sex.

Table 1
Participants in the Study by Geographical Area, School,
Grade Level and Sex

Area	School	Category				Total N=825
		4th grade		6th grade		
		Boys	Girls	Boys	Girls	
Urban	Chung-Cheng	21	19	20	23	83
	Chung-Hsiao	24	19	25	19	87
	Kuang-Fu	20	19	27	18	84
	Shih-Yuan-Shih-Hsiao	24	22	23	20	89
	Ta-Tung	21	19	30	19	89
	Subtotal	110	98	125	99	432
Suburban	Chen-Ping	21	19	22	18	80
	Chien-Kung	20	20	22	19	81
	Chun-An	14	14	16	19	63
	Sung-Chu	23	22	22	21	88
	Tai-An	18	19	24	20	81
	Subtotal	96	94	106	97	393
Total N=825		206	192	231	196	825

Instrumentation

This study employed a survey research design involving a questionnaire. A thorough review of the related literature in both the United States and Taiwan provided some information about children's use of libraries and leisure reading and contributed to the instrument titled, "Children's Use of Libraries for Study and Leisure Reading" (Appendix A). Procedures described by Fowler (1993) and Babbie (1990) were used in developing the questionnaire. These procedures provided guidelines for the form or wording of the questions and suggested the appropriate length of the questions. They also suggested the development of an item pool from which the final items would be selected. The questionnaire used in this study was then constructed on the basis of the related research questions of the study. It consisted of 30 close-ended questions and one open-ended question.

The major variables included in the questionnaire were based on a thorough review of pertinent literature both in Taiwan and the United States. The researcher's personal experience, in contact with elementary school teachers and librarians in both countries, helped her to refine and focus on appropriate items.

Based on the literature review, a list of 50 items were identified for the item pool. Items in the pool were then categorized and grouped into three parts: use of the school library, use of the public library and leisure reading. Those items which did not relate to these areas were eliminated. The revised questionnaire consisted

of 31 items; 30 of them were close-ended questions and the last item was an open-ended question. Thirteen of the 31 questions had "check all that apply" responses. The remaining questions were "only one answer" questions. The demographic information requested on the instrument included grade level, age and sex.

The instrument was first developed in English for review by four faculty experts. Suggestions regarding item content and wording were then incorporated. However, since English was not the native language of the respondents in this study, the questionnaire was translated into Mandarin Chinese, the national language in Taiwan (Appendix B).

In the beginning, copies of the English version of the questionnaire and a draft of this Chinese version questionnaire were mailed to Taiwan. These copies were reviewed by the following: (1) two professors, one with an education background and one with a language arts background; (2) two elementary school teachers; and (3) two teacher-librarians. Based on their comments, words and questions on the Mandarin Chinese questionnaire were modified and revised. Then, this Mandarin Chinese version was used for a pilot study.

At the end of November, 1995, the researcher returned to Taiwan to administer the pilot study. On December 6, 1995, the instrument was given to a 4th-grade and a 6th-grade class in Chung-Ming Elementary School. (This school was not included in the final sample.) Some minor changes in wording were

suggested by the respondents. After undergoing the review by the panel of experts mentioned above and following the revision based on comments from the pilot study, the Chinese version of the instrument (Appendix B) appeared to exhibit high content validity (Gay, 1992).

The format of the final instrument was then revised to make it more easily self-administered by Chinese subjects. All information gathered was kept confidential. Subjects were required to check one or more than one answer from the acceptable responses. Some of the questions on the questionnaire provided an "other" category permitting respondents to indicate what might be their most important response which the researcher had not anticipated. The questionnaire took approximately 25 minutes to be completed by each respondent.

Data Collection

This study was conducted in the elementary schools in Taichung City, Taiwan from September 1995 through July 1996. Approval for conducting research involving human subjects was obtained from the Offices of Committee on Research Participation at The University of Tennessee, Knoxville (Appendix C) prior to the collection of data. In order to ensure a high rate of return, the researcher returned to Taiwan and developed a visitation schedule to the sampled school before the data collection was conducted.

An introductory letter signed by the president of Taichung Teachers College, Dr. Hsiang-Chuan Liu, was sent to the schools that had been selected for the sample in the beginning of December, 1995 (Appendix D). This letter served to introduce the researcher, explain the survey purpose and give details about the information that would be requested. The letter also included a request to participate in the study. As a follow-up to the letter, a telephone call was made to each of the principals of the sampled schools to schedule a date and time for the researcher to come to the school. A time schedule for the researcher's visit was set up during the phone call. A request for cooperation and an assurance of the confidentiality of the survey were also offered. Informed consent letters, explaining the purpose of the study and the elements of informed consent (Appendix E), were then sent to the parents of the participants before the administration of the questionnaire. On the day before the scheduled date, a telephone call was made by the researcher to each of the 10 principals of the sample schools to confirm the date and the time for the administration of the questionnaire.

From December 15 through 30, 1995, the researcher visited the 10 schools. During each visit, the researcher administered the questionnaires, explained the instructions to the participants, made sure the participants understood the items and collected the questionnaires from the participants in that particular school. In

order to avoid missing data, the researcher helped participants as needed to complete the questionnaires during the administration. This help consisted of slowly reading the questions from the questionnaire and explaining the meaning to those who raised their hands showing their difficulties understanding the questions. The classroom teacher also helped the researcher distribute the questionnaires or answer children's questions during the administration. Therefore, the rate of response for this study was 100 percent.

Data Analysis

The returned questionnaires were screened, numbered and coded. The data collected were analyzed using the Statistical Package for the Social Sciences (SPSS-X) computer program installed in the Computer Center of The University of Tennessee, Knoxville.

For research questions 1 and 5, which explored the extent to which children use the library for study and leisure reading, descriptive statistics (Ferguson & Takane, 1989) such as frequencies and percentages were used to analyze children's responses on the questionnaire. A different approach was needed for other questions. Research questions 2, 3, 4, 6, 7, and 8 focused on the differences in children's use of the library for study and on their leisure reading. Part of the purpose of these questions was to determine if any differences existed that could

be attributed to sex, grade level or the geographical area of the school. For these questions, Chi-square was determined to be the most appropriate statistical treatment. Chi-square is used for testing significance by comparing proportions actually observed (Ferguson & Takane, 1989). It was used in this study to determine if there were significant differences in responses when grouped according to the three categories: sex, grade level and geographical area. The value Z allows us to test the difference between two proportions of groups' responses. In this study, it was used within each category to determine which particular selected responses had significant differences when a significant difference was indicated by Chi-square analysis.

Summary

This chapter has described the procedures which were employed in collecting data for this study including population and sample, instrumentation, data collection and analysis. A total of 825 students in fourth and sixth grades were selected to take part in this study. The complete results of data analysis and discussion are presented in Chapter IV. Chapter V then presents a summary, conclusions, implications and recommendations for further research.

CHAPTER IV

ANALYSIS AND RESULTS

Introduction

The purpose of this study was to determine the extent to which children in the intermediate and upper grades use the library for study and leisure reading and to determine the differences in the use of the library and leisure reading attributable to sex, grade level and geographical area in Taichung City, Taiwan. This chapter presents the results of the data analysis. The statistical analysis and interpretation of data related to the research questions stated in the study are presented. Findings are presented graphically in tables providing frequencies, percentages, Chi-square values and Z values of relationships between sex, grade level and the geographical area of the school. A .05 level of significance was used.

This chapter is organized to reflect the dual focus of the study on library use and leisure reading. Since analysis of responses to individual questions on the questionnaire often related to more than one of the research questions of this study, this chapter is organized to first follow through the questionnaire sequentially, analyzing the data from each question. The content of questions 1-17 of the questionnaire dealt with children's use of the library. This section of the chapter related to research questions 1-4. The second section of the questionnaire

(questions 18-31) focused on leisure reading. The content of this section related to research questions 5-8. An overview of the relationships between the data and research questions is presented at the end of the chapter.

Analysis of Questionnaire Results Regarding Children's Use of the Library

Table 2 presents the data for question 1. Respondents were asked the frequency with which their teachers took them to the school library. More than half (58.2%) responded that their teacher took them once a week. However, 27.8% said that their teachers seldom took them to the school library. A significantly higher proportion of sixth graders than fourth graders reported that their teachers seldom took them to the school library. This seems to indicate that the teachers in upper grades were less likely to take students to the library than teachers in lower grades. Urban children reported fewer visits to the school library than suburban children.

Table 3 presents the data for question 2. Respondents were asked the frequency with which they went to the school library outside of class time in a week. More than half (54.8%) indicated that they went less than once on their own and almost 28.2% said they only went once. There were significant differences in responses according to sex and geographical area. Girls were more frequent library users than boys, and suburban children were more frequent users than

Table 2

**Frequencies, Percentages, Chi-Square Analysis and Z Values of
Question 1 by Sex, Grade Level and Geographical Area**

1. How often does the teacher take you to the school library?											
Response		Category									Total
		Sex			Grade			Area			
		Boys	Girls	Z	4th	6th	Z	Urban	Suburban	Z	
		N=437	N=388		N=398	N=427		N=432	N=393		
Once every	n	52	36		48	40		78	10		88
2 weeks	%	11.9	9.3	1.21	12.1	9.4	1.25	18.1	2.5	7.24***	10.7
Once a	n	240	240		249	231		145	335		480
week	%	54.9	61.9	-2.03*	62.6	54.1	2.47*	33.6	85.2	-15.01***	58.2
Once every	n	10	7		13	4		7	10		17
2 or 3 days	%	2.3	1.8	0.50	3.3	0.9	2.40*	1.6	2.5	-0.90	2.1
Seldom	n	126	103		84	145		195	34		229
	%	28.8	26.5	0.74	21.1	34.2	-4.20***	45.1	8.7	11.66***	27.8
Other	n	9	2		4	7		7	4		11
	%	2.1	0.5	2.02*	1.0	1.6	-0.76	1.6	1.0	0.76	1.3
χ^2		7.32			22.24***			240.99***			
df		4			4			4			

* p < .05

*** p < .001

Table 3

**Frequencies, Percentages, Chi-Square Analysis and Z Values of
Question 2 by Sex, Grade Level and Geographical Area**

2. How often do you go to the school library outside of class time in a week?											
Response		Category									Total
		Sex			Grade			Area			
		Boys N=437	Girls N=388	Z	4th N=398	6th N=427	Z	Urban N=432	Suburban N=393	Z	
Less than once	n	260	192		222	230		279	173		452
	%	59.5	49.5	2.88**	55.8	53.9	0.55	64.6	44.0	5.94***	54.8
Once	n	120	113		106	127		97	136		233
	%	27.5	29.1	-0.51	26.6	29.7	-0.99	22.5	34.6	-3.86***	28.2
Twice	n	30	41		31	40		24	47		71
	%	6.9	10.6	-1.89	7.8	9.4	-0.82	5.6	12.0	-3.27**	8.6
More than twice	n	27	42		39	30		32	37		69
	%	6.2	10.8	-2.38*	9.8	7.0	1.45	7.4	9.4	-1.03	8.4
χ^2		12.54**			3.33			37.44***			
df		3			3			3			

* p < .05

** p < .01

*** p < .001

urban children. A significantly higher proportion of boys reported fewer visits on their own compared with girls. Urban children were less likely to visit the school library on their own than suburban children.

Table 4 presents the data for question 3. Respondents were asked their favorite time to go to the school library. Over one fourth (26.8%) reported that they liked to go to the school library when they were in class; 20.0% responded that they preferred to go to the school library after class. A significantly higher proportion of sixth graders than fourth graders preferred to visit their school library when they were in class. Younger children were more likely to report that they liked to visit the library after class than were older children. Suburban children reported that they preferred to visit after class as well.

Table 5 presents the data for question 4. Respondents were asked their reasons for checking out books from the school library. To read for fun was the main reason (60.0%) and to write a book report (40.4%) the second. A significantly higher proportion of urban children than suburban children reported that their reason was to write a book report. Suburban children were more likely to report that they checked out books to use as sources for assignments. This seems to indicate that a greater variety of assignments required library use in suburban schools.

Table 6 presents the data for question 5. Respondents were asked the reasons they seldom go to the school library. Almost half (46.5%) reported that

Table 4

**Frequencies, Percentages, Chi-Square Analysis and Z Values of
Question 3 by Sex, Grade Level and Geographical Area**

3. At what time do you most like to go to the school library?											
Response		Category									Total N=825
		Sex			Grade			Area			
		Boys	Girls	Z	4th	6th	Z	Urban	Suburban	Z	
		N=437	N=388		N=398	N=427		N=432	N=393		
Before the first class in the morning	n	16	17		13	20		14	19		33
	%	3.7	4.4	-0.51	3.3	4.7	-1.03	3.2	4.8	-1.17	4.0
In class	n	120	101		72	149		118	103		221
	%	27.5	26.0	0.49	18.1	34.5	-5.31***	27.3	26.2	0.36	26.8
During noon break	n	94	61		67	88		84	71		155
	%	21.5	15.7	2.13*	16.8	20.6	-1.40	19.4	18.1	0.48	18.8
During study period	n	22	17		24	15		20	19		39
	%	5.0	4.4	0.41	6.0	3.5	1.70	4.6	4.8	-0.14	4.7
After class	n	89	76		100	65		63	102		165
	%	20.4	19.6	0.29	25.1	15.2	3.55***	14.6	26.0	-4.09***	20.0
After school	n	20	23		38	5		32	11		43
	%	4.6	5.9	-0.84	9.5	1.2	5.37***	7.4	2.8	2.97**	5.2
On weekends	n	63	87		76	74		86	64		150
	%	14.4	22.4	-2.97**	19.1	17.3	0.67	19.9	16.3	1.34	18.2
Other	n	13	6		8	11		15	4		19
	%	3.0	1.5	1.43	2.0	2.6	-0.57	3.5	1.0	2.39*	2.3
χ^2		14.12*			65.55***			30.18***			
df		7			7			7			

* p < .05

** p < .01

*** p < .001

Table 5

**Frequencies, Percentages and Chi-Square Analysis of Question 4
by Sex, Grade Level and Geographical Area**

4. Why do you check out books from the school library? (Check all that apply)								
Response		Category						Total N=825
		Sex		Grade		Area		
		Boys N=437	Girls N=388	4th N=398	6th N=427	Urban N=432	Suburban N=393	
To write a book report	n	163	170	156	177	216	117	333
	%	37.3	43.8	39.2	41.5	50.0	29.8	40.4
χ^2		3.62		0.44		34.98***		
df		1		1		1		
To use sources for other assignments	n	155	162	134	183	141	176	317
	%	35.5	41.8	33.7	42.9	32.6	44.8	38.4
χ^2		3.43		7.35**		12.83***		
df		1		1		1		
To read for fun	n	252	243	231	264	252	243	495
	%	57.7	62.6	58.0	61.8	58.3	61.8	60.0
χ^2		2.11		1.23		1.05		
df		1		1		1		
Other	n	53	54	59	48	71	36	107
	%	12.1	13.9	14.8	11.2	16.4	9.2	13.0
χ^2		0.58		2.34		9.65**		
df		1		1		1		

* p < .05

** p < .01

*** p < .001

Table 6

**Frequencies, Percentages and Chi-Square Analysis of Question 5
by Sex, Grade Level and Geographical Area**

5. If you seldom go to the school library, why? (Check all that apply)								
Response		Category						Total
		Sex		Grade		Area		
		Boys N=437	Girls N=388	4th N=398	6th N=427	Urban N=432	Suburban N=393	
No time	n	174	210	193	191	183	201	384
	%	39.8	54.1	48.5	44.7	42.4	51.1	46.5
χ^2		16.91***		1.17		6.38*		
df		1		1		1		
The library isn't open when I can go	n	56	64	63	57	66	54	120
	%	12.8	16.5	15.8	13.3	15.3	13.7	14.5
χ^2		2.24		1.02		0.39		
df		1		1		1		
Teacher doesn't take me	n	85	78	80	83	115	48	163
	%	19.5	20.1	20.1	19.4	26.6	12.2	19.8
χ^2		0.06		0.06		26.94***		
df		1		1		1		
Can't find books I like	n	64	71	56	79	67	68	135
	%	14.6	18.3	14.1	18.5	15.5	17.3	16.4
χ^2		2.00		2.95		0.48		
df		1		1		1		
Prefer public library	n	56	57	52	61	74	39	113
	%	12.8	14.7	13.1	14.3	17.1	9.9	13.7
χ^2		0.61		0.26		9.04**		
df		1		1		1		
Would rather play in the playground	n	154	39	71	122	110	83	193
	%	35.2	10.1	17.8	28.6	25.5	21.1	23.4
χ^2		72.76***		13.24***		2.17		
df		1		1		1		
Other	n	14	11	6	19	18	7	25
	%	3.2	2.8	1.5	4.4	4.2	1.8	3.0
χ^2		0.10		6.07*		3.99*		
df		1		1		1		

* p < .05

** p < .01

*** p < .001

they did not have time to go. There were significant differences in responses according to sex, grade and geographical area. The girls in the study seemed more time-pressured than the boys. A significantly higher proportion of girls than boys reported that they did not have time. Urban children were more likely to report that their teacher did not take them to the library. Moreover, a significantly higher proportion of boys than girls and more sixth graders than fourth graders would rather play in the playground.

Table 7 presents the data for question 6. Respondents were asked whether their teachers provided the help they needed to find and use materials in the school library. One third (31.6%) reported that their teachers "sometimes helped;" 26.2% responded "seldom," and 23.9% responded "never." As expected, more help seemed to be given to students in the lower grade level. A significantly higher proportion of fourth graders than sixth graders reported that their teachers often helped them.

Table 8 presents the data for question 7. Respondents were asked whether the teacher-librarian provided the help they needed to find and use materials in the school library. Almost half (46.8%) reported that the teacher-librarian never helped and urban children seemed to receive even less help than suburban children. A significantly higher proportion of urban children than suburban children reported that the teacher-librarian never helped them.

Table 7

**Frequencies, Percentages, Chi-Square Analysis and Z Values of
Question 6 by Sex, Grade Level and Geographical Area**

6. Does your teacher provide the help you need to find and use materials in the school library?											
Response		Category									Total N=825
		Sex			Grade			Area			
		Boys N=437	Girls N=388	Z	4th N=398	6th N=427	Z	Urban N=432	Suburban N=393	Z	
Often	n	84	67		116	35		89	62		151
	%	19.2	17.3	0.70	29.1	8.2	7.76***	20.6	15.8	1.78	18.3
Sometimes	n	135	126		132	129		118	143		261
	%	30.9	32.5	-0.49	33.2	30.2	0.93	27.3	36.4	-2.81**	31.6
Seldom	n	108	108		88	128		118	98		216
	%	24.7	27.8	-1.01	22.1	30.0	-2.58*	27.3	24.9	0.78	26.2
Never	n	110	87		62	135		107	90		197
	%	25.2	22.4	0.94	15.6	31.6	-5.38***	24.8	22.9	0.64	23.9
χ^2		2.01			77.02***			8.72*			
df		3			3			3			

* p < .05

** p < .01

*** p < .001

Table 8

**Frequencies, Percentages, Chi-Square Analysis and Z Values of
Question 7 by Sex, Grade Level and Geographical Area**

7. Does the teacher-librarian provide the help you need to find and use materials in the school library?											
Response		Category									Total N=825
		Sex			Grade			Area			
		Boys N=437	Girls N=388	Z	4th N=398	6th N=427	Z	Urban N=432	Suburban N=393	Z	
Often	n	41	39		45	35		33	47		80
	%	9.4	10.1	-0.34	11.3	8.2	1.50	7.6	12.0	-2.13*	9.7
Sometimes	n	87	78		76	89		77	88		165
	%	19.9	20.1	-0.07	19.1	20.8	-0.61	17.8	22.4	-1.65	20.0
Seldom	n	99	95		94	100		96	98		194
	%	22.7	24.5	-0.61	23.6	23.4	0.07	22.2	24.9	-0.91	23.5
Never	n	210	176		183	203		226	160		386
	%	48.1	45.4	0.78	46.0	47.5	-0.43	52.3	40.7	3.33***	46.8
χ^2		0.71			2.48			12.67**			
df		3			3			3			

* p < .05

** p < .01

*** p < .001

Table 9 presents the data for question 8. Respondents were asked to check one type of material that they thought their school library most needed to increase. One third (31.3%) reported that their school library most needed to increase the number of comic books. There were significant differences in responses according to sex and grade level. Boys seemed to prefer more pictures and less text in books. A significantly higher proportion of boys wanted their library to increase the availability of comic books, while a significantly higher proportion of girls preferred story books. Older children were more likely to indicate a desired increase for comic books than were younger children.

Table 10 presents the data for question 9. Respondents were asked to indicate which non-material items should be increased to improve their school library. More than half (58.4%) wanted their library to offer more open hours. Buildings in urban schools seem crowded. A significantly higher proportion of urban than suburban children wanted to increase the space of their library. Fourth graders seemed to need more help from librarians. A significantly higher proportion of fourth graders than sixth graders wanted to increase the numbers of librarians. Girls were more likely to report a need for increased open hours than were boys.

Table 11 presents the data for question 10. Respondents were asked whether there is a library center in their classroom. Almost all of them (99.4%) responded that they have their own library center in their classroom.

Table 9

**Frequencies, Percentages, Chi-Square Analysis and Z Values of
Question 8 by Sex, Grade Level and Geographical Area**

8. Which of the following types of materials do you think your school library most needs to increase?											
Response		Category									Total N=825
		Sex			Grade			Area			
		Boys N=437	Girls N=388	Z	4th N=398	6th N=427	Z	Urban N=432	Suburban N=393	Z	
Story books	n	85	127		103	109		109	103		212
	%	19.5	32.7	-4.33***	25.9	25.5	0.13	25.2	26.2	-0.33	25.7
Information books	n	113	109		127	95		124	98		222
	%	25.9	28.1	-0.71	31.9	22.2	3.14**	28.7	24.9	1.23	26.9
Comic books	n	178	80		96	162		135	123		258
	%	40.7	20.6	6.21***	24.1	37.9	-4.27***	31.3	31.3	0.00	31.3
Newspaper	n	8	11		12	7		6	13		19
	%	1.8	2.8	-0.96	3.0	1.6	1.34	1.4	3.3	-1.82	2.3
Magazines	n	17	10		6	21		16	11		27
	%	3.9	2.6	1.04	1.5	4.9	-2.73**	3.7	2.8	0.72	3.3
Educational video tapes	n	29	44		46	27		36	37		73
	%	6.6	11.3	-2.38*	11.6	6.3	2.69**	8.3	9.4	-0.56	8.8
Other	n	7	7		8	6		6	8		14
	%	1.6	1.8	-0.22	2.0	1.4	0.67	1.4	2.0	-0.67	1.7
χ^2		48.25***			35.57***			5.75			
df		6			6			6			

* p < .05

** p < .01

*** p < .001

Table 10

**Frequencies, Percentages and Chi-Square Analysis of Question 9
by Sex, Grade Level and Geographical Area**

9. Which of the following do you think your school library needs to increase? (Check all that apply)								
Response		Category						Total N=825
		Sex		Grade		Area		
		Boys N=437	Girls N=388	4th N=398	6th N=427	Urban N=432	Suburban N=393	
Librarians	n	37	21	36	22	27	31	58
	%	8.5	5.4	9.0	5.2	6.3	7.9	7.0
χ^2		2.93		4.78*		0.84		
df		1		1		1		
Space	n	153	112	122	143	170	95	265
	%	35.0	28.9	30.7	33.5	39.4	24.2	32.1
χ^2		3.56		0.76		21.75***		
df		1		1		1		
Seats	n	90	73	84	79	85	78	163
	%	20.6	18.8	21.1	18.5	19.7	19.8	19.8
χ^2		0.41		0.88		0.003		
df		1		1		1		
Open hours	n	238	244	236	246	260	222	482
	%	54.8	62.9	59.3	57.6	60.2	56.5	58.4
χ^2		6.00*		0.24		1.16		
df		1		1		1		
Other	n	67	57	58	66	76	48	124
	%	15.3	14.7	14.6	15.5	17.6	12.2	15.0
χ^2		0.07		0.13		4.66*		
df		1		1		1		

* p < .05

** p < .01

*** p < .001

Table 11

**Frequencies, Percentages and Chi-Square Analysis of Question 10
by Sex, Grade Level and Geographical Area**

10. Do you have a “classroom library” in your class?								
Response		Category						Total N=825
		Sex		Grade		Area		
		Boys N=437	Girls N=388	4th N=398	6th N=427	Urban N=432	Suburban N=393	
Yes	n	434	386	395	425	430	390	820
	%	99.3	99.5	99.2	99.5	99.5	99.2	99.4
No	n	3	2	3	2	2	3	5
	%	0.7	0.5	0.8	0.5	0.5	0.8	0.6
χ^2		0.01		0.004		0.017		
df		1		1		1		

Table 12 presents the data for question 11. Respondents were asked whether they go to the public library. Most (72.1%) responded that they go. A significantly higher proportion of girls than boys go to the public library. A significantly higher proportion of urban than suburban children go to the public library.

Table 13 presents the data for question 12. Respondents who go to the public library were asked the frequency of their visits. Over one third (37.5%) reported that they go once a week, while 37% go less than once a week. There were significant differences in responses according to grade level and geographical area. Fourth graders were more frequent users than sixth graders.

Table 14 presents the data for question 13. Respondents who go to the public library were asked with whom they most often go to the public library. Over half (53.1%) go to the public library with their parents. There were significant differences in responses according to sex, grade level and geographical area. Boys and sixth graders tended to go with friends. Younger children were more likely to go with their parents. More urban children than suburban children liked to go with brothers and sisters.

Table 15 presents the data for question 14. Respondents who go to the public library were asked the reasons they go to the public library. Most (71.9%) reported that the public library had more books on subjects than did their school

Table 12

**Frequencies, Percentages and Chi-Square Analysis of Question 11
by Sex, Grade Level and Geographical Area**

11. Do you go to the public library?								
Response		Category						Total N=825
		Sex		Grade		Area		
		Boys N=437	Girls N=388	4th N=398	6th N=427	Urban N=432	Suburban N=393	
Yes	n	302	293	279	316	371	224	595
	%	69.1	75.5	70.1	74.0	85.9	57.0	72.1
No	n	135	95	119	111	61	169	230
	%	30.9	24.5	29.9	26.0	14.1	43.0	27.9
χ^2		4.20*		1.56		85.38***		
df		1		1		1		

* p < .05

*** p < .001

Table 13

**Frequencies, Percentages, Chi-Square Analysis and Z Values of
Question 12 by Sex, Grade Level and Geographical Area**

12. How often do you go to the public library in a week? (For those who go to the public library)											
Response		Category									Total N=595
		Sex			Grade			Area			
		Boys N=302	Girls N=293	Z	4th N=279	6th N=316	Z	Urban N=371	Suburban N=224	Z	
No response	n	0	4		2	2		0	4		4
	%	0.0	1.4		0.7	0.6		0.0	1.8		0.7
Less than once	n	121	99		85	135		149	71		220
	%	40.1	33.8	1.87	30.5	42.7	-3.63***	40.2	31.7	2.53*	37.0
Once	n	108	115		107	116		133	90		223
	%	35.8	39.2	-1.01	38.4	36.7	0.50	35.8	40.2	-1.30	37.5
Twice	n	28	34		33	29		31	31		62
	%	9.3	11.6	-1.07	11.8	9.2	1.21	8.4	13.8	-2.51*	10.7
More than twice	n	45	41		52	34		58	28		86
	%	14.9	14.0	0.37	18.6	10.8	3.18**	15.6	12.5	1.26	14.5
χ^2		7.05			13.50**			15.01**			
df		4			4			4			

* p < .05

** p < .01

*** p < .001

Table 14

**Frequencies, Percentages, Chi-Square Analysis and Z Values of
Question 13 by Sex, Grade Level and Geographical Area**

13. With whom do you most often go to the public library?											
(For those who go to the public library)											
Response		Category									Total N=595
		Sex			Grade			Area			
		Boys N=302	Girls N=293	Z	4th N=279	6th N=316	Z	Urban N=371	Suburban N=224	Z	
No response	n	1	4		3	2		1	4		5
	%	0.3	1.4		1.1	0.6		0.3	1.8		0.8
Alone	n	29	10		9	30		26	13		39
	%	9.6	3.4	3.58***	3.2	9.5	-3.64***	7.0	5.8	0.69	6.6
Parents	n	159	157		180	136		197	119		316
	%	52.6	53.6	-0.29	64.5	43.0	6.18***	53.1	53.1	0.00	53.1
Brothers and sisters	n	54	49		42	61		74	29		103
	%	17.9	16.7	0.45	15.1	19.3	-1.59	19.9	12.9	2.65**	17.3
Friends	n	51	61		33	79		63	49		112
	%	16.9	20.8	-1.43	11.8	25.0	-4.85***	17.0	21.9	-1.80	18.8
Other	n	8	12		12	8		10	10		20
	%	2.6	4.1	-1.19	4.3	2.5	1.43	2.7	4.5	-1.42	3.4
χ^2		12.87*			38.68***			11.16*			
df		5			5			5			

* p < .05

** p < .01

*** p < .001

Table 15

**Frequencies, Percentages and Chi-Square Analysis of Question 14
by Sex, Grade Level and Geographical Area**

14. Why do you go to the public library? (Check all that apply)								
(For those who go to the public library)								
Response		Category						Total
		Sex		Grade		Area		
		Boys N=302	Girls N=293	4th N=279	6th N=316	Urban N=371	Suburban N=224	
Parents take me there	n	75	65	73	67	98	42	140
	%	24.8	22.2	26.2	21.2	26.4	18.8	23.5
χ^2		0.58		2.03		4.56*		
df		1		1		1		
Can stay longer there	n	34	36	32	38	55	15	70
	%	11.3	12.3	11.5	12.0	14.8	6.7	11.8
χ^2		0.15		0.04		8.89**		
df		1		1		1		
Can get more help finding things	n	34	24	33	25	39	19	58
	%	11.3	8.2	11.8	7.9	10.5	8.5	9.7
χ^2		1.59		2.58		0.65		
df		1		1		1		
More books on subjects	n	198	230	198	230	269	159	428
	%	65.6	78.5	71.0	72.8	72.5	71.0	71.9
χ^2		12.33***		0.24		0.16		
df		1		1		1		
More interesting activities	n	52	24	39	37	56	20	76
	%	17.2	8.2	14.0	11.7	15.1	8.9	12.8
χ^2		10.88***		0.69		4.77*		
df		1		1		1		
To find sources	n	79	86	82	83	107	58	165
	%	26.2	29.4	29.4	26.3	28.8	25.9	27.7
χ^2		0.76		0.72		0.61		
df		1		1		1		
Other	n	9	7	2	14	12	4	16
	%	3.0	2.4	0.7	4.4	3.2	1.8	2.7
χ^2		0.20		7.81**		1.12		
df		1		1		1		

* p < .05

** p < .01

*** p < .001

library. A significantly higher proportion of urban than suburban children reported that they could stay at the public library longer. A significantly higher proportion of girls went to the public library because they liked to read more books on subjects, while a significantly higher proportion of boys preferred "more interesting activities" than reading at the library. This seems to indicate that boys were less interested in reading books than were girls.

Table 16 presents the data for question 15. Respondents who had never been to the public library were asked the reasons they do not go. A significant number (61.3%) reported that there is no one to take them; 54.8% responded that the public library is too far away. A significantly higher proportion of urban children than suburban children reported that they did not go because there was no one to help them find things there.

Table 17 presents the data for question 16. Respondents were asked to check the library skills they had been taught. Over one third (36.0%) responded that they had been taught to use the card catalog. This was the skill most often indicated. There were significant differences in responses according to grade level and geographical area. Urban children were more likely to report that they had been taught to use the card catalog than were suburban children. Sixth graders were also more likely to report that their teacher had never taught them the library skills.

Table 16

**Frequencies, Percentages and Chi-Square Analysis of Question 15
by Sex, Grade Level and Geographical Area**

15. Why don't you go to the public library? (Check all that apply)								
(For those who have never been to the public library)								
Response		Category						Total N=230
		Sex		Grade		Area		
		Boys N=135	Girls N=95	4th N=119	6th N=111	Urban N=61	Suburban N=169	
Go to the school library instead	n	7	6	8	5	2	11	13
	%	5.2	6.3	6.7	4.5	3.3	6.5	5.7
χ^2		0.13		0.05		0.88		
df		1		1		1		
Too far away	n	73	53	62	64	29	97	126
	%	54.1	55.8	52.1	57.7	47.5	57.4	54.8
χ^2		0.07		0.72		1.76		
df		1		1		1		
No one to take me	n	80	61	73	68	41	100	141
	%	59.3	64.2	61.3	61.3	67.2	59.2	61.3
χ^2		0.58		0.0002		1.22		
df		1		1		1		
Parents will not allow me to go	n	17	15	19	13	5	27	32
	%	12.6	15.8	16.0	11.7	8.2	16.0	13.9
χ^2		0.48		0.87		2.26		
df		1		1		1		
No one to help me finding things there	n	3	2	4	1	5	0	5
	%	2.2	2.1	3.4	0.9	8.2	0.0	2.2
χ^2		0.004		1.63		14.16***		
df		1		1		1		
Other	n	6	2	1	7	3	5	8
	%	4.4	2.1	0.8	6.3	4.9	3.0	3.5
χ^2		0.91		5.11*		0.51		
df		1		1		1		

* p < .05

** p < .01

*** p < .001

Table 17

**Frequencies, Percentages and Chi-Square Analysis of Question 16
by Sex, Grade Level and Geographical Area**

16. Which of the following have you been taught to do in the school or public library? (Check all that apply)								
Response		Category						Total N=825
		Sex		Grade		Area		
		Boys N=437	Girls N=388	4th N=398	6th N=427	Urban N=432	Suburban N=393	
Browse shelves	n	70	72	85	57	72	70	142
	%	16.0	18.6	21.4	13.3	16.7	17.8	17.2
χ^2		0.93		9.27**		0.19		
df		1		1		1		
Use the card catalog	n	159	138	163	134	176	121	297
	%	36.4	35.6	41.0	31.4	40.7	30.8	36.0
χ^2		0.06		8.19**		8.85**		
df		1		1		1		
Use encyclopedia or dictionaries	n	80	68	81	67	74	74	148
	%	18.3	17.5	20.4	15.7	17.1	18.8	17.9
χ^2		0.09		3.04		0.40		
df		1		1		1		
Take notes	n	45	55	49	51	45	55	100
	%	10.3	14.2	12.3	11.9	10.4	14.0	12.1
χ^2		2.90		0.03		2.47		
df		1		1		1		
Use book indexes	n	74	71	64	81	78	67	145
	%	16.9	18.3	16.1	19.0	18.1	17.0	17.6
χ^2		0.26		1.19		0.14		
df		1		1		1		
Outline and write summaries	n	41	51	38	54	55	37	92
	%	9.4	13.1	9.5	12.6	12.7	9.4	11.2
χ^2		2.94		2.00		2.28		
df		1		1		1		

Table 17 (continued)

**Frequencies, Percentages and Chi-Square Analysis of Question 16
by Sex, Grade Level and Geographical Area**

Response		Category						Total
		Sex		Grade		Area		
		Boys N=437	Girls N=388	4th N=398	6th N=427	Urban N=432	Suburban N=393	
Teacher has never taught us	n	112	85	64	133	113	84	197
	%	25.6	21.9	16.1	31.1	26.2	21.4	23.9
χ^2		1.57		25.73***		2.59		
df		1		1		1		
Other	n	3	5	5	3	7	1	8
	%	0.7	1.3	1.3	0.7	1.6	0.3	1.0
χ^2		0.78		0.66		4.00*		
df		1		1		1		

* p < .05

** p < .01

*** p < .001

Table 18 presents the data for question 17. Respondents were asked to check the library skills they could use to search for information. Over half (53.3%) reported that they could search the shelves by subject. There were significant differences in responses according to sex and geographical area. Girls and urban children tended to search the shelves by subject labels.

Analysis of Questionnaire Results Regarding Children's Leisure Reading

Table 19 presents the data for question 18. Respondents were asked how much they enjoyed leisure reading. Over half (52.0%) answered that they like it very much. A significantly higher proportion of girls than boys reported a very positive attitude toward leisure reading. Perhaps more surprising was the greater enjoyment of leisure reading reported by urban children as compared with suburban children. The attitudes of girls versus boys were quite similar to those found in studies in other countries (Kreiser, 1991; Moffitt, 1992). However, in many cultures, reading is not as preferred by urban children as by suburban children.

Table 20 presents the data for question 19. Respondents were asked about the amount of time each day they spent reading for fun during the week days. Responses covered a broad spectrum. Over one third (36.4%) reported that they

Table 18

**Frequencies, Percentages and Chi-Square Analysis of Question 17
by Sex, Grade Level and Geographical Area**

17. Which of the following can you use to search for information? (Check all that apply)								
Response		Category						Total N=825
		Sex		Grade		Area		
		Boys N=437	Girls N=388	4th N=398	6th N=427	Urban N=432	Suburban N=393	
By author's name	n	29	28	26	31	34	23	57
	%	6.6	7.2	6.5	7.3	7.9	5.9	6.9
χ^2		0.11		0.17		1.30		
df		1		1		1		
By title of the book	n	190	170	178	183	174	187	361
	%	43.5	44.1	44.7	42.9	40.3	47.6	43.8
χ^2		0.03		0.29		4.46*		
df		1		1		1		
By subject labels on the shelves	n	212	228	207	233	261	179	440
	%	48.5	58.8	52.0	54.6	60.4	45.5	53.3
χ^2		8.68**		0.54		18.28***		
df		1		1		1		
By asking teacher or librarian	n	152	136	131	157	160	128	288
	%	34.8	35.1	32.9	36.8	37.0	32.6	34.9
χ^2		0.007		1.35		1.81		
df		1		1		1		
By asking friends or classmates	n	84	59	65	78	74	69	143
	%	19.2	15.2	16.3	18.3	17.1	17.6	17.3
χ^2		2.31		0.54		0.03		
df		1		1		1		
Other	n	6	2	4	4	8	0	8
	%	1.4	0.5	1.0	0.9	1.9	0.0	1.0
χ^2		1.57		0.01		7.35**		
df		1		1		1		

* p < .05

** p < .01

*** p < .001

Table 19

**Frequencies, Percentages, Chi-Square Analysis and Z Values of
Question 18 by Sex, Grade Level and Geographical Area**

18. Do you like reading for fun?											
Response		Category									Total N=825
		Sex			Grade			Area			
		Boys N=437	Girls N=388	Z	4th N=398	6th N=427	Z	Urban N=432	Suburban N=393	Z	
Like very much	n	203	226		225	204		251	178		429
	%	46.5	58.2	-3.36***	56.5	47.8	2.50*	58.1	45.3	3.68***	52.0
Like	n	219	153		163	209		169	203		372
	%	50.1	39.4	3.08**	41.0	48.9	-2.28*	39.1	51.7	-3.63***	45.1
Dislike	n	13	5		7	11		7	11		18
	%	3.0	1.3	1.66	1.8	2.6	-0.78	1.6	2.8	-1.17	2.2
Dislike very much	n	2	4		3	3		5	1		6
	%	0.5	1.0	-0.86	0.8	0.7	0.18	1.2	0.3	1.55	0.7
χ^2		14.31**			6.59			17.28***			
df		3			3			3			

* p < .05

** p < .01

*** p < .001

Table 20

**Frequencies, Percentages, Chi-Square Analysis and Z Values of
Question 19 by Sex, Grade Level and Geographical Area**

19. How much time each day do you spend reading for fun during the weekdays?											
Response		Category									Total N=825
		Sex			Grade			Area			
		Boys N=437	Girls N=388	Z	4th N=398	6th N=427	Z	Urban N=432	Suburban N=393	Z	
None	n	67	41		66	42		56	52		108
	%	15.3	10.6	2.00*	16.6	9.8	2.89**	13.0	13.2	-0.09	13.1
Less than one hour	n	144	114		144	114		106	152		258
	%	33.0	29.4	1.11	36.2	26.7	2.94**	24.5	38.7	-4.39***	31.3
1 to 2 hours	n	142	158		134	166		164	136		300
	%	32.5	40.7	-2.44*	33.7	38.9	-1.55	38.0	34.6	1.01	36.4
More than 2 hours	n	84	75		54	105		106	53		159
	%	19.2	19.3	-0.04	13.6	24.6	-4.00***	24.5	13.5	4.00***	19.3
χ^2		8.23*			27.61***			26.85***			
df		3			3			3			

* p < .05

** p < .01

*** p < .001

read one to two hours per day. There were significant differences in responses according to sex, grade level and geographical area. Boys were more likely to respond that they did no leisure reading. Younger children were also less likely to report that they read for fun more than older children. Suburban children reported reading less than did urban children. These findings seem to indicate that children increase their reading interests as they grow older, but that reading is less of an activity chosen by boys at all ages. The greater variety of activities available for suburban children may be a factor in their reading patterns.

Table 21 presents the data for question 20. Respondents were asked about the amount of time each day they spent reading for fun during the weekends. The same basic pattern emerged for weekends or for weekdays, with girls and children from urban schools reading more than suburban children.

Table 22 presents the data for question 21. This question examined the nature of children's reading interests. As might be expected, the greater preference was for story books (61.0%). However, interest in comic books was a close second (59.6%). There were significant differences in responses according to grade level, geographical area and sex. More fourth graders than sixth graders preferred story books. This was also the clear preference of girls, with comic book reading being reported as a preference of boys. In addition, more urban children than suburban children also liked magazines and newspapers.

Table 21

Frequencies, Percentages, Chi-Square Analysis and Z Values of
Question 20 by Sex, Grade Level and Geographical Area

20. How much time each day do you spend reading for fun during weekends?											
Response		Category									Total N=825
		Sex			Grade			Area			
		Boys N=437	Girls N=388	Z	4th N=398	6th N=427	Z	Urban N=432	Suburban N=393	Z	
None	n	79	49		69	59		53	75		128
	%	18.1	12.6	2.18*	17.3	13.8	1.39	12.3	19.1	-2.70**	15.5
Less than one hour	n	111	68		79	100		77	102		179
	%	25.4	17.5	2.75**	19.8	23.4	-1.25	17.8	26.0	-2.85**	21.7
1 to 2 hours	n	145	167		149	163		176	136		312
	%	33.2	43.0	-2.90**	37.4	38.2	-0.24	40.7	34.6	1.80	37.8
2 to 3 hours	n	57	63		56	64		69	51		120
	%	13.0	16.2	-1.30	14.1	15.0	-0.37	16.0	13.0	1.22	14.5
More than 3 hours	n	45	41		45	41		57	29		86
	%	10.3	10.6	-0.14	11.3	9.6	0.80	13.2	7.4	2.73**	10.4
χ^2		16.55**			3.58			22.42***			
df		4			4			4			

* p < .05

** p < .01

*** p < .001

Table 22

**Frequencies, Percentages and Chi-Square Analysis of Question 21
by Sex, Grade Level and Geographical Area**

21. Which of the following reading materials do you most often like to read for fun? (Check all that apply)								
Response		Category						Total
		Sex		Grade		Area		
		Boys N=437	Girls N=388	4th N=398	6th N=427	Urban N=432	Suburban N=393	
Story books	n	226	277	262	241	262	241	503
	%	51.7	71.4	65.8	56.4	60.6	61.3	61.0
χ^2		33.43***		7.63**		0.04		
df		1		1		1		
Information books	n	148	118	134	132	148	118	266
	%	33.9	30.4	33.7	30.9	34.3	30.0	32.2
χ^2		1.12		0.72		1.69		
df		1		1		1		
Comic books	n	303	189	230	262	272	220	492
	%	69.3	48.7	57.8	61.4	63.0	56.0	59.6
χ^2		36.32***		1.09		4.17*		
df		1		1		1		
Magazines	n	38	35	38	35	50	23	73
	%	8.7	9.0	9.5	8.2	11.6	5.9	8.8
χ^2		0.03		0.47		8.35**		
df		1		1		1		
Newspaper	n	42	35	37	40	54	23	77
	%	9.6	9.0	9.3	9.4	12.5	5.9	9.3
χ^2		0.08		0.001		10.75**		
df		1		1		1		
Other	n	10	11	8	13	14	7	21
	%	2.3	2.8	2.0	3.0	3.2	1.8	2.5
χ^2		0.25		0.89		1.77		
df		1		1		1		

* p < .05

** p < .01

*** p < .001

Table 23 presents the data for question 22. This question took a different approach to reading interests specifying particular types of literature. Fifteen specific categories were listed. Respondents were encouraged to check all of the categories in which they were interested. Horror/ghost stories was the most popular category being selected by 51.3%. Humor ranked second (35.6%), with folk tales (35.5%) and adventure stories (34.9%) following closely in popularity. Fairy tales/fantasy ranked fifth, with 31.4% selecting this category. A significantly higher proportion of girls than boys chose fairy tales/fantasy, folk tales, romance and poetry. Boys were more likely to choose science fiction, sports and animal stories. Younger children tended to choose fairy tales/fantasy, folk tales, biographies and humor, while older children were more likely to choose science fiction, detective stories and sports. Urban students also expressed a preference for fairy tales/fantasy, but biographies, science fiction, historical stories, humor, detective stories, adventure stories, horror/ghost stories, sports and animal stories were also popular with urban children.

Table 24 presents the data for question 23. Respondents were asked where they get most of their pleasure reading materials. Three-fifths (60.1%) reported that they get their materials at home. A smaller number (39.8%) reported that they obtained materials from the school library, and 30.2% reported that friends or classmates supplied their reading materials. Classmates or friends were a source

Table 23

**Frequencies, Percentages and Chi-Square Analysis of Question 22
by Sex, Grade Level and Geographical Area**

22. Which of the following types of reading materials do you most often like to read for fun? (Check all that apply)								
Response		Category						Total N=825
		Sex		Grade		Area		
		Boys N=437	Girls N=388	4th N=398	6th N=427	Urban N=432	Suburban N=393	
Fairy tales/Fantasy	n	97	162	171	88	159	100	259
	%	22.2	41.8	43.0	20.6	36.8	25.4	31.4
χ^2		36.49***		47.80***		12.33***		
df		1		1		1		
Folk tales	n	126	167	169	124	168	125	293
	%	28.8	43.0	42.5	29.0	38.9	31.8	35.5
χ^2		18.12***		16.21***		4.51*		
df		1		1		1		
Biographies	n	78	74	99	53	111	41	152
	%	17.8	19.1	24.9	12.4	25.7	10.4	18.4
χ^2		0.20		21.29***		31.89***		
df		1		1		1		
Encyclopedia	n	103	76	96	83	109	70	179
	%	23.6	19.6	24.1	19.4	25.2	17.8	21.7
χ^2		1.92		2.66		6.67**		
df		1		1		1		
Science fiction	n	119	58	66	111	132	45	177
	%	27.2	14.9	16.6	26.0	30.6	11.5	21.5
χ^2		18.40***		10.83**		44.57***		
df		1		1		1		
Historical stories	n	133	95	114	114	142	86	228
	%	30.4	24.5	28.6	26.7	32.9	21.9	27.6
χ^2		3.64		0.39		12.42***		
df		1		1		1		

Table 23 (continued)

**Frequencies, Percentages and Chi-Square Analysis of Question 22
by Sex, Grade Level and Geographical Area**

Response		Category						Total N=825
		Sex		Grade		Area		
		Boys N=437	Girls N=388	4th N=398	6th N=427	Urban N=432	Suburban N=393	
Humor	n	158	136	176	118	194	100	294
	%	36.2	35.1	44.2	27.6	44.9	25.4	35.6
χ^2		0.11		24.71***		33.98***		
df		1		1		1		
Detective stories	n	149	102	84	167	182	69	251
	%	34.1	26.3	21.1	39.1	42.1	17.6	30.4
χ^2		5.92*		31.55***		58.70***		
df		1		1		1		
Adventure stories	n	181	107	130	158	199	89	288
	%	41.4	27.6	32.7	37.0	46.1	22.6	34.9
χ^2		17.33***		1.71		49.67***		
d		1		1		1		
Horror/Ghost stories	n	212	211	195	228	247	176	423
	%	48.5	54.4	49.0	53.4	57.2	44.8	51.3
χ^2		2.83		1.60		12.65***		
df		1		1		1		
Sports	n	169	37	82	124	130	76	206
	%	38.7	9.5	20.6	29.0	30.1	19.3	25.0
χ^2		93.13***		7.83**		12.70***		
df		1		1		1		
Romance	n	27	97	33	91	71	53	124
	%	6.2	25.0	8.3	21.3	16.4	13.5	15.0
χ^2		57.01***		27.34***		1.40		
df		1		1		1		
Poetry	n	23	40	41	22	44	19	63
	%	5.3	10.3	10.3	5.2	10.2	4.8	7.6
χ^2		7.42**		7.74*		8.35**		
df		1		1		1		

Table 23 (continued)

**Frequencies, Percentages and Chi-Square Analysis of Question 22
by Sex, Grade Level and Geographical Area**

Response		Category						Total
		Sex		Grade		Area		
		Boys N=437	Girls N=388	4th N=398	6th N=427	Urban N=432	Suburban N=393	
Animal stories	n	115	69	100	84	120	64	184
	%	26.3	17.8	25.1	19.7	27.8	16.3	22.3
χ^2		8.63**		3.54		15.69***		
df		1		1		1		
Other	n	35	20	20	35	42	13	55
	%	8.0	5.2	5.0	8.2	9.7	3.3	6.7
χ^2		2.69		3.33		13.61***		
df		1		1		1		

* p < .05

** p < .01

*** p < .001

Table 24

**Frequencies, Percentages and Chi-Square Analysis of Question 23
by Sex, Grade Level and Geographical Area**

23. Where do you get most of your pleasure reading materials? (Check all that apply)								
Response		Category						Total N=825
		Sex		Grade		Area		
		Boys N=437	Girls N=388	4th N=398	6th N=427	Urban N=432	Suburban N=393	
School library	n	161	167	161	167	120	208	328
	%	36.8	43.0	40.5	39.1	27.8	52.9	39.8
χ^2		3.30		0.15		54.34***		
df		1		1		1		
Public library	n	100	97	87	110	127	70	197
	%	22.9	25.0	21.9	25.8	29.4	17.8	23.9
χ^2		0.51		1.73		15.20***		
df		1		1		1		
Classroom library	n	82	75	77	80	89	68	157
	%	18.8	19.3	19.3	18.7	20.6	17.3	19.0
χ^2		0.04		0.05		1.45		
df		1		1		1		
Friends or classmates	n	112	137	85	164	155	94	249
	%	25.6	35.3	21.4	38.4	35.9	23.9	30.2
χ^2		9.14**		28.42***		13.97***		
df		1		1		1		
Book rental stories	n	53	60	45	68	76	37	113
	%	12.1	15.5	11.3	15.9	17.6	9.4	13.7
χ^2		1.93		3.72		11.64***		
df		1		1		1		
Home	n	257	239	246	250	296	200	496
	%	58.8	61.6	61.8	58.5	68.5	50.9	60.1
χ^2		0.67		0.91		26.67***		
df		1		1		1		
Other	n	3	2	2	3	2	3	5
	%	0.7	0.5	0.5	0.7	0.5	0.8	0.6
χ^2		0.10		0.14		0.31		
df		1		1		1		

* p < .05

** p < .01

*** p < .001

for a significantly higher proportion of girls than boys, and of sixth graders than fourth graders. A significantly higher proportion of urban children reported getting materials from four sources: public libraries, friends or classmates, book rental stores, and home. Suburban children, conversely, were more likely to report getting materials from the school library.

Table 25 presents the data for question 24. Respondents were asked about their method of choosing their pleasure reading materials. Most (67.6%) indicated that they chose their materials themselves. A significantly higher proportion of sixth graders reported that they chose materials themselves or from friends' suggestions. Fourth graders were more likely to have materials chosen by parents. A significantly higher proportion of urban children used a variety of sources, indicating both independence and the influence of adults. More of them responded that they selected materials, themselves. Yet, more of them also reported that materials were chosen by parents, from TV or the newspaper. Suburban children were more likely to select materials based on teachers' suggestions.

Table 26 presents the data for question 25. Respondents were asked their main reason for pleasure reading. "Fun" was the most popular choice (59.0%). A significantly higher proportion of girls thought that it was fun to read. Boys were less enthusiastic in their attitude. They said that they read to "kill time." This response also was more common for sixth graders than for fourth graders. Fourth

Table 25

**Frequencies, Percentages and Chi-Square Analysis of Question 24
by Sex, Grade Level and Geographical Area**

24. How do you choose most of the reading materials you read for fun? (Check all that apply)								
Response		Category						Total
		Sex		Grade		Area		
		Boys N=437	Girls N=388	4th N=398	6th N=427	Urban N=432	Suburban N=393	
Chosen by myself	n	300	258	251	307	317	241	558
	%	68.6	66.5	63.1	71.9	73.4	61.3	67.6
χ^2		0.44		7.34**		13.67***		
df		1		1		1		
Chosen by parents	n	118	143	157	104	162	99	261
	%	27.0	36.9	39.4	24.4	37.5	25.2	31.6
χ^2		9.23*		21.69***		14.42***		
df		1		1		1		
Suggested by teachers	n	67	68	61	74	53	82	135
	%	15.3	17.5	15.3	17.3	12.3	20.9	16.4
χ^2		0.72		0.60		11.11***		
df		1		1		1		
Suggested by friends	n	142	158	100	200	163	137	300
	%	32.5	40.7	25.1	46.8	37.7	34.9	36.4
χ^2		6.01*		41.97***		0.73		
df		1		1		1		
Chosen from TV or the newspaper	n	61	57	51	67	78	40	118
	%	14.0	14.7	12.8	15.7	18.1	10.2	14.3
χ^2		0.09		1.39		10.42**		
df		1		1		1		
Other	n	8	8	13	3	12	4	16
	%	1.8	2.1	3.3	0.7	2.8	1.0	1.9
χ^2		0.06		7.13**		3.35		
df		1		1		1		

* p < .05

** p < .01

*** p < .001

Table 26

**Frequencies, Percentages, Chi-Square Analysis and Z Values of
Question 25 by Sex, Grade Level and Geographical Area**

25. What is the main reason you read for fun?											
Response		Category									Total N=825
		Sex			Grade			Area			
		Boys N=437	Girls N=388	Z	4th N=398	6th N=427	Z	Urban N=432	Suburban N=393	Z	
To have fun	n	236	251		220	267		269	218		487
	%	54.0	64.7	-3.12**	55.3	62.5	-2.10*	62.3	55.5	1.98*	59.0
To kill time	n	45	17		13	49		33	29		62
	%	10.3	4.4	3.21**	3.3	11.5	-4.47***	7.6	7.4	0.11	7.5
To increase my knowledge	n	147	113		154	106		124	136		260
	%	33.6	29.1	1.39	38.7	24.8	4.29***	28.7	34.6	-1.82	31.5
To satisfy parents' requirement	n	7	6		9	4		6	7		13
	%	1.6	1.5	0.11	2.3	0.9	1.60	1.4	1.8	-0.46	1.6
To satisfy teachers' requirement	n	1	1		1	1		0	2		2
	%	0.2	0.3	-0.32	0.3	0.2	0.32	0.0	0.5	-1.61	0.2
Other	n	1	0		1	0		0	1		1
	%	0.2	0.0	0.91	0.3	0.0	1.36	0.0	0.3	-1.36	0.1
χ^2		15.78**			36.25***			7.40			
df		5			5			5			

* p < .05

** p < .01

*** p < .001

graders expressed greater idealism claiming that they read to increase their knowledge.

Table 27 presents the data for question 26. Respondents were asked what they most often like to do after they read good pleasure reading material. Most (70.8%) reported that they would read it again. Girls may have greater concern or perception of adult expectations than boys. A significantly higher proportion of girls than boys would take notes and tell their friends or family about the story. Boys responded in an uncommitted way. They were likely to check, "I don't know." A significantly higher proportion of urban children tended to tell the story to their family or read it again.

Table 28 presents the data for question 27. Respondents were asked what they most often like to do if they like a sentence in pleasure reading material. Half (50.7%) reported that they read it several times. The response categories chosen indicated the same tendencies as did those for the previous question. A significantly higher proportion of girls would write it down in a notebook or read it several times. Boys were likely to report that they did not know. More fourth graders tended to write down the sentence they liked on a notebook than did the sixth graders. Urban children are more likely to memorize the sentence they liked.

Table 29 presents the data for question 28. Respondents were asked from where the reading skills they used for pleasure reading came. A significant

Table 27

**Frequencies, Percentages and Chi-Square Analysis of Question 26
by Sex, Grade Level and Geographical Area**

26. After you read good pleasure reading material, which of the following do you most often like to do? (Check all that apply)								
Response		Category						Total N=825
		Sex		Grade		Area		
		Boys N=437	Girls N=388	4th N=398	6th N=427	Urban N=432	Suburban N=393	
Take notes	n	73	93	94	72	79	87	166
	%	16.7	24.0	23.6	16.9	18.3	22.1	20.1
χ^2		6.75**		5.85*		1.90		
df		1		1		1		
Tell my friends about the story	n	128	165	135	158	172	121	292
	%	29.3	42.5	33.9	37.0	39.8	30.8	35.5
χ^2		15.72***		0.85		7.32**		
df		1		1		1		
Tell my family about the story	n	95	129	113	111	140	84	224
	%	21.7	33.2	28.4	26.0	32.5	21.4	27.2
χ^2		13.76***		0.60		12.67***		
df		1		1		1		
Read it again	n	298	286	277	307	327	257	584
	%	68.2	73.7	69.6	71.9	75.7	65.4	70.8
χ^2		3.03		0.53		10.56**		
df		1		1		1		
I don't do anything	n	39	12	19	32	23	28	51
	%	8.9	3.1	4.8	7.5	5.3	7.1	6.2
χ^2		12.05***		2.63		1.15		
df		1		1		1		
Other	n	15	4	7	12	13	6	19
	%	3.4	1.0	1.8	2.8	3.0	1.5	2.3
χ^2		5.27*		1.01		2.01		
df		1		1		1		

* p < .05

** p < .01

*** p < .001

Table 28

**Frequencies, Percentages and Chi-Square Analysis of Question 27
by Sex, Grade Level and Geographical Area**

27. If you like a sentence you read in pleasure reading material, which of the following do you most often like to do? (Check all that apply)								
Response		Category						Total N=825
		Sex		Grade		Area		
		Boys N=437	Girls N=388	4th N=398	6th N=427	Urban N=432	Suburban N=393	
Write it down on a	n	114	175	177	112	153	136	289
	%	26.1	45.1	44.5	26.2	35.4	34.6	35.0
χ^2		32.65***		30.12***		0.06		
df		1		1		1		
Read it several times	n	198	220	189	229	218	200	418
	%	45.3	56.7	47.5	53.6	50.5	50.9	50.7
χ^2		10.67**		3.11		0.02		
df		1		1		1		
Read it aloud	n	13	12	14	11	12	13	25
	%	3.0	3.1	3.5	2.6	2.8	3.3	3.0
χ^2		0.01		0.62		0.20		
df		1		1		1		
Memorize it	n	141	158	150	149	179	120	299
	%	32.3	40.7	37.7	34.9	41.4	30.5	36.2
χ^2		6.36*		0.70		10.58**		
df		1		1		1		
I don't do anything	n	98	24	46	76	69	53	122
	%	22.4	6.2	11.6	17.8	16.0	13.5	14.8
χ^2		43.02***		6.37*		1.01		
df		1		1		1		
Other	n	8	10	13	5	15	3	18
	%	1.8	2.6	3.3	1.2	3.5	0.8	2.2
χ^2		0.54		4.24*		7.08**		
df		1		1		1		

* p < .05

** p < .01

*** p < .001

Table 29

**Frequencies, Percentages, Chi-Square Analysis and Z Values of
Question 28 by Sex, Grade Level and Geographical Area**

28. Where do you think the reading skills you use for pleasure reading come from?											
Response		Category								Total N=825	
		Sex			Grade			Area			
		Boys N=437	Girls N=388	Z	4th N=398	6th N=427	Z	Urban N=432	Suburban N=393		Z
Taught by teachers	n	62	56		65	53		57	61		118
	%	14.2	14.4	-0.08	16.3	12.4	1.60	13.2	15.5	-0.94	14.3
Taught by family members	n	50	58		55	53		66	42		108
	%	11.4	14.9	-1.49	13.8	12.4	0.60	15.3	10.7	1.96	13.1
Learned from books	n	30	28		32	26		20	38		58
	%	6.9	7.2	-0.17	8.0	6.1	1.07	4.6	9.7	-2.87**	7.0
Learned on my own	n	289	240		240	289		281	248		529
	%	66.1	61.9	1.26	60.3	67.7	-2.21*	65.0	63.1	0.57	64.1
Other	n	6	6		6	6		8	4		12
	%	1.4	1.5	-0.12	1.5	1.4	0.12	1.9	1.0	1.06	1.5
χ^2		2.60			5.40			12.63*			
df		4			4			4			

* p < .05

** p < .01

number (64.1%) responded that they learned on their own. A significantly higher proportion of suburban children than urban children learned reading skills from books.

Table 30 presents the data for question 29. Respondents were asked whether people they admire most read for fun regularly. Over half (59.3%) reported that people they admire most do read for fun regularly. However, 34.2% indicated that they do not know. A significantly higher proportion of girls than boys reported that people they admire most read for fun regularly. Boys are more likely to check "I don't know."

Table 31 presents the data for question 30. Respondents were asked whom they know who reads for fun regularly. Most (80.5%) indicated that their friends or classmates read for fun regularly. There were significant differences in responses according to sex and geographical area. A significantly higher proportion of girls and urban children responded that their parents read for fun regularly.

The last item on the questionnaire was an open-ended question. Respondents were asked to write down the title of the book they had read for fun that they liked the most. Checking from respondents' answers, the researcher listed the titles and tabulated their top five popular books by sex and grade level (Table 32).

Table 30

**Frequencies, Percentages, Chi-Square Analysis and Z Values of
Question 29 by Sex, Grade Level and Geographical Area**

29. Do you like that people you admire most read for fun regularly?											
Response		Category									Total N=825
		Sex			Grade			Area			
		Boys N=437	Girls N=388	Z	4th N=398	6th N=427	Z	Urban N=432	Suburban N=393	Z	
Yes	n	238	251		237	252		256	233		489
	%	54.5	64.7	-2.98**	59.5	59.0	0.15	59.3	59.3	0.00	59.3
No	n	31	23		25	29		21	33		54
	%	7.1	5.9	0.70	6.3	6.8	-0.29	4.9	8.4	-2.04*	6.5
I don't know	n	168	114		136	146		155	127		282
	%	38.4	29.4	2.72**	34.2	34.2	0.00	35.9	32.3	1.09	34.2
χ^2		8.99*			0.09			4.70			
df		2			2			2			

* p < .05

** p < .01

Table 31

**Frequencies, Percentages and Chi-Square Analysis of Question 30
by Sex, Grade Level and Geographical Area**

30. Which of the following do you think read for fun regularly? (Check all that apply)								
Response		Category						Total N=825
		Sex		Grade		Area		
		Boys N=437	Girls N=388	4th N=398	6th N=427	Urban N=432	Suburban N=393	
Teachers	n	109	120	98	131	106	123	229
	%	24.9	30.9	24.6	30.7	24.5	31.3	27.8
χ^2		3.67		3.77		4.69*		
df		1		1		1		
Parents	n	103	135	123	115	145	93	238
	%	23.6	34.8	30.9	26.9	33.6	23.7	28.8
χ^2		12.61***		1.58		9.83**		
df		1		1		1		
Friends or classmates	n	348	316	313	351	351	313	664
	%	79.6	81.4	78.6	82.2	81.3	79.6	80.5
χ^2		0.43		1.66		0.34		
df		1		1		1		
Other	n	39	52	52	39	59	32	91
	%	8.9	13.4	13.1	9.1	13.7	8.1	11.0
χ^2		4.20*		3.25		6.38*		
df		1		1		1		

* p < .05

** p < .01

*** p < .001

Table 32

Respondents' Top Five Popular Books by Grade Level and Sex

Grade	Sex	The Top Five Popular Books	%
Fourth Grade	Boys N=206	1. The Dragon Balls (comic book)	20.4
		2. The Robot Cat (comic book)	15.0
		3. Slam Dunk (comic book)	13.6
		4. Crayon Hsiao-Hsin (comic book)	8.7
		5. Ghost Stories	7.3
	Girls N=192	1. The Beautiful Warriors (comic book)	12.5
		2. Ghost Stories	9.4
		3. Cinderella	6.2
		4. Biographies of Famous People	5.2
		5. Crayon Hsiao-Hsin (comic book)	4.2
Sixth Grade	Boys N=231	1. Slam Dunk (comic book)	16.9
		2. The Dragon Balls (comic book)	13.4
		3. Sherlock Holmes	11.2
		4. The Robot Cat (comic book)	9.5
		5. The Romance of the Three Kingdoms	4.7
	Girls N=196	1. Ghost Stories	11.2
		2. Sherlock Holmes	10.2
		3. The Beautiful Warriors (comic book)	6.3
		4. Love Stories	6.1
		5. Chinese Folk Stories	4.6

A total of 96 title types were listed by all respondents. However, 2.8% of the respondents gave no answers to the question. Some titles were very popular, especially with particular groups. For example, 20.4% of boys in fourth grade named The Dragon Balls; 15.0% named The Robot Cat; and 13.6% named Slam Dunk; while 12.5% of girls in fourth grade named The Beautiful Warriors; 9.4% named Ghost Stories; and 6.2% named Cinderella. About 16.9% of boys in sixth grade named Slam Dunk; 13.4% named The Dragon Balls; and 9.5% named The Robot Cat; while 11.2% of girls in sixth grade named Ghost Stories; 10.2% named Sherlock Holmes; and 6.1% named The Beautiful Warriors.

Comic books were popular among all groups. However, boys favored them more than girls with four comic book titles appearing on the list of most popular titles for 4th-grade boys and three on the list for 6th-grade boys. Most comic book titles listed were those books which were originally in Japanese and had been translated. Ghost stories were popular in three of the groups, however, children may have referred to this type of story since they may not have known any particular titles. Other types of books were also popular, with biographies of famous people being favored by 4th-grade girls and both love stories and Chinese folk stories by 6th-grade girls.

Two classics of European origin seem to have been popular. Sherlock Holmes was among the top choices for both boys and girls at the 6th-grade level. The fairy tale, Cinderella, was a favorite of 4th-grade girls.

Relationships of the Data to Research Questions

This study addressed eight research questions. The first four of these focused on the use of the library by children in Taichung City. The last four dealt with the leisure reading of these children.

Research Question One:

To what extent do children use the library?

Findings and Discussion:

Descriptive statistics such as frequencies and percentages were used to explore the extent to which children use the library. Questionnaire questions 1-17 dealt with children's use of the library. Results indicated that a little more than half of the respondents reported that their teacher took them to the school library once a week. It seems important to note that, based on the survey, many teachers and schools do not meet the standard set in the Guidelines for the Implementation of the Elementary School's Library Instruction and Reading Guidance (1985) for one teacher-directed library visit of at least one hour each week. The reason might be, as Tzeng (1990) stated, that it is hard for some schools to schedule a time for each class once a week because of the large student numbers and large numbers of classes. Results of the current study also indicated that about half of the respondents seldom went to the school library on their own because they did not have time. This was probably why about one third of them preferred to go to the

school library when they were in class, and one fifth of them liked to go after class. Thus, a lot of them wanted their library to increase the number of hours that it was open.

The students in this study received little help in using the library. Only one third of the students reported any systematic teacher help in finding and using materials in the school library. One fourth of the students reported that they received no teacher help. The teacher-librarian seemed to provide even less assistance. Nearly three-fourths of the students reported that this individual seldom or never helped. Neither teachers nor teacher-librarians consistently taught library skills. Using the card catalog was the most frequently cited type of skill. Yet, only one third of the respondents reported that they had been taught card catalog use. More than half of the respondents searched for information by subject labels on the shelves rather than using the card catalog. The reason might be that children do not have sufficient opportunity to learn and practice using the card catalog. There seems to be no clear cut definition of who is responsible for teaching these skills. The current findings support those of Tzeng (1990), that elementary classroom teachers in Taiwan thought that the teacher-librarian should teach students library skills; however, the teacher-librarian suggested that classroom teachers might be better for the responsibility of teaching library skills to students because the teacher-librarian is responsible for his/her own class already.

All 20 classes surveyed have classroom libraries. However, when administering the questionnaire, the researcher observed their classroom libraries and found that most of them were not well-designed. Books were not systematically or purposefully selected and most classroom libraries consisted of parent donated books. Although a few of the classroom libraries were well-decorated, they were not large enough for children to use comfortably. (This is due to large student numbers and limited space in the classroom.) Despite these hindrances, the researcher found that children enjoyed the books in their classroom library after class because they were provided immediate access to books.

Children do use the public library. More than three-fifths of the respondents reported visits to the public library, and about two-thirds of these visit once a week. Half of these reported that public library visits are accompanied by parents. Apparently, children's library visits would be dictated by parental transportation. On the other hand, the purpose of parents taking their children to the public library might be, as Shaughnessy (1993) indicated, to help their children develop a love of reading and a love of the library. Most of those who go to the public library thought that the public library had more books on subjects than did their school library. Most of those who do not go to the public library indicated that the public library is too far away and there is no one to take them.

Research Question Two:

Are there any differences between boys and girls in the use of the library?

Findings and Discussion:

The results of Chi-square analysis indicated that there were significant differences between boys and girls on the following items which dealt with children's use of the library: (1) the frequency of children's visit to the school library on their own; (2) children's favorite time to go to the school library; (3) the reasons children seldom go to the school library; (4) the type of materials and non-materials the school library most needs to increase; (5) children's visits to the public library and who accompanies them; (6) the reasons children go to the public library; and (7) the library skills children can use to search for information.

Boys were less likely than girls to visit the school library on their own. They would prefer to play in the playground after class. Boys went to the public library for different reasons than girls. Boys went because there were more interesting activities there. The findings indicated that more girls went to the public library than boys, and that the girls went because there were more books there on subjects in which they were interested. More girls responded that they did not have time to go to the school library, and they wanted to go to the public library on weekends. These findings are consistent with those of Freeley (1974), Greaney (1980), Haynes and Richgels (1992), and Moffitt (1992), who found that

gender was the greatest factor influencing children's leisure reading and that girls like to read more than boys. The findings are also consistent with those of Kreiser (1991), who found that girls were significantly higher in utilization of the library and reading attitudes than boys.

There were indication of areas where the reader's sex does not make a difference. Boys and girls had similar reasons for checking out books from the school library. Boys appeared to go to the public library as often as girls. They also had similar reasons for not going to the public library.

Research Question Three:

Are there any differences between intermediate and upper grade children in the use of the library?

Findings and Discussion:

The data from the study seem to indicate some significant differences in the treatment of 4th- and 6th-grade respondents and in their attitudes and practices regarding library use. These differences occur in eight areas: (1) the frequency of teacher-led library visits; (2) children's favorite time to go to the school library; (3) the reasons children seldom go to the school library; (4) the amount of help received from the teacher; (5) the type of materials and non-materials the school library most needs to increase; (6) the frequency of children's visits to the public library and who accompanies them; and (7) the library skills children have been taught.

Sixth graders were more likely than fourth graders to report that their teachers seldom took them to the school library, never helped them to find materials, and never taught them library skills. This seems contrary to what one would expect since more library research would be likely to occur in upper grades. Fourth graders were more likely to report that their teachers often helped them find and use materials in the library. Fourth graders likewise tended to want more school librarians. Fourth graders further claimed more visits to the public library. Part of this response might be, as Anderson (1985) indicated, that children in grades two to five usually are enthusiastic about reading and respond well to deliberate teacher behaviors and interventions. Another explanation might relate to teacher assumptions. Sixth-grade teachers may well have assumed that students have learned some library skills in earlier grades.

Changes also occurred in reading preference. More sixth graders wanted their school library to increase the number of comic books available. This is consistent with the findings of Engin and Wallbrown (1979), who found that the tendency of reading comics increased slightly from fourth to sixth grades.

The findings then indicated that more fourth graders than sixth graders liked to go with their parents to the public library. Sixth graders preferred to go with friends or alone. This might be attributed to growth and development. Sixth graders are more independent and more influenced by peers.

The data indicated more areas where age does not make a difference. There were no significant differences between fourth and sixth graders on the following areas: (1) the frequency of children's visits to the school library on their own; (2) the reasons children check out books from the school library; (3) children's visits to the public library; (4) the reasons children go to the public library; (5) the reasons children do not go to the public library; and (6) the library skills children can use to search for information.

The findings indicated that similar numbers, about half of both fourth and sixth graders, seldom went to the school library on their own. For both grades, students checked out books from the school library for both leisure reading and writing book reports. This may be attributed to the fact that students are required to write a book report every other week in Taiwan.

Students in both grades went to the public library because it had more books on subjects than did their school library. About half, for both grade levels, searched for information by subject labels on the shelves. The reason might be that most schools have not catalogued the books or non-book materials in their library due to the lack of professional librarians, budget or facilities.

Research Question Four:

Are there any differences between urban and suburban children in the use of the library?

Findings and Discussion:

The results of Chi-square analysis indicated that there were significant differences between urban and suburban children on the following areas which dealt with children's use of the library: (1) the frequency of teacher-led library visits; (2) the frequency of children's visit to the school library on their own; (3) children's favorite time to go to the school library; (4) the reasons children check out books from the school library; (5) the reasons children seldom go to the school library; (6) the amount of help received from the teacher-librarian; (7) the type of materials the school library most needs to increase; (8) children's visits to the public library and who accompanies them; (9) the reasons children go to the public library; (10) the reasons children do not go to the public library; (11) the library skills children have been taught; and (12) the library skills children can use to search for information.

Urban children reported that their teachers seldom took them to the school library, while most suburban children reported that their teachers took them once a week. Most urban elementary schools in Taiwan have large student numbers and large numbers of classes, and scheduling a library visit is difficult. Suburban children also went to the school library on their own significantly more often than did urban children. Each class in suburban schools is able to schedule a regular library visit per week. Some of the school libraries in suburban area are newer and

bigger than those in urban area. Children might like to go on their own. Large student numbers are also a factor in the inability of the teacher-librarian in urban schools to provide sufficient help for students. Some urban students even complained that the teacher-librarian was not friendly to them. Many urban children wanted their school library to increase its space.

More urban children reported going to the public library. They go there with their brothers and sisters. They go because they can stay longer there. Convenience may well be a factor here since most public libraries are located in urban areas. Urban children surveyed also showed superior skill in using the card catalog. Urban children do not need their parents' transportation since the public libraries are closer to their homes. The greater frequency of public library visits may have a beneficial influence on library skills for urban students.

Research Question Five:

To what extent do children engage in leisure reading?

Findings and Discussion:

Descriptive statistics such as frequencies and percentages were used to explore the extent to which children engage in leisure reading. Questionnaire questions 18-31 dealt with children's leisure reading. Results indicated that most respondents like reading for fun. About one third of them read one to two hours per day during the weekdays, while almost one third of them read less than one

hour per day. However, there was not much difference in the amount of time each day respondents spent reading for fun on the weekends. This might be attributed, in part, to the amount of homework that elementary school students in Taiwan are given on week days. However, television viewing may also be a factor. According to Chung (1989), most children spend several hours a day, watching TV during the weekends.

The respondents in this study got most of their pleasure reading materials from their personal library at home, followed by the school library and friends or classmates. Most of them chose those materials themselves, while some of them selected the materials from friends' recommendations, followed by parents' and teachers' recommendations. These findings are consistent with those of Weindelin and Zinck (1983), Burgess (1985), and Shore (1986), who found that children selected leisure reading materials based on the recommendations of peers, parents and teachers. Subjects in these earlier studies relied more on friends' recommendations than on teachers' recommendations.

Most of the respondents would read the good pleasure reading material again if they liked it. Some of them would tell their friends about the story, while some would tell their family. About half of the respondents would read a particular sentence several times if they liked it. Some would memorize it and some would write it down in a notebook. Most of the respondents thought that the reading skills they used for pleasure reading were learned on their own.

About three-fifths of the respondents reported that people they admire most read for fun regularly, while one third of them did not know. The lack of adult reading models may have implications. The subjects in this study said that their friends or classmates read for fun more often than did their teachers or parents.

One indication of children's leisure reading interests is their favorite types of books. The most popular types of literature among respondents in this study were, in descending order of popularity, horror/ghost stories, humor, folk stories, adventure stories, and fairy tales/fantasy. The least popular categories were biographies, romance, and poetry. When respondents were asked about their favorite kinds of reading materials, story books ranked first, followed by comic books. About one third of the respondents wanted their school libraries to increase the number of comic books available.

Children's favorite book choices may give some indication of the extent of children's leisure reading. The favorite book of most of the respondents to this study was comic books. Boys liked them more than did girls. This love of comic books is consistent with the findings of Greaney and Quinn (1978), who noted that boys spent more time with comic books than did girls.

It should be noted that the popular comic book titles listed by all the respondents are not likely to have been found in either the school library or the public library. This is an indication that students are finding reading materials on

their own even if they are not the sort of reading material that teachers would approve.

Research Question Six:

Are there any differences between boys and girls in leisure reading?

Findings and Discussion:

The data from the study seem to indicate some significant differences between boys and girls regarding their leisure reading. These differences occur in 11 areas: (1) how much children enjoy leisure reading; (2) the amount of time each day they spend on leisure reading during the weekdays or on weekends; (3) the kinds of reading materials they most often like to read for fun; (4) the types of reading materials they most often like to read for fun from 15 specific types of literature; (5) the place where they get most of their pleasure reading materials; (6) their main reason for leisure reading; (7) their reactions to reading good pleasure reading material; (8) their reactions to reading a sentence they like in pleasure reading material; (9) whether people they admire most read for fun regularly; and (10) whether people they know read for fun regularly.

More girls enjoyed reading than boys. More boys spent less than one hour per day or never spent any time at all on reading during the week. More boys preferred to read comic books, while more girls read story books. Girls read significantly more books in the categories of fairy tales/fantasy, folk tales and

romance, while boys tended to read more science fiction, sports and animal stories. These findings are consistent with those of previous studies, such as Freeley (1974), Greaney (1980), and Moffitt (1992), who found that sex differences were the greatest factor which influences the amount of time spent on children's leisure reading and their reading interests.

More girls in this study got their pleasure reading materials from friends or classmates. More boys read for "killing time," while more girls read for "having fun." As to children's reactions after reading a good sentence or good pleasure reading material, more girls would write the sentence down in a notebook, read it several times, take notes, or share the story with friends or family members. However, some boys did not do anything after reading good pleasure reading materials. The reason might be that girls tended to get more involved in the subject, while boys are less patient and do not like to take notes. This might also be the reason why more boys did not know whether people they admire most read for fun regularly. The results of the current study are consistent with the study by Bolt (1992), who suggested that reading ability is strongly influenced by the importance of reading to the family and parent-child interactions.

There were no gender differences in some areas. Most boys and girls believed that the reading skills they used for pleasure reading were learned on their own. Both boys and girls found their pleasure reading materials by themselves and some reading materials came from friends' suggestions.

Research Question Seven:

Are there any differences between intermediate and upper grade children in leisure reading?

Findings and Discussion:

There were significant differences between intermediate and upper grade children on the following areas which dealt with children's leisure reading: (1) the amount of time each day they spend on leisure reading during the weekdays; (2) the kinds of reading materials they most often like to read for fun; (3) the types of reading materials they most often like to read for fun from 15 specific types of literature; (4) the place where they get most of their pleasure reading materials; (5) how they choose most of their pleasure reading materials; (6) their main reason for leisure reading; and (7) their reactions to reading a sentence in pleasure reading material.

More sixth graders spent over two hours per day on reading during the week days. Most of their reading materials were found by themselves, suggested by friends, or borrowed from friends or classmates. However, more fourth graders got their reading materials by parents' suggestions. Fourth graders read significantly more books in the categories of fairy tales/fantasy, folk tales, biographies, and humor, while sixth graders tended to read more about detective stories, sports, science fiction and romance. More sixth graders read for the reason

of killing time, while more fourth graders read to increase their knowledge. This might be one of the reasons why more fourth graders would like to write down the sentence they like.

The data indicated more areas where grade level does not make a difference. There were no significant differences between intermediate and upper grade children on the following areas: (1) how much children enjoy leisure reading; (2) the amount of time each day they spend on leisure reading on the weekends; (3) their reactions to reading good pleasure reading material; (4) how they get the reading skills they use for leisure reading; (5) whether people they admire most read for fun regularly; and (6) whether people they know read for fun regularly.

Most 4th- and 6th-grade children enjoyed reading for fun. About three-fifths of them spent at least one hour on leisure reading on the weekends. Most of them would read the story again if they liked it. Both grades reported that people they admire or they know read for fun regularly.

Research Question Eight:

Are there any differences between urban and suburban children in leisure reading?

Findings and Discussion:

The results of Chi-square analysis indicated that there were significant differences between urban and suburban children on the following items which

dealt with children's leisure reading: (1) how much children enjoy leisure reading; (2) the amount of time each day they spend on leisure reading during the week days or on weekends; (3) the kinds of reading materials they most often like to read for fun; (4) the types of reading materials they most often like to read for fun from 15 specific types of literature; (5) the place where they get most of their pleasure reading materials; (6) how they choose most of their pleasure reading materials; (7) their reactions to reading good pleasure reading material; (8) their reactions to reading a sentence they like in pleasure reading material; (9) how they get the reading skills they use for leisure reading; and (10) whether people they know read for fun regularly or not.

More urban children liked to read very much. About one fourth of them spent more than two hours per day on leisure reading. However, almost half of the suburban children spent less than one hour per day on leisure reading. In addition to reading books, urban children liked to read magazines and the newspaper as well. Urban children read a wider variety of materials than did suburban children. The reason might be that it is more convenient for urban children to get their reading materials. Most urban children obtained their reading materials from their personal library at home, public libraries, friends or book rental stores, while most of the suburban children got their reading materials from home or their school library. More urban children chose their reading materials by themselves, parents'

suggestions, from TV or the newspaper, while more suburban children selected their reading materials by teachers' suggestions. The reason might be that most public libraries or big book stores are located in the urban area in Taichung City.

The findings also indicated that many urban children would share the story they liked with friends or family, or read the story again. They would memorize the sentence they liked as well. Moreover, more urban children know that their parents read for fun regularly. The reason might be, as Bolt (1992) indicated, that they shared stories with their parents and they had good parent-child interactions.

The data indicated two areas where geographical area does not make a difference. Both urban and suburban children read for having fun. Both urban and suburban children reported that people they admire most read for fun regularly.

The summary, conclusions, implications and recommendations based on the analysis of the results from this study will appear in Chapter V.

CHAPTER V

SUMMARY, CONCLUSIONS, IMPLICATIONS AND RECOMMENDATIONS

This chapter is organized into four sections. The first section summarizes the purpose and procedures of the study. Conclusions drawn from the findings are provided in the second section. The third section presents the implications of the study. Recommendations for further research are offered in the fourth section.

Summary

The purpose of this study was to determine the extent to which children in the intermediate and upper grades use the library for study and leisure reading in Taichung City, Taiwan. Furthermore, an investigation was made to determine the potential differences in the use of the library and leisure reading attributable to sex, grade level and geographical area.

This study addressed the following research questions:

1. To what extent do children use the library?
2. Are there any differences between boys and girls in the use of the library?
3. Are there any differences between intermediate and upper grade children in the use of the library?
4. Are there any differences between urban and suburban children in the use of the library?

5. To what extent do children engage in leisure reading?
6. Are there any differences between boys and girls in leisure reading?
7. Are there any differences between intermediate and upper grade children in leisure reading?
8. Are there any differences between urban and suburban children in leisure reading?

A questionnaire, which attempted to investigate children's use of the library and their leisure reading, was specifically designed for this research. A pilot study was conducted to evaluate the clarity and validity of the instrument. The research questionnaire consisted of 31 items. Thirty of them were closed-ended questions and the last item was an open-ended question. These items were categorized into two areas: children's use of the library (questions 1-17) and children's leisure reading (questions 18-31). The demographic information requested included grade level, age and sex.

The population for the study consisted of all of the 4th- and 6th-grade students enrolled in 50 public elementary schools in Taichung City, Taiwan during the academic year 1995-1996 (approximately 6,000 in number). Eight hundred and twenty-five questionnaires were distributed and administered to the 437 boys and 388 girls in the sample. Twenty classes in 10 schools were randomly selected for the sample. Both urban and suburban schools were selected. Unlike the

United States, urban areas tend to be more affluent than suburban areas. Housing is more expensive and more businesses exist in urban areas.

The data were analyzed by using descriptive statistics such as frequencies and percentages to determine the extent to which children use the library for study and leisure reading (research questions 1, 2). A Chi-square analysis was used to determine whether there were significant differences in responses when grouped according to the three categories: sex, grade level and geographical area (research questions 2, 3, 4, 6, 7, 8). The value Z was used within each category to determine which particular selected responses had significant differences when a significant difference was indicated by Chi-square analysis.

Findings of this study indicated that at the .05 level of significance, there were significant differences in children's library use and their leisure reading attributable to sex, grade level and geographical area. However, in library use, geographical area created the greatest difference, while in leisure reading, sex and geographical area created the greatest differences.

Conclusions

Findings from this study pointed to several conclusions. Some of these were closely related to the research questions of the study, while others emerged from the responses. Children in the study seemed to see the library as a very

important part of their lives. However, the findings of the study seemed to indicate that the schools provide insufficient opportunity and help in using it. A number of specific conclusions support this view.

1. Elementary schools and teachers in urban areas are not as likely as those in suburban areas to meet standards of library use, such as those described in the Guidelines for the Implementation of the Elementary School's Library Instruction and Reading Guidance (1985). This study clearly indicated that the standard of one teacher-directed library visit at least one hour each week is seldom met. There were also indications that insufficient library skill instruction was given to students and that school libraries were not always available to students. The major problem, of course, may be the large numbers of students and classes. However, it is clear that students in urban areas need more library time and more help in using the library.

2. As children become older, they have less opportunity and receive less guidance in using the library. Sixth-grade teachers take students to the school library less frequently than do 4th-grade teachers. Sixth-grade teachers may assume that students have learned library skills in earlier grades. Even so, it would seem that as children reach the age when they could benefit more from the library and use its facilities for research, they are given fewer opportunities to do so and less assistance when they do.

3. Children seem to have a very positive attitude toward using the library. This is supported in several ways. Most children want the school library to increase the number of hours that it is open. Urban children tend to want to have more space for their school library. Another indication is that many of the children in the study who have made regular or semi-regular visits to the public library, may read for pleasure and most can name favorite books.

4. The regular classroom teachers provide more help on children's use of the school library than do teacher-librarians. Neither teachers nor teacher-librarians consistently teach library skills. While this may indicate that the teacher-librarian is little more than a care-taker of the books, more importantly it certainly suggests that the responsibility for teaching library skills needs to be more clearly delegated and designated in schools. One indication that children lack sufficient library skills is that most children search for information by subject designations on the shelves rather than using the card catalog.

5. School libraries seem to have insufficient resources and may need to attend more to student needs and interests in future acquisition. Children who go to the public library believe that the public library has more books on subjects and more interesting activities than does their school library. Even though questions of taste and quality are important, those who select library books need to bear in mind that comic books rank high among students' favorite books.

6. Girls are significantly higher in utilization of the library and reading attitudes than boys. It may very well be that, as in western culture, reading and books are increasingly seen as more of a feminine activity rather than a masculine one in the culture of the children of Taiwan.

7. Fourth-grade children in the study liked to go with their parents to the public library, while 6th-grade children preferred to go alone or with friends. The older students tend to be more independent and influenced by peers. Patterns of preference indicate growth from dependence to independence. Children also become less adult-oriented and more peer-oriented.

8. Suburban and urban children may need different types of library skill instruction. Urban children in the study showed a superior skill in using the card catalog. This phenomenon may be attributable to a number of factors. Urban children's greater frequency of public library visits may have a beneficial influence on their proficiency of library skills. Then, too, the more crowded condition of school libraries in urban areas may lead to more efficient use. There simply is not enough room for browsing.

9. Crowded urban conditions seem to contribute to rather than detract from children's desire to read. Urban children in this study spent more time on leisure reading than did suburban children. Responses to a number of questions also led

the researcher to believe that urban children have greater enjoyment of leisure reading than do suburban children. The interest in reading of urban children may be attributed to the fact that there are fewer playgrounds and fewer organized leisure activities for more urban children in Taiwan. However, there may be a number of other factors including the greater availability of more interesting materials from public libraries and book and magazine stores. Then, too, some suburban children spend far more time in transportation to and from school and, therefore, have less leisure time.

10. Home and friends rather than libraries are children's greatest sources of reading materials. The children in this study obtained most of their leisure reading materials from home, the school library and friends. However, when children did get materials from the library, whether they used the school or the public library, depended very much on where they lived. Urban children tended to choose more books from the public library, while suburban children got more books from the school library. This may not so much indicate a difference in preference, but, rather a difference in accessibility since most public libraries are in urban areas in Taiwan.

11. Children seem to have the opportunity to choose their own reading materials. However, in this study, they did base choice on recommendations of

friends or parents. Girls tended to be more influenced in their selection by parents' or friends' recommendations than did boys. As might be expected, parents chose more books for younger children than they did for older children. Urban children tended to be more independent in their selection than did suburban children.

12. Children's book choices indicate a need for excitement and entertainment rather than a thirst for knowledge or a love of literature. The most popular five types among children's favorite reading materials in this study were horror/ghost stories, humor, folk stories, adventure stories and fairy tales/fantasy. The least popular categories were biographies, romance and poetry. Girls tended to read more books in the categories of fairy tales/fantasy, folk tales and romance, while boys read more about science fiction, sports and animal stories. At the same time, younger children have a decided preference for lighter fantasy. Fourth graders in the study tended to read more books in the categories of fairy tales/fantasy, folk stories, biographies and humor, while older children still sought escape literature, their choices hold more suspense. Sixth graders, in the study, preferred detective stories, sports, science fiction and romance.

13. Urban children read a wider variety of materials for leisure reading than did suburban children. This may be simply because more selections are available and it is more convenient for them to get their reading materials from public

libraries or book stores. However, other factors may be at work. Urban children may well have far more technology stimulus. Then, too, they may have greater contact with peers who suggest more variety of materials.

14. Library selection groups really need to have more open communications related to the appeal of comic books. Comics contain appealing adventure stories with exciting story lines which add to the appeal and the potential for learning that this type of medium has for children. Comic books were favorites of most of the children in this study, with boys liking them more than did girls. If good quality comic books can be found for libraries, children's interest in reading may be raised.

15. In this study, both girls, as a total group, and urban children, in general, shared three traits. They liked to read good material repeatedly. They also took notes. Finally, they claimed that they shared good reading material with their families. This tendency to include their families in their reading seems indicative of parental support. In this study, boys living in suburban areas seem to have insufficient parent interaction related to reading since they seldom indicated sharing their reading with their families. This is supported by the generally held belief that girls have closer relationships with their parents than do boys in Taiwan. It also suggests that urban families in Taiwan are more interdependent than are suburban families.

Implications

The major implication for this study is that there is no clear cut definition about who is responsible for teaching library skills. Neither regular classroom teachers nor teacher-librarians currently provide the help students need. One option to improve the quality of instruction in the area is to hire more teachers with expertise and interest in the library areas. In Taiwan, graduates from regular library schools are not currently eligible to work at any school libraries because they lack teaching certificates. Only graduates from teachers' colleges can become certified teachers. To solve this problem, the Ministry of Education could seek help from the Chinese Library Association in designing a program that would facilitate the certificate of library school graduates. The program could provide opportunities for in-service training for people who already are library employees as well as people who are interested in working at school libraries in the future.

A second implication is that both the hours of service and the breadth of offerings of school libraries, especially in urban areas, need to be assessed if children are to become leisure readers. The findings of this study show student dissatisfaction in a clear way. Elementary school libraries need to make a more concerted effort to attract student use. Alternately, the educational system should work with local authorities to provide an increase in the number of public libraries in the suburban areas.

Assertive and aggressive government advocacy and high parental support of reading seem to have a positive impact on children's reading. The high rate of children's enjoyment of leisure reading in this study might, in fact, be attributed, in part, to the government's advocacy of children's leisure reading and the encouragement of teachers and parents. While it was encouraging to find that most children engage in leisure reading primarily for entertainment and recreation, findings indicated that most of the popular titles listed by all the participants were comic books which were not likely to have been found in either the school library or the public library. This implies that children are finding reading materials on their own even if the latter are not the sort of reading materials that teachers approve.

One alarming possible implication of the study is that teachers are simply not teaching reading skills nor are they modeling reading. A significant number of the subjects in this study reported learning reading skills on their own. One third of the subjects claimed that they did not know whether people they admire most, including teachers, read for fun regularly.

The findings of the study indicated that the geographical area created the greatest difference in responses regarding children's use of the library and leisure reading. This implies that living in cities means convenience in many ways, which include quality educational services as observed and experienced by the

researcher. The inner city schools in Taiwan appear to be better staffed, better equipped and have better student academic performance than suburban schools.

Recommendations

The findings of this study suggest the following recommendations for further research. Such research may enhance the effectiveness of children's use of the library and their leisure reading.

1. Replication of this study should be conducted using a larger sample from a wider geographical area in Taiwan to determine whether the responses identified through this study are representative of those nationwide in the Republic of China. Since the current study was conducted in Taichung City, further research is recommended in order to find out if children from other geographical areas show any similarities with or differences from the findings of the current study.

2. A similar study in which grade level, socio-economic status, achievement and abilities of the children are considered, might help determine to what extent these are factors in library use.

3. The results of the study indicated that more than 60% of the participants obtained most of their leisure reading materials from home. This would appear to suggest that reading professionals interested in children's leisure reading behavior should take a hard look at the quality and quantity of reading materials found in

the home. In addition to ways of influencing selection, further research investigating the amount of reading done in the home environment would be of value. Examination and analysis of personal and family home libraries should also be conducted. Reading professionals need to spend time and money educating parents about developing home libraries.

4. A longitudinal case study should be conducted to explore in-depth what happens when children use the library in order to determine the extent to which children use the library. This research could include an investigation of children's use of the library by observing what they are doing in the library, how they search information they need, how long they stay, and when they go there.

5. Interviewing teachers about what they do with their classes related to library use would be informative. This research could begin by trying to discover what teachers feel their responsibilities are related to the library. It could consider the following variables: (1) the amount of time teachers claim that they devoted to helping children in the library; (2) the library skills teachers possess; (3) the preparation that these teachers have received; and (4) teachers' attitudes and interests related to library skills.

6. Parents should be part of a survey study related to library use. Parents' perceptions of children's use of the library and their leisure reading would be very informative. Parents' feelings about both teacher responsibilities and their own

responsibilities related to the library would also be useful information. This research could consider such variables as budget constraints, the frequency of taking children to public libraries and parents' involvement in children's leisure reading.

These recommendations for further research presented in this chapter suggest just a few of the research avenues that need to be investigated in additional studies examining children's use of libraries for study and leisure reading.

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APPENDICES

APPENDIX A
THE QUESTIONNAIRE

Children's Use of Libraries for Study and Leisure Reading

Grade: ___ 4th grade ___ 6th grade Age: ___ Sex: ___ boy ___ girl

Dear Student:

This questionnaire is not a test. There are no right or wrong answers. I would like to get some information on your use of the library and reading for fun. Please read each item carefully. Then choose the appropriate answer and write a " X " in the blank in front of each answer. Some items may have more than one answer. If your answer is "Other", please write the answer in the blank provided.

Thank you!

School Library

1. How often does the teacher take you to the school library?

- ___ Once every 2 weeks
- ___ Once a week
- ___ Once every 2 or 3 days
- ___ Seldom
- ___ Other _____

2. How often do you go to the school library outside of class time in a week?

- ___ Less than once
- ___ Once
- ___ Twice
- ___ More than twice

3. At what time do you most like to go to the school library?

- ___ Before the first class in the morning
- ___ In class
- ___ During noon break
- ___ During study period
- ___ After class
- ___ After school
- ___ On weekends
- ___ Other _____

4. Why do you check out books from the school library? (Check all that apply)

- ☐ To write a book report
- ☐ To use sources for other assignments
- ☐ To read for fun
- ☐ Other _____

5. If you seldom go to the school library, why? (Check all that apply)

- ☐ No time
- ☐ The library isn't open when I can go
- ☐ Teacher doesn't take me (us)
- ☐ Can't find books I like
- ☐ Prefer public library
- ☐ Would rather play in the playground
- ☐ Other _____

6. Does your teacher provide the help you need to find and use materials in the school library?

- ☐ Often
- ☐ Sometimes
- ☐ Seldom
- ☐ Never

7. Does the teacher-librarian provide the help you need to find and use materials in the school library?

- ☐ Often
- ☐ Sometimes
- ☐ Seldom
- ☐ Never

8. Which of the following types of materials do you think your school library most needs to increase?

- ☐ Story books
- ☐ Information books
- ☐ Comic books
- ☐ Newspaper
- ☐ Magazines
- ☐ Educational videotapes
- ☐ Other _____

9. Which of the following do you think your school library needs to increase?

(Check all that apply)

- ☐ Librarians
- ☐ Space
- ☐ Seats
- ☐ Open hours
- ☐ Other _____

10. Do you have a "classroom library" in your class?

- ☐ Yes
- ☐ No

Public Library

11. Do you go to the public library?

- ☐ Yes
- ☐ No

If your answer is "No", then go to question 15.

12. How often do you go to the public library in a week?

- ☐ Less than once
- ☐ Once
- ☐ Twice
- ☐ More than twice

13. With whom do you most often go to the public library?

- ☐ Alone
- ☐ Parents
- ☐ Brothers and sisters
- ☐ Friends
- ☐ Other _____

14. Why do you go to the public library? (Check all that apply)

- ☐ Parents take me there
- ☐ Can stay longer there
- ☐ Can get more help finding things
- ☐ More books on subjects
- ☐ More interesting activities
- ☐ To find sources
- ☐ Other _____

If you answered questions 12, 13, 14, then skip 15, and go to 16.

15. Why don't you go to the public library? (Check all that apply)

- ☐ Go to the school library instead
- ☐ Too far away
- ☐ No one to take me
- ☐ Parents will not allow me to go
- ☐ No one to help me finding things there
- ☐ Other _____

16. Which of the following have you been taught to do in the school or public library? (Check all that apply)

- ☐ Browse shelves
- ☐ Use the card catalog
- ☐ Use encyclopedia or dictionaries
- ☐ Take notes
- ☐ Use book indexes
- ☐ Outline and write summaries
- ☐ Teacher has never taught us
- ☐ Other _____

17. Which of the following can you use to search for information? (Check all that apply)

- ☐ By author's name
- ☐ By title of the book
- ☐ By subject labels on the shelves
- ☐ By asking teacher or librarian
- ☐ By asking friends or classmates
- ☐ Other _____

Leisure Reading

18. Do you like reading for fun?

- ☐ Like very much
- ☐ Like
- ☐ Dislike
- ☐ Dislike very much

19. How much time each day do you spend reading for fun during the weekdays?

- ☐ None
- ☐ Less than one hour
- ☐ 1 to 2 hours
- ☐ More than 2 hours

20. How much time each day do you spend reading for fun during weekends?

- ☐ None
- ☐ Less than one hour
- ☐ 1 to 2 hours
- ☐ 2 to 3 hours
- ☐ More than 3 hours

21. Which of the following reading materials do you most often like to read for fun? (Check all that apply)

- ☐ Story books
- ☐ Information books
- ☐ Comic books
- ☐ Magazines
- ☐ Newspaper
- ☐ Other _____

22. Which of the following types of reading materials do you most often like to read for fun? (Check all that apply)

- ☐ Fairy tales/Fantasy
- ☐ Folk tales
- ☐ Biographies
- ☐ Encyclopedia
- ☐ Science fiction
- ☐ Historical stories
- ☐ Humor
- ☐ Detective stories
- ☐ Adventure stories
- ☐ Horror/Ghost stories
- ☐ Sports
- ☐ Romance
- ☐ Poetry
- ☐ Animal stories
- ☐ Other _____

23. Where do you get most of your pleasure reading materials? (Check all that apply)

- ☐ School library
- ☐ Public library
- ☐ Classroom library
- ☐ Friends or classmates
- ☐ Book rental stores
- ☐ Home
- ☐ Other _____

24. How do you choose most of the reading materials you read for fun? (Check all that apply)

- ☐ Chosen by myself
- ☐ Chosen by parents
- ☐ Suggested by teachers
- ☐ Suggested by friends
- ☐ Chosen from TV or the newspaper
- ☐ Other _____

25. What is the main reason you read for fun?

- ☐ To have fun
- ☐ To kill time
- ☐ To increase my knowledge
- ☐ To satisfy parents' requirement
- ☐ To satisfy teachers' requirement
- ☐ Other _____

26. After you read good pleasure reading material, which of the following do you most often like to do? (Check all that apply)

- ☐ Take notes
- ☐ Tell my friends about the story
- ☐ Tell my family about the story
- ☐ Read it again
- ☐ I don't do anything
- ☐ Other _____

27. If you like a sentence you read in pleasure reading material, which of the following do you most often like to do? (Check all that apply)

- ☐ Write it down in a notebook
- ☐ Read it several times
- ☐ Read it aloud
- ☐ Memorize it
- ☐ I don't do anything
- ☐ Other _____

28. Where do you think the reading skills you use for pleasure reading come from?

- ☐ Taught by teachers
- ☐ Taught by family members
- ☐ Learned from books
- ☐ Learned on my own
- ☐ Other _____

29. Do you think that people you admire most read for fun regularly?

- ☐ Yes
- ☐ No
- ☐ I don't know

30. Which of the following do you think read for fun regularly? (Check all that apply)

- ☐ Teachers
- ☐ Parents
- ☐ Friends or classmates
- ☐ Other _____

31. Please write down the title of the book which you have read for fun that you liked the most.

APPENDIX B

THE CHINESE VERSION OF THE QUESTIONNAIRE

國小學童利用圖書館與課外閱讀調查問卷

年級： ☐ 四年級 ☐ 六年級 年齡： _____ 性別： ☐ 男 ☐ 女

小朋友：你好！

這張問卷並不是考試卷，老師只是想瞭解你們利用圖書館的情況，以及課外閱讀的情形。答案並沒有「對」或「錯」。請你們仔細讀一讀，並在每一題前面的括弧裡填上答案號碼。「可複選」的題目，你可以選好多個答案。如果你的答案是「其他」，就請你把你的想法寫在「其他」後面的橫線上。謝謝您！

國立台中師範學院語教系
柴 素 靜 敬啟

學校圖書館

- () 1. 你們老師大約多久帶你們去一次學校的圖書館？
(1) 每兩週去一次 (2) 每週去一次 (3) 二、三天去一次
(4) 很少去 (5) 其他 _____
- () 2. 你自己一星期大約去學校的圖書館幾次(不包括老師上課時帶去)？
(1) 沒有去 (2) 一次 (3) 二次 (4) 二次以上。
- () 3. 你最喜歡在什麼時間去學校的圖書館？
(1) 早自習時 (2) 上課時 (3) 午休時間 (4) 作業指導時間
(5) 下課時 (6) 放學後 (7) 週末時
(8) 其他 _____
- () 4. 你為什麼要向學校的圖書館借書？(可複選)
(1) 寫讀書報告 (2) 查資料 (3) 空閒時看
(4) 其他 _____
- () 5. 如果你不常去學校的圖書館，原因是什麼？(可複選)
(1) 沒有時間 (2) 我想去時，圖書館沒有開 (3) 老師沒有帶我們去
(4) 找不到我喜歡的書 (5) 比較喜歡去校外圖書館
(6) 更喜歡在操場玩 (7) 其他 _____

- () 6. 帶你們去學校圖書館上課的老師會教你們怎樣去找書嗎？
(1) 常常教我們 (2) 有時候會教我們 (3) 很少教我們
(4) 從來沒有教過我們。
- () 7. 你在學校的圖書館找書時，管理圖書館的老師會教你們如何找嗎？
(1) 常常教我們 (2) 有時候會教我們 (3) 很少教我們
(4) 從來沒有教過我們。
- () 8. 你認為學校的圖書館最需要增加下列哪一種書刊資料？
(1) 故事書 (2) 社會、科學叢書 (3) 漫畫書 (4) 報紙 (5) 雜誌
(6) 教學錄影帶 (7) 其他 _____
- () 9. 下列哪些方面是你認為學校圖書館應該改善的？(可複選)
(1) 圖書管理員的人數 (2) 圖書館的大小 (3) 座位的數量
(4) 開放的時間 (5) 其他 _____
- () 10. 你們班上有沒有班級圖書櫃？
(1) 有 (2) 沒有。

校外圖書館

- () 11. 你去過校外的圖書館嗎？(例如：省立台中圖書館、市立文化中心、社區圖書館等)
(1) 去過 (2) 沒去過。

※如果你沒有去過校外的圖書館請從第15題填答。

- () 12. 你一星期大約去校外的圖書館幾次？
(1) 不到一次 (2) 一次 (3) 二次 (4) 二次以上。
- () 13. 你最常跟誰去校外的圖書館？
(1) 自己去 (2) 父母 (3) 兄弟姐妹 (4) 朋友或同學
(5) 其他 _____
- () 14. 你為什麼去校外的圖書館？(可複選)
(1) 父母帶我去的 (2) 可以在那裡待很久 (3) 有人會指導我找資料
(4) 書的種類較多 (5) 有好玩的活動 (6) 因為要找資料
(7) 其他 _____

※如果你回答了12、13、14 題，請不要答第15題，就從第16題開始填答。

() 15. 你為什麼不去校外的圖書館？(可複選)

- (1) 因為我去過學校的圖書館 (2) 離家裡太遠 (3) 沒有人帶我去
(4) 父母不讓我去 (5) 那裡沒有人會幫助我找資料
(6) 其他 _____

() 16. 老師曾經教過你哪些使用圖書館的方法來查資料？(可複選)

- (1) 從書架上的一本一本的找 (2) 查目錄卡片 (3) 查百科全書或字典
(4) 做筆記 (5) 從書的索引去查 (6) 寫大綱大意 (7) 老師沒教過
(8) 其他 _____

() 17. 在學校或校外的圖書館你會用什麼方法來找你想看的資料？(可複選)

- (1) 查作者的名字 (2) 查書名 (3) 從書架上的標示來找
(4) 問老師或圖書館管理員 (5) 問同學或朋友
(6) 其他 _____

課外閱讀

() 18. 你喜歡看課外讀物嗎？

- (1) 非常喜歡 (2) 喜歡 (3) 不喜歡 (4) 非常不喜歡。

() 19. 從星期一到星期五，你每天大約花多少時間看課外讀物？

- (1) 沒有時間看 (2) 不到一小時 (3) 一至二小時 (4) 二小時以上。

() 20. 週六、日時，你一天大約花多少時間看課外讀物？

- (1) 沒有時間看 (2) 不到一小時 (3) 一至二小時
(4) 二小時以上至三小時 (5) 三小時以上。

() 21. 你最喜歡看下列哪種課外讀物？(可複選)

- (1) 故事書 (2) 社會、科學叢書 (3) 漫畫書 (4) 雜誌 (5) 報紙
(6) 其他 _____

() 22. 你最喜歡看下列哪些類課外讀物？(可複選)

- (1) 童話 (2) 民間故事 (3) 傳記 (4) 百科全書 (5) 科幻小說
(6) 歷史故事 (7) 笑話 (8) 偵探小說 (9) 冒險故事 (10) 鬼故事
(11) 運動書刊(如棒球、下棋、釣魚等) (12) 愛情小說 (13) 詩歌
(14) 動物的介紹 (15) 其他 _____

- () 23. 你所看的課外讀物大部份來自哪裡？(可複選)
- (1) 學校圖書館借的 (2) 校外的圖書館借的 (3) 班上的圖書櫃借的
(4) 向朋友或同學借的 (5) 租書店租的 (6) 自己家裡買的
(7) 其他 _____
- () 24. 你所讀的課外讀物大多是誰介紹的？(可複選)
- (1) 自己發現的 (2) 父母選來的 (3) 老師介紹的
(4) 朋友或同學介紹的 (5) 從電視、報紙上看的
(6) 其他 _____
- () 25. 你看課外讀物主要是爲了什麼？
- (1) 有興趣 (2) 打發時間 (3) 增進知識 (4) 父母要求的
(5) 老師要求的 (6) 其他 _____
- () 26. 如果你讀了一本好的課外讀物後，你會做下列哪些事情？(可複選)
- (1) 記筆記 (2) 說給同學或朋友聽 (3) 說給家人聽 (4) 再看一遍
(5) 不管它 (6) 其他 _____
- () 27. 你看課外讀物，如果遇到優美的句子時，你會怎麼做？(可複選)
- (1) 抄在筆記本上 (2) 多看幾遍 (3) 大聲讀一讀 (4) 背下來
(5) 不管它 (6) 其他 _____
- () 28. 你看課外讀物時所用的讀書方法(例如：唸出聲音、先看標題、很快的翻一遍等)是誰教的？
- (1) 老師教的 (2) 家人教的 (3) 書上學來的 (4) 自己學來的
(5) 其他 _____
- () 29. 你最喜歡的人(例如：老師、父母、同學或朋友)常常看課外讀物嗎？
- (1) 有 (2) 沒有 (3) 不知道。
- () 30. 你認爲下列哪些人常常看課外讀物？(可複選)
- (1) 老師 (2) 父母 (3) 同學或朋友
(4) 其他 _____
31. 請寫出一本你最喜歡看的課外讀物？(寫書名)
- _____

APPENDIX C

APPROVAL FOR HUMAN SUBJECTS REVIEW: FORM B



Research Administration
Compliances

11/15/95

Grants & Contracts
Research Advancement

404 Andy Holt Tower
Knoxville, Tennessee 37996-0140

(615) 974-3466

FAX (615) 974-2805

IRB #: 4876B

Title: A Study of Elementary School Students' Use of Libraries for Study and
Leisure Reading in Taichung City, Taiwan, the Republic of China

Chai, Su-Ching
Holistic Teaching/Learning
1611 Larurel Ave. #422
Knoxville, TN 37916

Turner, Dr. Thomas
Holistic Teaching/Learning
308 Claxton Ed. Bldg.
Campus

The points of clarification you submitted to this office regarding the above-captioned project, satisfied the concerns of the reviewers, thus your project has been approved.

This approval is for a period ending one year from the date of this letter. Please make timely submission of renewal or prompt notification of project termination (see item #3 below).

Responsibilities of the investigator during the conduct of this project include the following:

1. To obtain prior approval from the Committee before instituting any changes in the project.
2. To retain signed consent forms from subjects for at least three years following completion of the project.
3. To submit a Form D to report changes in the project or to report termination at 12-month or less intervals.

The Committee wishes you every success in your research endeavor. This office will send you a notice on the anniversary of your approval date.

Sincerely,

A handwritten signature in black ink, appearing to read "Steven B. Pulik".

Steven B. Pulik
Coordinator of Compliances

cc: Dr. Lester Knight

FORM B

CRP# _____

Date Received in ORC _____

THE UNIVERSITY OF TENNESSEE, KNOXVILLE

Application for Review of Research Involving Human Subjects

I. IDENTIFICATION OF PROJECT

Date: October 18, 1995

Principal Investigator and Advisor:

Su-Ching Chai
Holistic Teaching/Learning
1611 Laurel Ave. #422
Knoxville, TN 37916
(423) 637-3674

Dr. Thomas N. Turner
Holistic Teaching/Learning
308 Claxton Education Building
Knoxville, TN 37996
(423) 974- 3435

Title of Project:

A Study of Elementary School Students' Use of Libraries for Study and
Leisure Reading in Taichung City, Taiwan, the Republic of China

Department:

Holistic Teaching/Learning Unit

Starting date:

Upon CRP Approval

Estimated Completion Date:

May 1996

External Funding Agency and Identification Number:

N/A

Grant Submission Deadline:

N/A

II. OBJECTIVES OF PROJECT

The purpose of this study is to determine the extent to which children in the fourth and sixth grades use the library for study and leisure reading in Taichung City, Taiwan, the Republic of China. Specifically the investigator will attempt to describe how often elementary school students are using the library and doing leisure reading. The study will further attempt to determine the differences in the use of the library and leisure reading attributable to sex and grade; and if differences exist between children in urban schools and those in suburban schools. Finally the study will attempt to provide a reference for the school, parents, and educational authorities to help students cultivate the interest and habit in reading and establish a proper way of utilizing the library.

III. DESCRIPTION OF PARTICIPANTS

This study will employ a survey research design which will be complemented by a questionnaire. Participants for this study will be 4th- and 6th-grade students from 20 classes in 10 elementary schools (one class from each grade level in each school) in Taichung City, Taiwan.

There are 50 public elementary schools scattered in eight sections in Taichung City, Taiwan. Twenty-three of them are located in 5 sections which are defined as the urban area of Taichung City. Twenty-seven of them are located in the remaining three sections which are defined as the suburban area of Taichung City. The 4th- and 6th-grade students in the 50 public elementary schools will constitute the target population of the study.

A two-stage cluster sampling procedure will be employed for this study. First, a simple random selection method will be used to select 10 schools, five from the urban area (Chung-Cheng, Chung-Hsiao, Kuang-Fu, Shih-Yuan-Shih-Hsiao, and Ta-Tung) and five from the suburban area (Chen-Ping, Chien-Kung, Chun-An, Sung-Chu, and Tai-An). Then a simple random sample of two classes (one fourth grade and one sixth grade) from each sampled school will be selected.

IV. METHODS

The survey research method will be used in this study. The data will be collected through a survey questionnaire titled "Children's Use of Libraries for Study and Leisure Reading" (Appendix A). It will be developed by the principal investigator through a thorough review of relevant literature in both Taiwan and

the United States, and personal experience in contact with elementary school teachers and librarians in both countries. The questionnaire will include the demographic data (grade level, age and sex), use of the school library, use of the public library and leisure reading.

The instrument will be first developed in English. Since English is not the native language of the respondents of this study, the questionnaire will be translated into Mandarin Chinese, the national language in Taiwan.

As a pilot study, the original Chinese version of the questionnaire will be given to a 4th-grade and a 6th-grade classes in an elementary school which will not be included in the final sample. The questionnaire will then be revised and administered by the principal investigator to the participants during their study period.

Since the sample schools are supervised by Taichung Teachers College, an introductory letter with the authorized signature of the president of Taichung Teachers College, Dr. Hsiang-Chuan Liu, explaining the survey purpose, the principal investigator, the information requested, and a request to participate (as shown in Appendix D) will be sent to the selected schools before the data collection will be conducted. A telephone call will be made to the selected schools to ask for the appropriate arrival date and time the principal investigator will be at the school as well as to request for cooperation and ensure the confidentiality.

Before asking the participants to respond to the questionnaire, the principal investigator will distribute a copy of the parents' informed consent letter (Appendix E) to each of them as a request for parental permission. The parents informed consent letter will explain the purpose of the study and the elements of informed consent. The returned questionnaires will be stored in a locked filing cabinet in the home of the principal investigator for a period of three years following the completion of the study, after which the materials will be destroyed.

The Statistical package for the Social Sciences (SPSS-X) computer program available at the Computer Center of The University of Tennessee at Knoxville will be used to analyze the data. A pilot study will be conducted to verify the clarity of the questions and to identify unexpected problems for the Chinese version of the instrument. Frequencies and percentages will be used to report demographic data and the results in general. The Chi-square test of significance will be used to determine if there will be significant differences in responses.

V. SPECIFIC RISKS AND PROTECTION MEASURES

The principal investigator does not expect the individuals to encounter any risks by participation in the study. Only the principal investigator will have access to each questionnaire. Any other materials relating to the study will be stored at 308 Claxton Education Building for three years pass completion of the study and then destroy them. Since no participant will be identified by name on the questionnaire, the confidentiality is assured. The only personal data that a participant will be asked to provide pertains to grade level and sex. All information received from the survey will be only reported as group data. This study is completely voluntary. The participants can refuse to participate or withdraw from participation at any time without penalty.

VI. BENEFITS VS. RISKS

The participants will benefit from participating in the process of reflecting and responding to the research questions and also from the knowledge gained from the findings of this project. As previously stated, there are no foreseeable risks.

VII. METHOD OF OBTAINING INFORMED CONSENT

Because participants for this study will be elementary school children, parental permission or consent in writing is required. The Parents Informed Consent Document (Appendix E) will serve the purpose of obtaining informed consent of the participants' parents or guardians. It will describe the purpose of the research and explain the elements of informed consent, and emphasize that there will be no penalty to the participant for refusal to participate and the participant can withdraw at any time.

VIII. QUALIFICATIONS OF THE INVESTIGATOR

The principal investigator of the study, Su-Ching Chai, is an Ed. D student in the Holistic Teaching/Learning Unit in the UTK College of Education. This project will be conducted under the direct supervision of Dr. Thomas N. Turner, the academic advisor of the principal investigator.

IX. ADEQUACY OF FACILITIES TO SUPPORT RESEARCH

The principal investigator's personal storage in addition to her personal computer constitute adequate support measures for the project.

X. RESPONSIBILITY OF THE PROJECT DIRECTOR

By compliance with the policies established by The University of Tennessee, Knoxville, Committee on Research Participation, the principal investigator subscribes to the principles stated in "The Belmont Report" and standards of professional ethics in all research, development, and related activities involving human subjects under the auspices of The University of Tennessee, Knoxville.

- a. Approval will be obtained from The University Committee prior to instituting any change in the research project.
- b. Development of any unexpected risks will be reported to The University Committee.
- c. A status report (Form D) will be submitted at 12-month intervals or as requested attesting to the current status of the project.
- d. Signed consent statements or any other materials related to the study will be kept for the duration of the study and for at least three years thereafter.

Principal

Investigator: Su-Ching Chai
Name

Su-Ching Chai
Signature

Oct. 18, 95
Date

Advisor: Dr. Thomas N. Turner
Name

Thomas N. Turner
Signature

Oct 18, 1995
Date

XI. DEPARTMENTAL REVIEW

Department

Head: Dr. Lester N. Knight

Name

Lester N. Knight

Signature

10-18-95

Date

The application described above has been reviewed by the department committee and has been approved.

Chair,

Departmental

Review

Committee: Dr. Thomas N. Turner

Name

Thomas N. Turner

Signature

Oct 18, 1995

Date

APPROVED:

Coordinator

of Compliances

Research

Administration

Steve Pulik

Name

Steve Pulik

Signature

11-15-95

Date

APPENDIX D

INTRODUCTORY LETTER FROM TAICHUNG TEACHERS

COLLEGE TO SAMPLED SCHOOLS

(ENGLISH AND CHINESE VERSIONS)



國立台中師範學院

中華民國台灣省台中市民生路 140 號

National Taichung Teachers College

140 Min-Sheng Rd., Taichung, 40302,

Taiwan, R.O.C.

TEL:(04)2263181 FAX:(04)2243450

DATE: October 4, 1995
TO: Kuang-fu, Chung-hsiao, Ta-tung, Chung-cheng, Shih-yuan-shih-hsiao, Chun-an, Tai-an, Chen-ping, Sung-chu, Chun-kung elementary schools
FROM: Hsiang-chuan Liu, President *Hsiang-chuan Liu*
National Taichung Teachers College
RE: A study of Elementary School Students' Use of Libraries for Study and Leisure Reading in Taichung City, Taiwan, the Republic of China
CC: Su-Ching Chai

Ms. Su-Ching Chai, an instructor at Taichung Teachers College, will conduct a research project on elementary school students' use of libraries for study and leisure reading in Taichung City, Taiwan, the Republic of China. Your school has been chosen as one of the participation institutions for this study. Your permission and cooperation for this study is needed and appreciated. Some details are as follows:

1. Participants for the study will be students from fourth- and sixth- grade classes which are randomly selected. (One class from each grade level in each school).
2. The study will be conducted during the period between the middle of November and the end of December, 1995. The specific time for the study will be notified later.
3. The researcher will administer the questionnaire during a study period.
4. This study will help improve the library instruction and reading guidance for elementary schools in Taiwan, Republic of China.

國立臺中師範學院學函

限年作保	號

校 別	臺 中	地址	臺中市西區○○○路一四〇號
受 文 者	大同國小	任 期	中華民國八十四年十二月五日
收 文 者	柴素靜老師	件 附	中研院 語 字第四三七一號
批 示		件 附	
主 旨	本校教師柴素靜正進行「台中市國小童利用圖書館與課外閱讀」之研究，從樣本中抽取貴校為施測學校，敬請 惠予協助。		
說 明	一、本問卷之施測對象為四年級及六年級學生各一班。施測時間為十二月十一日至卅一日止。 • 詳細施測時間另以電話聯絡。		

二、問卷施測由柴素靜老師親至 貴校施測。
三、此項研究將有助於國小圖書館教育與閱讀指導之改進及國小教育之發展，屆時請 惠予 幫忙。
校 長 劉 湘 川

APPENDIX E
PARENTS INFORMED CONSENT DOCUMENT
(ENGLISH AND CHINESE VERSIONS)

PARENTS INFORMED CONSENT DOCUMENT

The purpose of this study is to determine the extent to which children in the fourth- and sixth- grades use the library for study and leisure reading in Taichung City, Taiwan, the Republic of China.

Your child is invited to participate in this study that I believe will help improve the library instruction and reading guidance for elementary schools, as well as the development of elementary education.

If this permission is granted, your child will be asked to respond to a 30-item questionnaire. Participants will complete the questionnaire in their class setting. The length of time required should be no more than 20 minutes. I will administer the survey during a study period. Since no child will be identified by name on the questionnaire, the confidentiality is assured. The only personal data that a child will be asked to provide pertains to grade level and gender. All information received from the survey will be only reported as group data. This study is completely voluntary. The participants can refuse to participate or withdraw from participation at any time without penalty. The participants will benefit from participating in the process of reflecting and responding to the research questions and also from the knowledge gained from the findings of this project. There are no foreseeable risks.

If you have any questions, now or in the future, please contact me:

Su-Ching Chai
5F, 12, Chung-Hsing Street, Taichung City, Taiwan
Phone: (04)321-9284

I have read and understood the explanation of this study and agree to give my permission to my child, _____, to participate in this study.

Name

Date

Signature of Parent or Guardian

中華民國台灣省台中市國民小學利用圖書館與課外閱讀之調查研究

家長同意書

本研究之目的乃在瞭解台中市國民小學四年級及六年級學童利用圖書館與課外閱讀之情形。此項研究將有助於改進國小圖書館利用教育及課外閱讀指導，並有助於國小教育之發展。

如果您同意 貴子弟參與此項研究，貴子弟將填答一份三十題的問卷。由研究者親自前往 貴子弟就讀之班級施測。施測時間約二十分鐘。此項問卷調查採取不記名方式，基本資料中只需填寫年級及性別，填答結果完全保密。調查結果僅作為團體意見分析之依據。受試者可自由選擇參加與否。

本同意書將保存在研究者就讀之學校-- 美國田納西大學。保存時間為三年。如果您有任何問題，請與本人聯絡。地址如下：

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回 條

本人已瞭解此研究，並同意小兒(女)_____，參與此項研究。

家長姓名

日期

家長簽章

VITA

Su-Ching Chai was born in Taichung, Taiwan, the Republic of China, on July 31, 1954. She graduated from Soochow University, Taiwan in June, 1976 with a Bachelor of Arts degree. She earned a Master of Science degree in Education with a major in Elementary Education from the University of Wisconsin--River Falls in August, 1987. In the fall of 1993, she enrolled in the graduate program in the Department of Curriculum and Instruction at The University of Tennessee, Knoxville, and received her Doctor of Education degree with a major in Curriculum and Instruction in August, 1996.

She married to Nien-I Wang in 1979 and they have two sons. She has been teaching at National Taichung Teachers' College in Taiwan since 1981. She is currently employed as an instructor.